Clinical Program Training Goals & Objectives

Goal 1: To train competent, empirically grounded, context sensitive scientist-practitioners of psychology

Objectives
- To produce graduates who are fully knowledgeable of biopsychosocial factors that influence complex human behavior and current understanding of causes and correlates of psychopathologies.
- To produce graduates who are competent diagnosticians, and skillful in conducting and evaluating psychological assessments.
- To produce graduates who are competent in clinical interventions, well grounded in evidence-based approaches and well prepared to provide individual and group psychotherapy and consultation.
- To produce graduates who are competent in diverse research strategies, empirical methodology and well trained in research design and analysis.
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Goal 2: To produce clinical psychologists who are consumers of psychological scholarship and who contribute to current knowledge and practice through their own scholarly investigations.

Objective
- To produce graduates who present and publish their own research and scientific investigations.

Goal 3: To prepare clinical psychologists with sufficient depth and breadth of training, sensitivity to multicultural and diversity issues, and experiences for employment in a wide range of work place settings within the field

Objectives
- To produce graduates who successfully obtain licensure.
- To produce graduates who attain employment across many settings, including universities, medical schools, hospitals, community mental health centers and correctional facilities.
Other Features of our Training Program

Clinical Practica. The core of our students’ practicum experience takes place in “vertical” practicum teams (i.e., students from all year levels). These are supervised by budgeted, tenure-track Clinical Psychology faculty. Students see their clients at SIUC’s interdisciplinary Clinical Center. Our students enroll for practicum beginning in their first semester on campus, continuing through the first, second and third years, and, in many cases, into the fourth year of the program. Training proceeds in a graduated fashion whereby first semester students participate in weekly team meetings, reviewing the clinical activity of advanced students or sitting-in as co-therapists. When students feel ready, and with the supervisor’s endorsement, they begin to see their own first clients. This typically occurs during the second semester of the first year or at the beginning of the second year in the program. Individual supervision at this stage is on an hour-for-hour basis and students would typically see just one client. With increasing experience and confidence, and progressing through the second year, the student will begin to see 2 or 3 clients. We typically provide four vertical teams each semester, two adult- and two child-oriented. Adult-clinical supervisors are Drs. Drake and Kertz. Child-clinical supervisors are Drs. Cashel, and Fehr, and on occasion Dr. Jeffrey Kellogg (our adjunct faculty member). The SIU Clinical Center has state of the art video-recording capabilities for all therapy rooms and an electronic record keeping system. Supervisors’ orientations could be described variously as social learning, feminist, cognitive-behavioral, integrationist, systems-oriented, relationship-oriented and eclectic.

Field Placement. This summer course is required of students in the clinical program. Students complete a 125-hr placement at one agency during their second summer. These agencies include H-Group (a group of community mental centers), Clyde L. Choate Mental Health Center (a state hospital), the Women’s Center, Brehm Preparatory School, and others.

Elective Specialty Practica. Students frequently enroll in elective specialty practica. These include the Family Therapy Team offered by the Counselor Education program, Center for Autism Spectrum Disorders, and the Counseling and Psychological Services Center for college students. Specialty practica can also be arranged at many external agencies.

Clinical Training Assignments. Of major importance to our training assignment model are the service contracts which our program maintains with non-university agencies such as the Evaluation and Development Center, Brehm Preparatory School, Choate and others. Many of our fourth-year students (plus some third and fifth year students) fill half-time positions through these contracts which offer a greater range of clinical experience.