



UNIVERSITY OF
**DETROIT
MERCY**

GRADUATE PROGRAM

DOCTORAL PROGRAM CLINICAL PSYCHOLOGY

ACCREDITED BY THE COMMISSION ON ACCREDITATION, AMERICAN PSYCHOLOGICAL ASSOCIATION

Through Detroit Mercy's doctoral program with a major in Clinical Psychology, which is accredited by the American Psychological Association, our students develop profession-wide competencies in research, ethical and legal standards, individual and cultural diversity, professional values, attitudes and behaviors, communication and interpersonal skills, assessment, intervention, supervision, consultation, and interprofessional/interdisciplinary skills. In addition, students develop competencies in psychoanalytic therapy, research and assessment which are specific to our program.

Program Description

Program emphasis may be divided into coursework, practice, and scholarship. The courses in the curriculum are designed by content and sequence to fulfill several goals including acquiring a firm foundation in psychology and the breadth and depth of knowledge in clinical skills.

Clinical experiences are designed not only to afford an opportunity to learn skills in clinical settings but also to integrate skills and the theories shaping and guiding those skills. Scholarship is demonstrated throughout coursework through examinations and papers. In addition, students, within the context of a comprehensive examination, will be asked to demonstrate their ability to understand, integrate and communicate their knowledge of psychology in general and clinical psychology in particular.

The curriculum introduces students to a variety of assessment and treatment skills with an emphasis on the theoretical rationales upon which these skills are based. While students are exposed to a variety of theoretical orientations, the main theoretical base of the program is psychoanalytic. No curriculum can prepare a student with skill applicable to every area in which a psychologist may practice. It is our belief, however, that with in-depth training in selected areas and familiarity with a number

of other areas, students will be able to learn the skills required in their work using the basic principles of evaluation and intervention emphasized in the program.

The dissertation, which may be experimental or clinically empirical, is an opportunity to show how students can contribute new knowledge within the field. We accept applications from students with either a baccalaureate or a master's as a terminal degree, who have completed a minimum of the prerequisite courses (on either the undergraduate or graduate level) listed below:

- a) One term: statistics
- b) One term: theories of personality
- c) One term: abnormal psychology
- d) One term: developmental psychology
- e) Two laboratory courses: e.g.: learning, physiological psychology (strongly recommended), perception, experimental psychology (strongly recommended)

Program Goal

The program's goal is to train professional psychologists who can offer a variety of psychological services to the community. Graduates are scientist practitioners who are professionally grounded in the theoretical underpinnings of assessment and intervention strategies, able to critically evaluate and assimilate new findings and hypotheses and able to contribute to the body of knowledge within the field.

Website: udmercy.edu/clinical-psychology-phd

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DOCTORAL PROGRAM

CLINICAL PSYCHOLOGY

Curriculum

The academic year is comprised of three 15-week terms, going from the end of August through the second week of August, with appropriate vacation time built in. The psychotherapy practicum begins the first term of the second year and continues for two years (six-consecutive terms). This practicum involves students with patient contact and clinical staff conferences at the Detroit Mercy Psychology Clinic, a University-supported community service training site.

This schedule distributes coursework through three years with elective courses throughout years two and three. The total program including coursework, clinical experience, internship and dissertation amounts to approximately 96 credit hours. It should be noted that some courses and/or sequences may change, but the major content and thrust of the curriculum is stable.

FALL OF YEAR ONE (12 credits)

PYC 6540 Theories of Personality (3 credits)
PYC 6550 Psychoanalytic Concepts (3 credits)
PYC 6600 Statistical Methods I (3 credits)
PYC 6700 Psychological Assessment I (3 credits)
PYC 7956 Introduction to Clinical Practice (0 credits)

WINTER OF YEAR ONE (15 credits)

PYC 5040 Advanced Research (3 credits)
PYC 6610 Statistical Methods II (3 credits)
PYC 6710 Psychological Assessment II (3 credits)
PYC 6850 Psychopathology I (3 credits)
PYC 6880 Principles of Psychotherapy (3 credits)
PYC 7956 Introduction to Clinical Practice (0 credits)

SUMMER OF YEAR ONE (9 credits)

PYC 5230 Assessment Methods With Children (3 credits)
PYC 6500* History and Systems of Psychology (3 credits)
PYC 6860 Psychopathology II (3 credits)

*Offered every other year.

FALL OF YEAR TWO (12 credits)

PYC 6040 Learning and Memory (3 credits)
PYC 6730 Psychological Assessment III (0 credits)
PYC 6890 Theories of Psychotherapy (3 credits)
PYC 7500 Psychotherapy Practicum (3 credits)
PYC 7750 Cultural Diversity (3 credits)

WINTER OF YEAR TWO (9 credits)

PYC 6730 Psychological Assessment III (0 credits)
PYC 6740 Developmental Psychology (3 credits)
PYC 6930 Ethics and Professional Issues (3 credits)
PYC 7500 Psychotherapy Practicum (3 credits)

SUMMER OF YEAR TWO (3 credits)

PYC 5000 Social Psychology (3 credits)
PYC 6730 Psychological Assessment III (0 credits)
PYC 7500 Psychotherapy Practicum (0 credits)

FALL OF YEAR THREE (6 credits)

PYC 6630 Research Seminar (3 credits)
PYC 7500 Psychotherapy Practicum (3 credits)
PYC 7530 Clinical Practicum (0 credits)

WINTER OF YEAR THREE (6 credits)

PYC 6510 Physiological Psychology (3 credits)
PYC 7500 Psychotherapy Practicum (3 credits)
PYC 7530 Clinical Practicum (0 credits)

SUMMER OF YEAR THREE (0 credits)

PYC 7500 Psychotherapy Practicum (0 credits)
PYC 7530 Clinical Practicum (0 credits)

Note: In addition, students take 15 hours of elective courses, including a 3-credit directed studies course to complete a second-year research project.

YEAR FOUR

PYC 7530* Clinical Practicum (0 credits - 3 terms)
PYC 7990** Dissertation Research (1-9 credits)

Comprehensive exams, dissertation work (minimum of 9 credit hours), and additional therapy. Students register for dissertation hours and may be eligible to register for additional psychotherapy hours during this time frame.

*Optional

** Students must first pass comprehensive exams before registering for PYC 7990; Nine credits of the dissertation are required to graduate; students register for credits each term.

YEAR FIVE

Internship year – register for
PYC 7540* Clinical Internship (0 credits)
PYC 7990** Dissertation Research (1-9 credits)

Courses or requirements are subject to change. Please refer to the current edition of the Detroit Mercy catalog at udmercy.edu/catalog.



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Application Process

Applicants should submit, as part of their application:

- Copies of all undergraduate and graduate transcripts;
- Graduate Record Examination (G.R.E.) scores (verbal, quantitative and analytical); Applicants should have at least a 3.0 GPA in their previous academic work;
- Three letters of recommendation from people familiar with the applicant's prior achievement and potential for doctoral-level work in clinical psychology; and
- One letter describing pertinent aspects of your background and your aspiration.
 - In this letter describe your interests, your accomplishments, your interest in psychology, the issues in psychology that have attracted your attention, why you are applying to our program and your goals for your professional life.
 - The purpose of this letter is to give you the opportunity to inject something personal into the application materials. It is often difficult to distinguish among students based on the standard things we ask for, i.e., transcripts, test scores, letters of recommendation.
 - This letter helps us see something of the individual who has compiled the indirect indices of achievement that comprise the bulk of the application. Please do not send term papers or theses.

Applications are due by January 1 and can be completed through the online application link through University of Detroit Mercy's website at udmercy.edu/apply.

Our faculty will review completed applications, and those who pass this initial screening will be invited in for interviews. Please make sure that you list on your application form the phone number(s) at which you may be reached during the day and the evening. Include your email address, if available.

NOTE: Students whose application for admission has been declined three times should not re-apply.

Admission Requirements

We accept applications from students with either a baccalaureate or a master's as a terminal degree, who have completed as a minimum the prerequisite courses (on either the undergraduate or graduate level) listed below: one term: statistics, theories of personality, abnormal psychology, developmental psychology; two laboratory courses (e.g., learning, physiological psychology (strongly recommended), perception, experimental psychology (strongly recommended)).

Financial Aid

The Doctoral Program in Clinical Psychology has generally been able to offer half-time tuition credit to students in the first two years of training in exchange for their performing teaching assistant duties. There are a limited number of credits available for clinic positions starting in the second and third years. Students would be expected to pay for the remainder of tuition and other expenses. Please call Detroit Mercy's Financial Aid Office at 313-993-3350 for additional information regarding other sources of financial assistance that may be available.

Accreditation

The Committee on Accreditation, American Psychological Association, 750 First Street, N.E., Washington, D.C. 20002-4242, and (202) 336-5979 currently accredits this program.



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Full-Time Faculty

Steven Abell, Ph.D., ABPP

(Clinical Training Committee) child psychopathology, personality theory, contemporary psychotherapy theory and technique

Kristen Abraham, Ph.D.

health, employment, and families of people with serious mental illness; peer support; recovery-oriented models of care; public mental health services; mixed methods research

Libby Balter Blume, Ph.D., CFLE

human development, community development, family studies, ethnic identities, feminist theories, qualitative methods

Barry Dauphin, Ph.D., ABPP

(Clinical Training Committee and Director of Clinical Training) cognition, personality & individual differences, primary process affect, attachment & object relations, psychoanalysis and culture, Philosophical assumptions of psychoanalysis and psychology, psychological testing, clinical judgment, regulatory issues and professional development

Sharla Fasko, Ph.D.

psychoeducational interventions, applied behavior analysis

Harold Greene, Ph.D.

functional organizations in the human visual system; visual system's representation of contours; representation of mechanism involved in the search for a target object among irrelevant clutter

Erin Henze, Ph.D.

development and validation of psychoeducational interventions for students with disabilities, academic and social functioning of students with Autism spectrum disorders, supervision and training issues in school psychology

Elizabeth Hill, Ph.D.

comparative psychology and evolutionary psychology

Steven Huprich, Ph.D.

(Clinical Training Committee) conceptualization, diagnosis, assessment, and treatment of personality disorders and pathology; personality, integrative, and multimethod assessment; empirical testing of psychodynamic therapy and concepts, professional ethics

Cheryl Munday, Ph.D.

(Clinical Training Committee) psychiatric diagnosis, ethnicity and clinical judgment

Judy A. McCown, Ph.D.

(Clinical Training Committee, Associate Chairperson of Department of Psychology) information processing in individuals with schizophrenia; psychological sequelae of non-traditional career choices

John H. Porcerelli, Ph.D., ABPP

(Clinical Training Committee, Diplomate in Clinical Psychology and Clinical Health Psychology, Director of Psychology Clinic) object relations and defense mechanisms in normality and pathology; psychotherapy process and outcome; difficult physician-patient relationships; primary care health psychology

Linda Slowik, Ph.D.

(Clinical Training Committee, Chairperson of Department of Psychology) individual differences associated with safety including cognitions, behaviors and value assessments, the definition of and antecedents and consequences of empowerment, the study of office characteristics and their effects on performance and affective outcomes, as well as increasing understanding of time as a context factor in the work environment

Margaret Stack, Ph.D., ABPP

(Clinical Training Committee) forensic assessment; characteristics of adolescent offenders; marital therapy; marriage and spirituality

Carol Weisfeld, Ph.D.

Evolutionary psychology, human sex differences and sex roles, marital satisfaction/dissatisfaction across cultures, healthcare outcomes as a function of patient stress levels

Kathleen Zimmerman-Oster, Ph.D.

evaluating the effectiveness of various community-based youth development and prevention programs