



SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Department of Psychology

Dear Clinical Psychology Graduate Applicant:

Thank you for your interest in the APA Accredited Clinical Psychology graduate program at Southern Illinois University Carbondale. Please note there are two separate admissions procedures, i.e., both the Department of Psychology and the Graduate School have application forms, requirements, and review committees. You must apply to **both** and must be approved by **both** in order to be admitted to the program. Admission to the Graduate School does not imply that you will be admitted to the Department of Psychology.

The Psychology Department's application form is included as a separate PDF document. Please complete this form and return it directly to the Psychology Department. Two **official** transcripts of all college work must be included in your packet or sent directly to us (we will forward one official transcript to the Graduate School). The Department requires additional documents and items (please refer to the checklist on the second page of the departmental application). There is a \$50 application fee, which may be submitted either via credit card with the online Graduate School application (see next paragraph), or via check with the Department's application materials.

The Graduate School has an online application. Please use their website to submit the Graduate School application form [www.gradschool.siu.edu]. To submit the online application, you must create a user ID and password. It is important that you remember the ID and password in order to gain access to the system. If you are unable to use the Graduate School's online form, please contact us at gradpsyc@siu.edu and we will send you a copy of the Graduate School form, which then may be submitted by mail.

To be considered for the 2010-2011 academic year, we must receive your completed application no later than **December 15, 2009**. The Department admits students to begin in Fall only.

The Department attempts to find financial assistance for all students accepted and guarantees support during the first academic year. For many years, the Department has been successful in finding financial support on a 9-month basis for all students for four years on campus and would hope to continue this record. **Separate forms are not necessary for financial assistance consideration with the exception of the Dean's Fellowship Program (see departmental application form for details).**

The Department actively seeks applications from individuals underrepresented in the field of Psychology. Our record of enrolling, graduating, and placing racial-ethnic minority students is one of the best in the country.

Please keep the Department informed of any changes in your mailing address, email address, or phone numbers. If you have any questions in the completion of your application or regarding an area of concentration, please write or call the graduate program office at (618) 453-3564 (E-mail: gradpsyc@siu.edu). Information is also available on our website [<http://www.psychology.siu.edu>].

Sincerely,

Jane L. Swanson, Ph.D.
Chair

Overview of Graduate Program

The Department of Psychology offers graduate work leading to the Master of Arts, Master of Science, and Doctor of Philosophy degrees in psychology with programs in the following areas: Clinical, Counseling, Applied Psychology, and Brain & Cognitive Sciences. Emphasis is on doctoral training, with the Master's earned en route. We do not admit students who seek a terminal Master's degree. Students may enter with the Bachelor's or Master's degree.

The goal of graduate study in the Department of Psychology is to develop psychologists who will have a broad perspective and scientific sophistication as well as the requisite skills to advance the field of psychology and meet changing needs. To this end, students take formal course work (selected courses from a core curriculum, and those determined by individual interests and major requirements). Through a variety of research, practica, and training assignments, students are exposed to many kinds of activities they will be engaged in after receiving the degree. General information about the requirements and the Department follow. Programs are discussed separately. You will find a great deal of valuable information on our website (www.psychology.siu.edu).

Core Curriculum

All students are required to fulfill three requirements. (1) They must satisfactorily complete two of the following three statistics courses: Psychology 522, Psychology 524, and Educational Psychology 507. (2) They must have a course in the History of Psychology. A course taken as an undergraduate may meet the requirement, as reviewed and approved by the instructor of Psychology 509. (3) They must satisfy thesis and dissertation requirements (599 and 600). Additionally, students in the clinical and counseling programs must satisfactorily complete at least one course in each of the four basic core coverage areas specified by APA. Graduate Program Directors and the Graduate Office Manager can provide a list of courses approved for the core distribution requirement.

Research, Practicum, and Training Assignments

Because of our commitment to the importance of broadening the scientific base of psychology and to the development of skills in the application or teaching of psychological principles, a variety of research, practica, and training assignments is considered an integral part of the student's training. Research and/or practica are required in each program. In addition, each term the student is required to register for a training assignment as well as course work. The assignment may be in research, teaching, or clinical service and varies according to the needs, professional goals, and competencies of the students. Such assignments require up to 20 hours a week and increase in responsibility with progress in the program.

Master's Degree Requirements

The Master's degree typically requires two years for completion. A minimum of 48 semester hours of acceptable graduate credit plus an approved thesis are required. The thesis may be either original research or the replication of an important study.

Doctoral Requirements

The doctoral degree ordinarily requires two years of academic work beyond the M.A. For clinical and counseling students an additional twelve-month internship is required. Unlike the M.A., which specifies the number of hours, the hours for the Ph.D. are determined by the student's specific program. In addition to programmatic requirements, the student is required to complete the statistics sequence, core requirements, major examination, and complete the original research for the dissertation.

Facilities

Psychology occupies more than 32,000 square feet of office and research space in the Life Sciences II building. Departmental space on one floor is devoted to faculty and student offices and carrels and to animal research. Another floor has faculty offices, student carrels, research space, and departmental administrative offices.

The Department supports research across the full spectrum of Psychology: personality, social, developmental, cognition, learning, biopsychology, abnormal, organizational, environmental, health, and so forth. It houses several well-equipped labs for the study of psychophysiology, animal neuroscience, human and animal learning, cognition, social interaction, and counseling process. Multi-function labs allow computerized research protocols, the presentation of high quality images, and the remote observation and recording of individual and social behavior. The Department houses a computer lab of a dozen or so PCs--a complement to faculty lab PCs and several campus computer labs--that also provide direct access to the mainframe and web.

Students may receive practicum training at the Career Development & Resource Clinic in the Department, and at Clinical Center and the Counseling Center on campus. These facilities have audio- and videorecording capabilities. They are also supportive of students' research efforts.

The Department maintains a good working relationship with a number of community agencies which provide clinical and counseling training opportunities: three community mental health centers, residential centers for the seriously mentally ill and developmentally delayed, a diagnostic center for closed head injury patients, a women's center, and several correctional facilities. We also maintain a relationship with sites offering applied research experience.

Website: <http://www.psychology.siu.edu>

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
Faculty in the Department of Psychology

BORNEMAN, Matthew, Ph.D., 2010, University of Minnesota. Applied Psychology: Quantitative Psychology, Standardized Testing for College Admission, Faking on Personality Scales.

BURKE, Philip, Ph.D., 2005, Southern Illinois University. Clinical: Therapeutic Disclosure, Therapeutic Journaling, Language Use and Identity, Effects of Traumatic Experiences on Cognitive and Affective Functioning, Language of Resilience Associated with Major Life Transitions

CASHEL, Mary Louise, Ph.D., 1997, University of North Texas. Clinical: Child and Adolescent Assessment, Juvenile Delinquency and Preventative Interventions, PTSD.

CHWALISZ, Kathleen, Ph.D., 1992, The University of Iowa, *Director of the Counseling Psychology Graduate Program*. Counseling: Health Psychology, Neuropsychology, Group Process and Intervention, & Personality.

CLANCY DOLLINGER, Stephanie, Ph.D., 1989, Syracuse University. Brain & Cognitive Sciences: Successful aging, Lifespan Identity Development, Caregiving.

CLARK, M.H., Ph.D., 2004, University of Memphis. Applied Psychology: Methodology, Quasi-Experimentation, Meta-Analysis, Statistics.

DiLALLA, David, Ph.D., 1989 University of Virginia, *Associate Dean, College of Liberal Arts*. Clinical: Personality & Psychopathology, Personality Assessment, Computer Assisted Assessment, Behavioral Genetics, Sexual Violence, & Social Development.

***DiLALLA**, Lisabeth, Ph.D., 1987, University of Virginia. Brain & Cognitive Sciences: Behavioral Genetics, & Social Cognition.

DOLLINGER, Stephen, Ph.D., 1977, University of Missouri, *Director of the Clinical Psychology Graduate Program*. Clinical: Psychotherapy, Personality, & Child-Clinical.

ETCHEVERRY, Paul E, Ph.D., 2004, Purdue University. Applied Psychology: Interpersonal Relationships and Health, Social Network Influence on Relationship Outcomes and Substance Use, Social Cognitive Factors Influence on Interpersonal Relationships.

FISCHER, Ann R., Ph.D., 1995, University of Missouri-Columbia. Counseling: Diversity Issues (e.g., Gender, Sexual Orientation, Ethnicity), Social Identity, Prejudice and Discrimination

GILBERT, Brenda, Ph.D., 1985, University of Florida. Clinical: Child Behavior Therapy, Pediatric Psychology, & Child Abuse.

GILBERT, David, Ph.D., 1978, Florida State University. Clinical: Brain, Genetic, Personality & Stimulus/Environmental Factors Promoting Substance Use, Smoking, & Marijuana; Emotions, EEG, Brain Imaging, Eye-Tracking & Attention.

HABIB, Reza, Ph.D., 2000, University of Toronto. Brain & Cognitive Sciences: Cognitive Neuroscience, Brain Imaging, Cognition & Memory.

HOANE, Michael R., Ph.D., 1996, Texas Christian University. Brain & Cognitive Sciences: Animal Models of Traumatic Brain Injury and Neurodegenerative Disease & Recovery of Function.

JACOBS, Eric A., Ph.D., 1997, University of Florida, *Director of the Brain & Cognitive Sciences Graduate Program*. Applied Psychology and Brain & Cognitive Sciences: Experimental Analysis of Behavior, Human Operant Behavior, Verbal Behavior, Choice and Self-Control, Behavioral Ecology, Behavioral Economics, Behavioral Pharmacology, Contingency Management, Radical Behaviorism, and Cultural Materialism.

JONES, Eric E., Ph.D., 2009, Purdue University. Applied Psychology: Influence of Information Distribution and Mood on Group Dynamics and Decision Making, Impact of Eyewitness Confidence on Jury Decision Making.

***KARAU**, Stephen, Ph.D., 1993, Purdue University. Applied Psychology: Group Dynamics, Motivation, Leadership, Business Ethics.

KIBBY, Michelle Y., Ph.D., 1998, The University of Memphis. Clinical: Child-Clinical Neuropsychology, Brain-Behavior Relations, Reading Disorders, ADHD, Child Assessment

KOMARRAJU, Meera, Ph.D., 1982, Osmania University, Hyderabad; 1987, University of Cincinnati. *Director of the Undergraduate Program*. Applied Psychology: Personality and Cross-Cultural Differences in Academic Motivation and Achievement, Conflict Management, and the Work-Family Interface.

LAKSHMANAN, Usha, Ph.D., 1989, University of Michigan, Ann Arbor. Brain & Cognitive Sciences: Psycholinguistics, Bilingualism, Child First Language Acquisition (Monolingual & Bilingual), Child and Adult Second Language Acquisition, Language and Cognition.

RODRIGUEZ, Benjamin F., Ph.D. 2001, The Catholic University of America. Clinical: Anxiety Disorders, PTSD, Religion & Coping, Epidemiology, Social and Public Speaking Anxiety.

ROTTINGHAUS, Patrick J., Ph.D. 2004, Iowa State University. Counseling: Career Development and Assessment, Career Self-Efficacy; Vocational Interests, Personality, Positive Psychology.

SCHLESINGER, Matthew, Ph.D., 1995, University of California, Berkeley. Brain & Cognitive Sciences: Early Cognitive Development, Problem-Solving, Motor Control, & Computational Models of Sensorimotor Cognition.

STOCKDALE, Margaret, Ph.D., 1990, Kansas State University; MLS, 2007, Southern Illinois University. *Director of the Applied Psychology Graduate Program*. Applied Psychology: Industrial/Organizational, Gender Bias in Personnel Decision, Sexual Harassment, Other Gender Issues in the Workplace, Law and Psychology.

SWANSON, Jane, Ph.D., 1986, University of Minnesota, *Chair of the Department*. Counseling: Career Choice & Development, Career Assessment, Adolescent Career Exploration.

VAUX, Alan, Ph.D., 1979, Trinity College, Dublin; Ph.D., 1981, University of California/Irvine, *Dean of the College of Liberal Arts*. Clinical, and Applied Psychology: Community Psychology, Social Support & Stress, Close Relationships & Personality, Violence, Prevention, & Social Interventions.

WANG, Yu-Wei, Ph.D., 2004, University of Missouri-Columbia. Counseling: Stress, Trauma, Coping/Problem Solving, and Health; Sexual Assault/Abuse; Suicide; Multicultural and International Issues; Research Methodology

YOUNG, Michael, Ph.D., 1995, University of Minnesota. Brain & Cognitive Sciences: Judgment of Event Dynamics, Judgment and Production of Variety, Computational Modeling of Learning Processes

Emerita/Emeritus Faculty

GANNON, Linda, Ph.D., 1975, University of Wisconsin. Clinical: Psychology of Women, Feminist Therapy, Behavioral Medicine, Depression, & Cognitive Styles.

JENSEN, Robert, Ph.D., 1976, Northern Illinois University. Brain & Cognitive Sciences: Neurobiology of Learning & Memory; Psychopharmacology; Drug Dependence, & Behavioral Development.

McKILLIP, Jack, Ph.D., 1975, Loyola University of Chicago. Applied Psychology: Program Evaluation, Training and Certification Program Development and Evaluation, Needs Assessment, & Secondary Data Analysis.

O'DONNELL, James, Ph.D., 1965, University of Pittsburgh. Clinical: Child Psychopathology, Clinical Neuropsychology, Child & Adult Learning Disabilities & Attention Deficit Disorders.

RADTKE, Robert, Ph.D., 1963, University of Iowa. Experimental: Memory, & Cognitive Processes.

RAMANAIAH, Nerella, Ph.D., 1971, University of Oregon. Experimental, and Clinical: Personality and Prediction, Test Theory, & Quantitative Methods.

SCHILL, Thomas, Ph.D., 1963, Oklahoma State University. Clinical: Personality Theory & Dynamics, Personality Evaluation, & Rational Emotive Psychotherapy.

SCHMECK, Ronald, Ph.D., 1969, Ohio University. Experimental: Teaching Methods, Individual Differences in Learning, Learning Style, & Cognitive Style.

SMITH, Douglas, Ph.D., 1977, Kansas State University. Brain & Cognitive Sciences: Biopsychology, Neurophysiology, Vision, Development, Learning & Memory, Recovery of Function, Epilepsy, & Psychoactive Drugs.

SNYDER, John, Ph.D., 1965, Loyola University, Diplomate and Examiner in Clinical Psychology, ABPP. Counseling: Disaster Intervention, CISD (Critical Incident Stress Debriefing), EMDR (Eye Movement Desensitization Reprocessing), & American Red Cross Mental Health Professional.

YANICO, Barbara, Ph.D., 1977, Ohio State University. Counseling: Gender Roles & Stereotyping, Preferences for and Expectations of Counselors, Stress & Coping, Racial/Ethnic Identity, & Personality & Attitude Measurement.

*Cross Appointed

References: Three letters of reference providing an evaluative statement concerning your academic or professional work are required. At least two references should be from people having direct knowledge of your academic performance. Please use the letter forms provided as a separate document file. After your recommender has completed a letter, the recommender may either seal and sign the envelope and return it to you, or mail it directly to us.

Name	Address	Relationship (instructor, employer, etc.)
_____	_____	_____
_____	_____	_____

Financial Assistance: A number of University Fellowship Programs and stipends are available. If you are accepted into our program you will be considered for financial support. **A separate form is NOT required for financial assistance, except for the Graduate Dean's Fellowship.** The Graduate Dean's Fellowship program provides support for traditionally underserved students who have overcome social, cultural, or economic conditions that have adversely affected their educational progress and who show unusual promise for success in graduate studies (for more information, see http://www.siu.edu/gradschl/grad-deans_fellowship.htm). **If you wish to be considered for the Graduate Dean's Fellowship, you must submit a statement regarding educational disadvantage with your application materials.**

Personal Statement: On a separate 8.5 x 11 paper, please type a statement outlining your career goals and how the particular program and specialization to which you are applying will help you achieve these goals. Also describe the type of setting in which you would ultimately prefer to work and the types of professional activities in which you plan to be engaged. Secondly, you should describe any relevant experiences and include any information or materials which you feel may be of help in the evaluation of your application. Note any academic honors received or anticipated.

Research/Professional Experiences: On an additional 8.5 x 11 paper, summarize any research and/or professional experience you have had (please note that this is not the same as your curriculum vitae). Attach this summary and your personal statement to the application form.

Use the following checklist of the eight required documents to be submitted for your application packet:

1. _____ Departmental application
2. _____ Personal statement
3. _____ Summary of research/professional experience
4. _____ Three letters of recommendation (may be sent separately by the recommenders)
5. _____ Official Graduate Record Exam (Advanced Psychology preferred but not required) scores
6. _____ \$50 application fee (either submit via credit card with online Grad School application **OR** send a check payable to SIUC Department of Psychology with this application)
7. _____ Official transcripts of all college work (We require **two** copies of each transcript.)
8. _____ Apply online to the Graduate School at www.gradschool.siu.edu. We will be notified when your Graduate School application has been submitted.

All of items 1-7 and notification of online Graduate School application must be received before we will evaluate your application.

Mail the complete packet (items listed above) by the deadline listed on p. 1 to:

Graduate Admissions Committee
Department of Psychology
1125 Lincoln Drive
Mail Code 6502
Southern Illinois University Carbondale
Carbondale, IL 62901

What happens next? After we have reviewed applications we will inform you as soon as possible by phone or e-mail if you make the "short list" or by letter if your application will not be successful this year.

**RECOMMENDATION FOR GRADUATE STUDY
PSYCHOLOGY
SOUTHERN ILLINOIS UNIVERSITY at CARBONDALE**

Applicant: _____

Major Field: _____

Waiver Statement:

I hereby waive my right of access to this recommendation. _____
Signature

OR

I do not waive my right of access to this recommendation. _____
Signature

TO THE REFEREE

The person named above is applying for admission to graduate study at Southern Illinois University. Our admissions decisions are importantly influenced by evaluative comments of knowledgeable referees, so we appreciate your time and effort in this process. Please seal and sign the enclosed envelope before **returning it to the applicant.**

Please complete the following items:

1. I have known the applicant for _____ years as his/her _____.
Specify Relationship
2. Summary Evaluation: Overall academic ability and promise for success in a doctoral program in psychology in comparing the applicant with a representative group of students in the same field who have had approximately the same amount of experience and training.

BELOW AVERAGE	AVERAGE	SOMEWHAT ABOVE AVERAGE	GOOD	UNUSUAL	OUT-STANDING	TRULY EXCEPTIONAL	INADEQUATE OPPORTUNITY TO OBSERVE
LOWEST 40%	MIDDLE 20%	NEXT 15%	NEXT HIGHEST 15%		HIGHEST 10%		

3. On the reverse side (or on a separate sheet of letterhead stationary) please write your candid assessment of the applicant's promise for doctoral study in psychology.

Name (please print or type): _____ Date: _____

Title/Position: _____ Institution: _____

Address: _____

Signature: _____

**Council of University Directors of Clinical Psychology (CUDCP)
Guidelines for Graduate School Offers and Acceptances (3/9/93)**

The Council of University Directors of Clinical Psychology has adopted the procedures below in order to facilitate the Graduate Admission's process. These principles are designed to spell out the expectations of both parties during this stressful and often difficult time.

1. The policies listed here should be sent to all students applying to CUDCP-member graduate programs or other graduate programs that have adopted these guidelines.
 - a. Each application package for admission to graduate school should be accompanied by a copy of these guidelines.
 - b. Whenever possible, undergraduate advisors for students seeking admission into graduate programs of clinical psychology should familiarize the students with guidelines, emphasizing the importance of adhering to the guidelines.
2. To facilitate the decision making for students, training programs should inform students as soon as possible that they have been excluded from consideration for admission.
3. A student can expect to receive offers of admission to programs over a considerable period of time. The timing of offers to students is largely determined by the University's review schedule, which is a strictly internal matter. Regardless of when the offer is made, students are not required to respond to the offer before the decision date of April 15 (or the first Monday after April 15, if April 15 falls on a weekend), except as specified in Section 6 below.
 - a. Offers are usually made in writing prior to April 1st. Between April 1st and the decision date, universities may choose to facilitate the process by making new offers to students over the phone when a position opens up. These verbal offers are official but should be followed up by a written confirmation within 48 hours.
 - b. Offers once made cannot be withdrawn by the university until after the decision date and then can be withdrawn only if the student fails to respond to the offer by the decision date.
 - c. A program may make an offer after the April 15th decision date if it still has one or more open slots. Offers made after the decision date should clearly state how long the student has to decide on the offer. The student should be given sufficient time (at least a week) to visit a program before making a decision.
4. Offers with funding are treated like any other offer. There should be no stipulation by the University that the offer carries funding only if the student accepts by a specific date that precedes the decision date described above.
5. The Director of Clinical Training or the designated person in charge of graduate admissions

should make every effort to inform students on the alternate list of their status as soon as possible.

- a. The procedure of designating all students who have not been offered immediate admission as alternates is inappropriate. The University Training Program should have a procedure for identifying those students who clearly will not be offered admissions.
 - b. A reasonable designation of the student's position on the alternate list is encouraged (e.g., high, middle, or low on the alternate list). If such a designation is used, the operational definition of "high on the alternate list" is that, in a normal year, the student would receive an offer of admission (but not necessarily funding) prior to the April 15 decision date.
 - c. Once the class has been filled students on the alternate list should be informed that they are no longer under consideration for admission. Students who were designated "high on the alternate list" should be informed by phone.
6. A student should not hold more offers than they are seriously considering. Holding multiple offers ties up slots, preventing programs from making offers to other students. This is a complex principle operationalized in the points below.
- a. It is legitimate for students to want to visit a program, if they have not done so already, before making decisions among top offers. Such visits should be scheduled as soon as practical after the offer of admission is received. If after a visit to a program the student decides that the program is rated lower than a program that the student has already been offered admission to, the student should inform the lower rank program that they will be declining their offer.
 - b. Whenever possible, the student applicant should inform training programs by phone of a decision, following up within 24 hours with a written confirmation of that decision.
 - c. Once a student has accepted an offer of admission to a Graduate Training Program, the student should inform all programs in which they are currently under consideration that they are either declining outstanding offers of admission or no longer wish to be considered for admission. Students should contact by phone those programs that have offered admission or have the student high on the alternate list. These phone calls should be followed up within 24 hours by a written confirmation. For programs for which the student is on the alternate list but not high on the alternate list, a letter withdrawing their application mailed within 48 hours is sufficient notification.
7. It is the responsibility of the Director of Clinical Training or the designated person in charge of graduate admissions to keep students informed of changes in their status. Ideally, the student should be informed immediately by phone and with a follow-up letter. Offers of admission or offers of funding for students already offered admission should be made over the phone with a follow-up letter mailed within 24 hours.

8. The current policy statement of the *Council of Graduate Departments of Psychology* allows students to resign offers they previously accepted up to the April 15th decision date by submitting the resignation in writing. The purpose of this policy is to avoid pressure on students to accept offers before they have heard from other schools. Although withdrawing an acceptance is legitimate, it is not good form. A much better approach is to accept a position only if you intend to follow through on your commitment. Students have the right to hold offers as described above if a preferable offer is still possible.
 - a. As stated in 6(c), once a student has accepted an offer, the student should notify other Universities immediately that he or she has accepted another offer.
 - b. Except in very unusual situations (e.g., serious illness or major personal problems), a student who accepts an offer of admission is expected to start the graduate program the following fall unless other arrangements have been made with the Director of Clinical Training. Training times are severely limited and failing to use a line once it has been offered prevents other qualified students from obtaining training.