

CLINICAL PSYCHOLOGY

Program of Study

The doctoral training program in clinical psychology at the University of Maine prepares students for the doctorate (Ph.D.) in psychology and for careers combining research and clinical practice. The program is fully accredited by the American Psychological Association (APA), and adheres to the "scientist-practitioner" model of training. At present, cognitive-behavior therapy, behavior therapy, and related approaches are well represented among the interests of core faculty members and students, but this is not an exclusive interest and the program welcomes other points of view.

The Department of Psychology offers graduate coursework and research supervision in psychological sciences (biological-cognitive, social, and developmental areas) in addition to clinical psychology. The clinical training program has two tracks: general clinical and developmental-clinical. Students in the developmental-clinical track meet the formal academic requirements of both developmental and clinical specializations. There is no terminal Master's program in clinical psychology, though students do earn an M.A. in the process of attaining their Ph.D.

The combined expertise of full-time clinical faculty and off-site practicum supervisors allows for training in broad areas of psychological assessment, psychotherapy, and consultation. Our geographic location allows for exposure to a range of rural populations and their particular mental health needs.

Financial Aid

The Department makes every effort to secure funding for its graduate students in the form of graduate assistantships and stipends from off-campus practicum placements. Such funding, when available, typically applies to no more than four years of graduate training (students on internship are usually paid a salary for that year by the host institution). All students currently in the first four years of the program are receiving funding from the University.

While we have been successful in supporting most of our students financially in recent years, no guarantees can be made because our resources are not always completely in place at the time that our student admission decisions are made. Applicants need to be prepared to underwrite some of their educational and living costs. When funding is available, it typically covers the academic year from September to May only (although there is usually some remission of tuition costs for summer courses).

Research Facilities

Each clinical faculty member has designated lab space and most have computer capability in the lab. Two of the labs have psychophysiological monitoring equipment. Faculty members often collaborate with other faculty in the Department and with faculty at other institutions across the country. In addition to journals received by the library and faculty, students have access to inter-library loan and psychology search engines. Students are able to access the library holdings and search engines from their home computers.

Students

In most years we admit four to six students; the actual number varies depending on factors such as University support and the availability of a suitable faculty advisor for each student. Most clinical faculty members have between two and five students. The 23 students currently in the program represent a wide age range, vary in diversity, and come from all regions of the United States and eastern Canada. In the past, students have been able to secure some financial support from the Department, Association of Graduate Students, and the Alumni Association in order to attend conferences.

Applying

In the typical year, the program receives over 100 applications. We conduct a preliminary screening of completed applications and make an initial selection of promising applicants based on a composite of Graduate Record Examination (GRE) scores, undergraduate Grade Point Average, research and clinical interests reflected in the Personal Statement, and letters of reference. To ensure adequate preparation for entering our strongly research-oriented program, we favor applicants with successful undergraduate coursework in science and mathematics. ***Grade point averages below 3.3, and scores below 550 in Verbal or Quantitative GREs, often result in rejection.*** However, in some cases, low scores are offset by other strengths in the application, and applications are rarely rejected purely based on unsatisfactory scores. As part of our ongoing efforts to increase diversity in our program, we particularly encourage minority-group students to apply. **Applications are due December 31.** A more detailed description is given in a Clinical Brochure, which has been adapted to the web.

Correspondence and Information

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Graduate Faculty in Clinical Psychology

Erika K. Coles, Ph.D. (University at Buffalo, State University of New York, 2006). Assistant Professor.

Research Interests: Behavioral and combined treatment for ADHD; parent training, treatment effectiveness of school- and home-based interventions for ADHD

e-mail: erika.coles@umit.maine.edu

Coles, E.K., Pelham, W.E., Gnagy, E.M., Burrows-MacLean, L., Fabiano, G.A., Chacko, A., Wymbs, B.T., Tresco, K.T., Walker, K.S., Robb, J.A. (2005).

A controlled evaluation of behavioral treatment with children with ADHD attending a summer treatment program. *Journal of Emotional and Behavioral Disorders*, 13, 99-112.

Douglas W. Nangle, Ph.D. (West Virginia University, 1993). Professor and Director of Clinical Training.

Research interests: Child and adolescent peer relations; close relationships and adjustment; social skills assessment and intervention.

e-mail: doug.nangle@umit.maine.edu

Grover, R.L., Nangle, D.W., Serwik, A., & Zeff, K.R. (2007). Girl friend, boy friend, girlfriend, boyfriend: Broadening our views of adolescent heterosocial competence. *Journal of Clinical Child and Adolescent Psychology*, 36, 491-502.

Sandra T. Sigmon, Ph.D. (University of North Carolina at Greensboro, 1989). Professor.

Research interests: Biological and cyclical effects on mood and behavior in depression, anxiety, and PTSD; coping with stress, coping with health-related problems, gender issues in psychopathology, menstrual reactivity and anxiety.

e-mail: sandra.sigmon@umit.maine.edu

Sigmon, S. T., Cassel, A. G., Dawson, R. F. S., Schartel, J. G., Owings, L. R., & Thorpe, G. L. (in press). The role of rumination in predicting seasonality. *Journal of Rational-Emotive and Cognitive Behavior Therapy*.

Geoffrey L. Thorpe, Ph.D., ABPP (Rutgers University, 1973). Professor.

Research interests: Assessment of criminal defendants' competence to proceed; assessment of dysfunctional self-statements and irrational beliefs.

e-mail: geoffrey.thorpe@umit.maine.edu

Dr. Thorpe is not accepting new doctoral students.

Thorpe, G. L., McMillan, E., Sigmon, S. T., Owings, L. R., Dawson, R., & Bouman, P. (2007). Latent trait modeling with the Common Beliefs Survey:

Using item response theory to evaluate an irrational beliefs inventory. *Journal of Rational-Emotive and Cognitive-Behavior Therapy*, 25, 175-189.

Available electronically from <http://dx.doi.org/10.1007/s10942-006-0039-9>

K. Lira Yoon, Ph.D. (Northwestern University, 2006). Assistant Professor.

Research interests: Experimental psychopathology, information processing in anxiety and depression, emotion regulation, risk factors for anxiety and depression, and comorbidity of anxiety and depression.

e-mail: lira.yoon@umit.maine.edu

Yoon, K.L., & Zinbarg, R.E. (2007). Threat is in the eye of the beholder: Social anxiety and the interpretation of neutral facial expressions. *Behaviour Research and Therapy*, 45, 839-847.

Developmental Psychology faculty members participating in the developmental-clinical track:

Cynthia Erdley, Ph.D. (University of Illinois, 1992). Associate Professor.

Research interests: Social cognition, children's peer relationships.

e-mail: Cynthia.erdley@umit.maine.edu

Donald Hayes, Ph.D. (University of Iowa, 1975). Associate Professor.

Research interests: Media effects in children, children's memory functioning.

e-mail: Donald.hayes@umit.maine.edu

Dr. D. Hayes is not accepting new doctoral students in the developmental/clinical track.

Marie Hayes, Ph.D. (Northeastern University, 1980). Professor.

Research interests: Behavior of human neonates, ontogeny of sleep and arousal mechanisms, assessment of function in infancy.

e-mail: Marie.hayes@umit.maine.edu

Peter LaFreniere, Ph.D. (University of Minnesota, 1982). Professor and Undergraduate Coordinator.

Research interests: Developmental psychopathology, anxiety and social withdrawal, cooperation and competition.

e-mail: peter.lafreniere@umit.maine.edu

Dr. LaFreniere is not accepting new doctoral students in the developmental/clinical track.

Updated: 7/1/2010