

## 2022 Student Admissions, Outcomes, and Other Data

Date Program Tables are updated: September 2022

### Program Disclosures

Does the program or institution require students, trainees, and/or staff (faculty) to comply with specific policies or practices related to the institution's affiliation or purpose? Such policies or practices may include, but are not limited to, admissions, hiring, retention policies, and/or requirements for completion that express mission and values?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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### Time to Completion for all students entering the program

Outcome	Year in which Degrees were Conferred																					
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022		Total	
Total number of students with doctoral degree conferred on transcript	9		5		5		5		6		9		2		7		8		6		62	
Mean number of years to complete the program	6.3		5.8		6.4		6.2		6.63		5.89		6		6.14		6		6.25		6.15	
Median number of years to complete the program	6		6		6		6		6.13		6		6		6		6		6		6	
Time to Degree Ranges	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students in less than 5 years	1	11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Students in 5 years	1	11	2	40	0	0	1	20	1	17	3	33	0	0	0	0	1	13	0	0	9	15
Students in 6 years	3	33	2	40	3	60	3	60	3	50	5	56	2	100	6	86	6	75	5	83	38	61
Students in 7 years	2	22	1	20	2	40	0	0	0	0	0	0	0	0	1	14	1	13	1	17	8	13
Students in more than 7 years	2	22	0	0	0	0	1	20	2	33	1	11	0	0	0	0	0	0	0	0	6	10

Students who have completed a M.S. degree in Psychology with an empirical thesis generally reduce time to completion by 1 year. Detailed procedures for transferring courses and/or thesis can be found here:

<https://www.memphis.edu/psychology/graduate/pdfs/psyc-clinical-student-handbook-aug2020.pdf>

### Program Costs

All clinical doctoral students in good standing receive a minimum of 4 years of assistantship support. (Over the last 10 years we have also been able to offer assistantships to students in their 5th or 6th year of training as well). These assistantships require approximately 20 hours of work a week, which may involve research, clinical, teaching, or departmental service.

We make every effort to provide assistantship arrangements that are consistent with our program's training goals. All students complete one or more years of assistantship in their mentor's research lab. Other assistantships vary by year and sometimes include clinical training at St. Jude Children's Research Hospital, a private practice focused on assessments, various community clinics focused on substance use intervention, a neuropsychology clinic, Le Bonheur Children's Hospital, and a facility that provides evaluations for children. Many students also complete unpaid clinical practica at the Memphis VAMC and other facilities/clinics in the Memphis area. Research assistantships also vary by year and sometimes include working at St. Jude Children's Research Hospital, University of Tennessee Health Science Center, or in our department, either with your mentor or on the many grants held by our program's faculty. Recent grants addressed topics such as PTSD, interpersonal violence, substance use, brief interventions, grief and bereavement, and gambling behavior. We encourage applicants to ask about current assistantship opportunities, as they change frequently.

In the 2022– 2023 academic year, students without Master's Degrees receive \$17,000 annually for their assistantship, and those with Master's Degrees receive \$18,000 annually. In addition, students supported by assistantships currently have their tuition waived (both in-state and out-of-state) for a maximum of 9 credit hours per semester. Thus, tuition costs are covered for students in good standing who are supported on our assistantship program. Without an assistantship, tuition + university fees averages about \$5,500 per semester (for 9 credit hours) for students in state and \$7,400 for students out of state. In particular, students who enroll in dissertation credit hours following the end their graduate assistantships (for example, during the internship year) pay costs for these credits. Tuition estimates can be calculated here: <https://umwa.memphis.edu/estimator/> Tuition fees are not paid for the required internship year, if a student successfully defends their dissertation prior to internship.

Description	2022-2023 1 <sup>st</sup> -year Cohort Cost
Tuition for full-time students (in-state)	0
Tuition for full-time students (out-of-state)	0
Tuition per credit hour for part-time students ( <i>if applicable enter amount; if not applicable enter "NA"</i> )	NA
University/institution fees or costs	0
Additional estimated fees or costs to students (e.g. books, travel, etc.)	500*

\* No additional fees for courses or components of the program are required. Course textbook costs vary by semester and year but range between \$200 and \$500. Students are also responsible for transportation costs to and from placement sites.

The University of Memphis has partnered with Church Health Center to offer Memphis Plan health coverage to all domestic graduate assistants ([https://www.memphis.edu/gradschool/current\\_students/ga-healthcoverage.php](https://www.memphis.edu/gradschool/current_students/ga-healthcoverage.php)). To find out more information regarding the Memphis Plan, please visit the following webpage: <https://churchhealth.org/memphis-plan/>

In addition to assistantships and tuition waivers, a variety of fellowships and awards are available to students. Further information about these opportunities is available at [https://www.memphis.edu/gradschool/current\\_students/fellowships-awards.php](https://www.memphis.edu/gradschool/current_students/fellowships-awards.php)

# Internship

**Internship Placement - Table 1**

Outcome	Year Applied for Internship																			
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	5	100	5	100	8	100	4	100	8	100	2	100	7	100	10	100	4	100	8	100
Students who obtained APPIC member internships that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship	5	100	5	100	8	100	4	100	8	100	2	100	7	100	10	100	4	100	8	100
Students who sought or applied for internships including those who withdrew from the application process	5	-	5	-	8	-	4	-	8	-	2	-	7	-	10	-	4	-	8	-

**Internship Placement - Table 2**

Outcome	Year Applied for Internship																			
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships including those who withdrew from the application process	5	-	5	-	8	-	4	-	8	-	2	-	7	-	10	-	4	-	8	-
Students who obtained paid internships	5	100	5	100	8	100	4	100	8	100	2	100	7	100	10	100	4	100	8	100
Students who obtained half-time internships* ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Over the past 10 years, 100% of our students have completed APA-accredited, paid internships. Furthermore, our students have had great success matching to highly competitive sites, with many of our students matching to some of the top programs in the country (see below for a selection of recent sites).

Selection of Recent Internship Sites
Alpert Medical School of Brown University
Baylor College of Medicine
Boston Children's/ Harvard Medical School
Charleston Consortium
Cincinnati Children's Hospital
Duke University – Department of Psychiatry
Emory University
Kennedy Krieger/Johns Hopkins University
Yale University
University of Mississippi Medical Center
University of California- San Diego/Veterans Affairs Internship Consortium
University of Washington – Department of Psychiatry
VA Health Care System - Boston
Vanderbilt University/Veterans Affairs Internship Consortium

## Attrition

Variable	Year of First Enrollment																			
	2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students for whom this is the year of first enrollment (i.e. new students)	6	-	6	-	8	-	6	-	7	-	9	-	4	-	7	-	9	-	5	-
Students whose doctoral degrees were conferred on their transcripts	6	100	6	100	8	100	6	100	6	86	0	0	0	0	0	0	0	0	0	0
Students still enrolled in program	0	0	0	0	0	0	0	0	1	14	9	100	3	75	7	100	9	100	5	100
Students no longer enrolled for any reason other than conferral of doctoral degree	0	0	0	0	0	0	0	0	0	0	0	0	1	25	0	0	0	0	0	0

## Licensure

Outcome	2012-2022
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	52
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	46
Licensure percentage	88%

Please note that some of our program graduates work in academic, research, or administrative settings that do not require licensure. To obtain licensure, all states require the completion of supervised predoctoral practicum hours and a predoctoral internship. In addition to educational requirements for the doctoral degree, many jurisdictions require post-doctoral professional experience. Each state has specific requirements and standards for licensure. Please see [licensure requirements by state as it relates to our training program](#) for more information.

## Admissions Data

Our program employs a holistic approach to reviewing applications for admission. Note, our program does not require or consider GRE test scores for admission. We consider the following dimensions when evaluating applicants for admission: match with program goals and with a specific faculty member, research interests and experiences, personal statement, letters of recommendation, and undergraduate grade point average (and graduate GPA, if applicable). Applicants from diverse backgrounds and individuals with disabilities are encouraged to apply. The University of Memphis will promote and ensure equal opportunity for all persons without regard to race, color, religion, sex, national origin, sexual orientation, disability status, age or status as qualified veteran with a disability or veteran of a war. The Office for Institutional Equity website can be found here: <https://www.memphis.edu/oie/>. There is a comprehensive program of services and academic accommodations designed to provide access and opportunity available to qualified students with disabilities through Disability Resources for Students (<https://www.memphis.edu/drs/index.php> ).

Admissions Data

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Number of applicants	224	202	216	170	209	214	132	171	188	231	242
Number offered admission	6	7	8	6	7	9	9	11	12	5	7
Number matriculated	6	6	8	6	7	9	4	7	9	5	6
Number of incoming students receiving an assistantship that includes a full waiver of tuition	6	6	8	6	7	9	4	7	9	5	6

## **Student Success**

Our students receive extensive, high-quality research and clinical training while in the program. Given our strong commitment to research, we offer generous professional travel awards through the department and the graduate school. As such, the majority of our students regularly attend and present research at national conferences, with students typically completing multiple presentations per year. Most of our students are members of professional organizations and some hold leadership roles within such organizations. Furthermore, our students are actively involved in the publication process, with students averaging more than 5 publications by graduation. Many of our students are also involved in grant-funded research through the department and at external sites, and some have been successful with securing grants, such as the National Institutes of Health NRSA (F31) and Loan Repayment grants. In addition to research experience, our students gain considerable clinical training via program coursework, departmental sponsored workshops, practica in the Psychological Services Center, external clinical placements, and involvement in clinical research projects. Although the specific clinical experiences vary by individual, our students typically gain strong skills in evidence-based practice and accrue approximately 800 clinical hours prior to internship. As such, our graduates are well-poised for competitive internships, post-doctoral fellowships (e.g., NIH funded research post-docs), and jobs, with most engaging in a combination of research and practice.

## **Respect for and Commitment to Diversity, Equity, and Inclusion**

Our program deeply values and is committed to issues of equity and inclusion. We strive to promote cultural humility, mutual respect, and social justice in our program, department, and community. The Psychology Department has a very active Diversity, Equity, and Inclusion (DEI) committee comprised of faculty and student leaders who coordinate monthly forum meetings focused on issues related to diversity, as well as annual workshops featuring invited speakers (<https://www.memphis.edu/psychology/diversity-committee/index.php>). The DEI committee has also fostered the development of an affinity group for students who identify as African American, Latino/Latina, Asian American, Native American ([https://www.memphis.edu/psychology/diversity-committee/alana\\_psych\\_group.php](https://www.memphis.edu/psychology/diversity-committee/alana_psych_group.php)), and periodically assesses the department climate. Currently, approximately 30% of our clinical doctoral students identify as Asian American, African American, or Latinx. Memphis itself is a highly diverse city, giving our students exceptional opportunities to develop clinical skills with a wide range of clients. In addition, many of our clinical faculty members conduct research on diversity-related topics. Our department also has a LGBTQ+ Task Force (<https://sites.google.com/view/lgbtqtaskforce/home>) to promote an inclusive environment, disseminate information, and work to promote equity for those identifying as sexual and/or gender minorities. Likewise, our department has an LGBTQ+ Affinity group for graduate students.