



UMSL

Doctoral Program in Clinical Psychology University of Missouri-St. Louis

Information for Applicants for Fall 2027 Admissions

ALL APPLICATION MATERIALS ARE DUE **December 1, 2026**

Application instructions are also at our website at
<https://www.umsl.edu/sswpbs/psychological-sciences/graduate-programs/clinical/admission.html>

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Additional detailed application instructions for international applicants are continued on pp. 19-20

Prospective Applicants can confirm the program's accreditation status with the
American Psychological Association's Office of Program Consultation and Accreditation.
Phone: 202-336-5979; Fax: 202-336-5978; Web: www.apa.org/ed/accreditation
Address: 750 First Street, NE. Washington, D.C. 20002.

Revised August 2026

PROGRAM ORIENTATION

The University of Missouri-St. Louis Doctoral Program in Clinical Psychology has been continuously approved by the American Psychological Association since 1977. We recently received full APA accreditation until 2034. This full-time program is in accordance with the scientist-practitioner model of training. Our goal is to train clinical psychologists who are capable of generating, applying, and transmitting knowledge in order to understand, prevent, and correct psychological and social dysfunctions. We achieve this by integrating theory, research, and clinical skills through courses, research experiences, and practica. We prepare clinical psychologists for careers in teaching, research, mental health services administration/program development, supervision, and direct clinical services.

We strive to integrate the academic/research and applied aspects of our program. On a 7-point scale of research/practice orientation (1 = practice emphasis; 4 = equal emphasis; 7 = research emphasis), **our program is a 6.**

Our program is designed with the understanding that doctoral-level psychologists in the future are unlikely to function primarily as psychotherapists and psychological assessors. Indeed, our alumni surveys indicate that most of our graduates have some combination of supervisory, training, administration, program evaluation, basic research, grant-writing, and other non-service roles in addition to, or rather than, direct service responsibilities. The program curriculum provides academically rigorous preparation so that our graduates can excel in these complex roles and responsibilities. This means that all of our students are expected to develop strong research skills, and strong clinical skills, and to form professional identities that integrate science and practice. Because of the number of doctoral program requirements and intensity of the training experiences, part-time study is not possible.

Students who complete our program thus have the option to take their careers in many different directions upon graduation. The Examination for Professional Practice in Psychology (the psychology national licensing exam) is considered one of the most objective criteria for evaluating the quality of clinical psychology training programs. *Graduates of the program at the University of Missouri-St. Louis have consistently scored in the **top 15%** of 227 clinical doctoral programs on this exam over the most recent five years. This high achievement is consistent with past program rankings.*

UM-St. Louis Program Goals | Upon completion of the program, our students are prepared to:

- demonstrate a broad-based foundation of knowledge & conceptual skills necessary for research.
- demonstrate an ability to interpret and evaluate psychological research.
- conduct methodologically sound research of potential benefit to the practice of psychology.
- demonstrate a broad-based foundation of knowledge & conceptual skills necessary for practice.

- apply multiple assessment approaches that are theory-based and research-supported.
- apply multiple treatment approaches that are theory-based and research-supported.
- display ethical sensitivity and ethical decision making.
- display sensitivity & adaptability in applying research and clinical approaches to diverse populations.
- follow professional standards of conduct in all areas.
- demonstrate a commitment to the goals of life-long learning and responsiveness to the field of clinical psychology as an evolving science.

Qualities Linked to Success in Our Program

1. Express critical thinking through written work

Clinical psychologists spend their careers thinking carefully about issues, and expressing these in written form (e.g., journal articles, grant applications/reports, and clinical documentation such as assessment reports and progress notes). To flourish in both a doctoral program and in this field, applicants need to have the ability to think and write effectively for multiple audiences. Because of the emphasis on writing as a psychologist, it is critical to enjoy this process.

2. Commitment to lifelong learning and openness to feedback

Clinical psychologists are empiricists, and revise what they think, what they do, and how they do it on an ongoing basis as new data emerge. Our science requires a focus on discovery - a commitment to lifelong learning and contributing to the profession. “State-of-the-art” clinical practice guidelines, research strategies, and statistical techniques evolve. Manuscripts and reports require multiple (seemingly countless) revisions, as do case-conceptualizations and clinical interventions. Successful trainees are thus intrigued about the discovery process, as well as being open to feedback about areas of further development. A certain degree of fortitude helps one thrive in this process of growth.

3. Strong Interpersonal and intrapersonal skills

Whether developing new interventions as part of a research program, interacting with students and faculty colleagues in an academic department, collaborating with a multidisciplinary team, or working with clients, clinical psychologists need strong interpersonal skills. Competent and effective psychologists listen carefully, and give thoughtful consideration of what to say (and when and how to say it). The profession also requires strong *intrapersonal* qualities, including awareness and control of one's own emotions and responses in affectively charged situations, and ethical decision making.

4. *Diversity of talents and interests*

What attracts many to this field is the wide range of activities and skills required by the profession. The development and use of research skills and statistical competencies go hand-in-hand with public speaking and clinical work. Strong program applicants have acquired a range of successful experiences in academics, research, and clinical areas; this demonstrates a genuine interest and aptitude for engaging in these interrelated domains over one's professional career.

5. *Organized and effective work habits*

Regardless of the setting, clinical psychologists are multi-taskers and work very hard. Most days call for the ability to manage multiple responsibilities; many involve long work hours that do not fall within the typical 9-5 workday. Most psychologists are also involved in administrative areas such as grant project management, budgeting, recruitment/marketing, staff hiring and evaluation. Thus, clinical psychologists need time management and organizational skills to help them survive this fast-paced and challenging profession. Students should be prepared for a workload during graduate school that is similar to that of medical school or law school.

Interested in learning more about the foundational and functional competencies required within the field of clinical psychology? Read the following for details: Fouad, N., et al (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training and Education in Professional Psychology*, 3, S5-S26.

2026-2027 CORE CLINICAL PSYCHOLOGY FACULTY

All core clinical faculty members teach in the doctoral program in clinical psychology; however, not all serve as both research advisors and clinical supervisors. The faculty members available as research mentors are Drs. Winograd, White, Wamser, Taylor, Liu, and Gerstein. Additional information about faculty research interests is available on the departmental website.

Rachel Winograd, Ph.D. Dr. Winograd's research focus on drug use, addiction, and overdose, and the individuals and systems responsible for delivering care for people who use substances. Her clinical interests are in the areas of risky health behaviors, mood and functioning, and interpersonal dynamics. She has clinical expertise in brief solution-focused therapy, motivational interviewing, Cognitive Behavioral Therapy, and Dialectical Behavioral Therapy. Dr. Winograd serves both as a research advisor and a clinical supervisor.

Kamila White, Ph.D. Dr. White has research interests in three related domains 1) prevention and treatment of anxiety pathology, 2) the relationship between anxiety pathology and physical health (especially cardiovascular and pain conditions), and 3) investigation of new methods of assessing and treating anxiety and panic in medical settings. Her clinical interests are in the area of anxiety, panic disorder, and behavioral medicine; she is evidence-based and primarily cognitive-behavioral in her clinical orientation. Dr. White serves both as a research advisor and a clinical supervisor.

Rachel Wamser, Ph.D. Dr. Wamser's research interests include a range of topics related to traumatic stress including: 1) further delineating the impact of exposure to trauma has on children, adults, caregivers, and families, 2) identifying protective factors to promote resilient outcomes among trauma-exposed populations, and 3) conducting trauma-focused clinical research to improve the treatment outcomes for trauma survivors. The lab has a specific focus on children, caregivers, and families, as well as the unique needs of victims of complex trauma/multiple traumatic events, individuals impacted by gun violence, and those living in under-served communities. Her theoretical orientation is cognitive-behavioral and she has clinical expertise in child and trauma-focused treatments, particularly for posttraumatic stress disorder (PTSD), including with infants, children, families, adults, and maltreating caregivers. Dr. Wamser is a research advisor and clinical supervisor.

Felix Vincenz, Ph.D. Dr. Vincenz is the Director for the Center for Psychological Services. His clinical interests include Mental Illness and the Law, Systems of Mental Health Care, Schizophrenia, Couples and Family Therapy. Dr. Vincenz is a clinical supervisor and not a research advisor.

Matt Taylor, Ph.D. Dr. Taylor's research interests focus on the health of historically minoritized individuals and multicultural psychology, with one specific emphasis on multiracial identity development, including 1) the relationship between racial socialization experiences of multiracial individuals and racial and cultural identity construction; 2) the negotiation between family-based socialization messages and the sociohistorical constructions of race and associated racial messages

and experiences (e.g., racism); 3) the development of existential-phenomenological therapy constructs for multiracial individuals. Dr. Taylor is a research advisor and clinical supervisor.

Ann Steffen, Ph.D. Dr. Steffen's research and clinical interests are in the area of professional training, later-life depression and coping with chronic illness. Her research within dissemination and implementation (D & I) science aims to advance best practices for training behavioral health clinicians to work with middle-aged and older adults. Dr. Steffen's clinical orientation is cognitive-behavioral. In her role as Founders Professor, she is not accepting new students into her research lab.

Daphne Liu, Ph.D. Dr. Liu conducts research on affective (e.g., emotion regulation) and social processes (e.g., romantic relationships) related to psychological well-being and psychopathology, with a particular focus on depression and people of diverse identities and lived experiences. Her research relies heavily on ambulatory assessment (e.g., ecological momentary assessment) to understand people's experiences in their naturalistic environments. Dr. Liu's clinical orientation is primarily cognitive-behavioral, and she serves as both a research advisor and clinical supervisor.

Emily Gerstein, Ph.D. Dr. Gerstein's research focuses on developmental psychopathology, family processes, and risk and resilience in children with early-identified developmental risk. She is specifically interested in how developmental risk affects the interactions among parental stress and wellbeing, parenting and family interactions, and early social emotional development. Dr. Gerstein's clinical orientation is primarily cognitive-behavioral, although she also incorporates family systems, interpersonal, and mindfulness-based approaches, and she serves as a research advisor.

STUDENT SELECTION PROCESS

Applications are due by **December 1st** of the year prior to admission. Students are admitted for full-time study and for program entry during the **Fall Semester only**. Due to the structure of our program, no midyear or summer admissions are possible. The clinical faculty considers all complete applications of students with an undergraduate GPA of 3.0.

The clinical faculty reviews all application materials and identifies approximately 30-35 applicants to be invited to one of our two Interview Days (Monday, 1/25/2027; Wednesday, 1/27/2027). Interview Days are strictly invitation-only events. ***It is anticipated that all interviews will be conducted online via Zoom on 1/25/2027 and 1/27/2027. In order to facilitate equal consideration of all applicants, no in-person visits for any applicants will be available, nor will Zoom interviews be conducted on any other dates other than 1/25 and 1/27.***

Applicants who are selected for a Zoom interview will have the opportunity to meet program faculty and current clinical students. Each applicant will be interviewed individually by three clinical faculty members and two current clinical students. First offers are extended after the second Interview Day. Alternates may receive offers as late as April 15th. Applicants who are not invited to Interview Day receive notification by February 5th that they are no longer under consideration.

PHILOSOPHY OF TRAINING

We Provide Students with a Strong Research Environment

Our program has a strong research emphasis and is embedded within a strong research university. The University of Missouri-St. Louis faculty continues to be among the leading researchers in their fields, according to the Faculty Scholarly Productivity Index from Academic Analytics. In this national index, UM-St. Louis ranked in the top 10 in the country (and #1 in the Midwest) in faculty research productivity among small research universities, following notable schools such as San Diego State University, Boston College and Georgetown University.

Our Philosophy of Research Training

Our mentorship model of research training has been developed with the belief that students who work closely with a research advisor on a focused area of inquiry are most successful in gaining the conceptual and methodological skills needed to function as scientists. Thus, our students select research topics that fall within their faculty advisor's program of research, and that also allow for growing independence and personal achievements in professional research activities (conference presentations, publications, involvement in preparation of grant applications). To help us with the process of arranging specific interviews with clinical faculty members during our designated Interview Days, **applicants should list within their personal statement the names of those clinical faculty members whose areas of research interest potentially overlap with their own interests (i.e., all applicants are encouraged to list multiple faculty members of potential interest).**

Our Excellence in Clinical Training

In addition to providing high quality clinical training in assessment and intervention in our primary training clinic: [Community Psychological Service](#), our program is affiliated with two specialty training clinics in our department (the St. Louis's [Children's Advocacy Center](#), and the [Center for Behavioral Health](#)). Students have opportunities to work with individuals across the lifespan, including children, families, adults and older adults. We aim to integrate research and clinical experiences in the best of the Scientist-Practitioner tradition.

Employment Outlook for our Graduates

Graduates of the clinical program have been highly successful in securing positions in the field of clinical psychology. Initial employment settings of recent graduates include post-doctoral fellowships in university-affiliated research centers and hospitals, Veteran's Administration Medical Centers, medical schools and universities, liberal arts colleges, and staff psychologist positions in private and public mental health facilities and hospitals. Their job duties include teaching, program development and evaluation, coordination and supervision of services (administration), and basic research, in addition to direct assessment and treatment.

OUR COMMITMENT TO DIVERSITY

Our program recognizes the importance of cultural and individual differences and diversity in the training of psychologists. These include, but are not limited to ethnicity, race, sexual orientation, culture, age, disability, gender, gender identity, language, national origin, religion and social economic status. Thus, we are committed to achieving a diverse student body and promote access and opportunity in higher education. This is a crucial component of academic excellence as we train future scientific leaders, health care providers, educators, and clinicians to work within a diverse population.

While in the program, all students, including ethnic and sexual minority students, are given ample faculty attention and support to allow them to proceed through the program successfully. In regard to the program curriculum, a diversity course is offered, and components of all core courses are designed to prepare students for work with diverse populations. Students gain extensive clinical experience working with diverse populations our training clinic, program-based practica, and clerkships. A Wednesday Forum, held each Wednesday afternoon, is dedicated to addressing diversity issues, with offerings planned in collaboration with our program's Diversity Committee comprised of several students and faculty members. Students do not need to change their personal and/or religious values but trainees are expected to attain both demographic competency and demonstrate the competency of dynamic worldview inclusivity. Clinical faculty members and a most of our students are members of the UM-St. Louis Safe Zone community.

In August 2020, the University of Missouri- St. Louis was ranked as the sixth best University in the United States for reducing inequalities based on data collected for the *Times Higher Education* University Impact Rankings. Some of the metrics that helped to measure which universities were excelling at reducing inequalities were the number of first-generation students, the number of students from developing countries, the proportion of students and staff with disabilities, the measures against discrimination and the amount of research a university undertakes on reduced inequalities.

ADMISSION CRITERIA

Admission to the clinical psychology doctoral program requires:

1. Minimum undergraduate G.P.A. and psychology G.P.A. of 3.0 or above.
(due to strong competition, students admitted to our program typically have outstanding undergraduate academic records with G.P.A.s that average 3.6 to 3.9 across entering years.)
2. Applicants usually have an undergraduate degree in psychology, but may apply with a minimum of 21 units of undergraduate psychology coursework (typically 7 semester-long courses). These units must include coursework in **introductory psychology, statistics for the social sciences, and research design in psychology.**
3. It is recommended that the undergraduate preparation include coursework in biological psychology/behavioral neuroscience, physiological psychology, social psychology, cognitive psychology, developmental psychology, in addition to experience with psychological research. Thus, for individuals without a BA or BS in psychology, Masters' level coursework in a counseling or social work does not meet these requirements, and post-BA undergraduate coursework in a department of psychology is still needed.

The GRE scores and grades of our incoming students, statistics on program and internship applications and admissions, and program completion rates for the past seven years are provided on our website (<https://www.umsl.edu/sswpbs/psychological-sciences/graduate-programs/clinical/index.html>).

Our program has made the GRE General Test optional for those applying Fall 2027 (application deadline: 12/1/2026). You are NOT required to submit GRE scores, and applications without GRE scores will be given full consideration. *Please know that we do not view the lack of GRE scores negatively. No application will be dinged in the review process by not including GRE scores.* However, if an applicant has taken the GRE and feels their inclusion would enhance their application, they may choose to submit them, and they will be considered by the application.

The clinical faculty is committed to increasing the diversity of the students in our program and welcomes applications from all qualified students. The program conforms to the Guidelines for Graduate School Offers and Acceptances adopted by the Counsel of the University Directors of Clinical Psychology. These guidelines are provided at the end of this brochure.

PROGRAM CURRICULUM

The graduate curriculum is rooted in a core of required courses in research methods and content areas of psychology. All students are required to take a two-semester sequence in quantitative methods in their first year. During the first three years of the program, students take courses in applied research methods, cognitive psychology, biological bases of behavior, psychopathology, as well as elective coursework. In the first two

years of the program, students complete a research project under the supervision of the research advisor. Students receive a Master of Arts Degree in Psychology for completion of the first two years of academic study.

Regularly offered electives include: Behavioral Medicine, Trauma and Recovery, Psychopharmacology, Substance Use and Addiction, and Developmental Psychopathology, among others.

Within the context of this base of scientific knowledge and competence, students pursue the professional aspects of clinical psychology through skill courses in cognitive and personality assessment, clinical interventions, multicultural issues, ethical and professional issues, and through supervised clinical practice. Program case conferences provide an opportunity for all students and faculty to discuss clinical issues as a group. Intervention courses include *Introduction to Clinical Interventions* and *Cognitive and Behavioral Interventions*, in addition to the directed readings that are part of practicum experiences.

Students participate in practica in our Community Psychological Service and a clinical clerkship, which may be in a community or university-based setting. Students participate in at least one year of clerkship and three years of training in the Community Psychological Service. By the time of the internship, students have received a minimum of 1500 hours of supervised clinical experience and are highly competitive for positions in internship programs.

The program is committed to providing diversity training for all students. This training includes specialized Multicultural coursework; the integration of diversity-relevant material across the curriculum; and clinical training with diverse populations in campus-based and community placements. A number of our faculty members and students have received training in issues specific to sexual orientation, and are members of the campus Safe Zone community.

Students are engaged in coursework, research, and practica during their first four years in the program and are normally prepared for the internship by the fifth or sixth year. The internship is a paid, full-time clinical traineeship, and students from our program have been highly successful in obtaining the internship positions. Students select the potential sites for their internship under the guidance of their advisor and the Clinical Director. There are two APA-approved internships in St. Louis with a limited number of spaces for interns; some students obtain positions in these programs, but most students take internships outside the St. Louis area. All students should be prepared to complete this 12-month internship away from the St. Louis area, if necessary, due to the high degree of competition for internships.

The program does not require language proficiency. However, students are required to complete their Specialty Examination prior to their dissertation proposal. To complete this requirement, students must demonstrate a thorough knowledge of a topic area chosen in consultation with their research advisor. Successful completion of the written paper and oral examination of the Specialty functions as the Comprehensive Examination for the Graduate School and is required for advancement to doctoral candidacy.

The program is designed to be completed in five years of full-time study; however, it should be noted that average time to completion is six years. The primary cause of graduation in the sixth or seventh year of the program is that students elect to take advantage of optional research, teaching, and clinical opportunities prior to the internship. Students have a maximum of seven years to complete all requirements, including internship.

Areas of Experience

Students have a number of opportunities to gain specialized training during their time in the program. An important campus resource is the Certificate in University Teaching (<https://www.umsi.edu/services/ctl/events-and-programs/cut/index.html>) offered by the UM-St. Louis Center for Teaching and Learning. Students who wish to do so are given the opportunity in their advanced years to become formal instructors for an undergraduate course, under the supervision of a faculty teaching mentor.

Within the program, clinical training opportunities in the area of Child & Family are available to all of our students.

Behavioral Medicine, Trauma Studies, Developmental Psychology, Substance Use. These areas provide specialized research and clinical training in preparation for professional roles in contemporary psychology. Students have the option of selecting one area of experience, but are not required to do so (i.e., approximately 50% of our students select a focus area).

Students may select their area of experience at any time in the program. However, selection early in the program is advisable to allow time to plan coursework, research, and clinical training in the areas of specialization. Students who select an area choose an advisor who specializes in that area. Students may change advisors at any time to accommodate their changing interests across the areas of specialization.

FINANCIAL SUPPORT AND EXPENSES

Over 95% of the students in our program receive funding for their entire time in the program. A small number of our students choose to not work in assistantships due to ongoing family or other responsibilities. The source of funding varies as students' progress through the program. Students who are admitted to the program are usually assigned a graduate assistantship for their first two years in the program. The graduate assistantship includes teaching, advising, administrative and/or research responsibilities. Duties are assigned in accordance with students' interests, training, and experience. The amount of the graduate stipend for 2026-2027 will be a minimum of \$21,000 for first year students. In addition to this support, students with graduate assistantships receive tuition scholarships. Students from underrepresented groups may receive special assistantship funds.

Advanced students (third year and beyond) will usually have part-time clerkship or other professional positions either on or off campus providing support in the range of \$21,000 to \$24,000. Additional financial assistance is offered in the form of loans through the University Financial Aids Office.

Living expenses in St. Louis tend to be low relative to larger cities and the coasts. Rents for one-bedroom apartments start at about \$900 to \$950 a month and some apartment complexes are close to the campus. Graduate student housing is available on campus. For students with assistantships and clerkships, total fees (i.e., parking, books, health insurance) per year are approximately \$2500 in each of the first three years and may be between \$1000 and \$2000 in later years, depending upon course schedule and health insurance coverage.

To see the cost of living in St. Louis compared to that of another city, go to <http://www.homefair.com> and select the Salary Calculator in the top left column. St. Louis offers more free, major visitor attractions than any other place outside of the nation's capital, including the Saint Louis Art Museum, Saint Louis Zoo, Cahokia Mounds, Museum of Westward Expansion, St. Louis Science Center, Missouri History Museum, Anheuser-Busch Brewery, and Grant's Farm. For information about living in St. Louis, go to www.explorestlouis.com.

CLINICAL TRAINING EXPERIENCES

Community Psychological Service

The Community Psychological Service (CPS) was established in 1977 to provide clinical and research training for psychology doctoral students. CPS is directed by a member of the clinical program faculty. CPS is a community-oriented facility that offers a wide range of clinical services to the public and consultation to outside agencies. CPS provides students an opportunity to work with clients of varying ages, social classes, ethnic groups, diagnoses, and levels of severity of illness.

Students receive training within the structure of the clinical team, which includes a member of the clinical faculty and a cross section of students from beginning and advanced levels of training. Teams meet regularly for discussion of ongoing cases. Individual supervision is also provided on some teams. In the context of providing professional service to clients and agencies, the team discusses theoretical and research issues related to clients and their social functioning in addition to specific treatment planning. The ethos of the clinical supervision team encourages collaborative learning among students.

Each student in CPS is assigned responsibilities commensurate with their experience and training. Beginning students may be engaged in co-therapy with a more advanced student; advanced students have full responsibility for individuals, groups, couples, and/or families. Advanced students on the team gain experience in the supervision of beginning students.

Advanced clinical students may obtain their paid clerkship experience at CPS, upon availability. Clerkship students receive advanced training in psychodiagnostic assessment in fulfillment of contracts with local mental health centers, school systems, and state agencies. In addition, clerkship students participate in and learn valuable skills in clinic administration.

Center for Behavioral Health (CBH)

The Center for Behavioral Health (CBH) is a community-focused training and service center that provides high-quality, affordable outpatient evaluation services to children, adolescents, and families throughout the region. A central focus of the clinic is the provision of no-cost psychological evaluations for youth, helping to identify developmental, emotional, behavioral, and learning concerns early and connect families with appropriate interventions and supports. Consistent with the University's mission, CBH also fosters opportunities for involvement in basic and applied research that advances the field of psychology and enhances evidence-based clinical care. Through its commitment to excellence in evaluation, training, research, and community service, CBH prepares future psychologists to provide high-quality, ethical, and culturally responsive care while making a lasting positive impact on children, adolescents, and families.

CBH serves as a primary training site for clinical psychology graduate students in their third year, with opportunities for advanced clerkships in later years. Through direct clinical involvement, trainees gain experience conducting comprehensive psychological assessments with children and adolescents from diverse backgrounds and presenting concerns. Students work closely with licensed psychologists and advanced trainees within a developmental training model that emphasizes the integration of science and practice. Training experiences include participation in all stages of the assessment process, including clinical interviewing, test administration and scoring, case conceptualization, report writing, and feedback delivery to families. Regular individual and periodic group supervision provides opportunities to refine assessment skills, strengthen clinical decision-making, and discuss ethical, cultural, and professional issues relevant to practice. Advanced trainees may also gain experience mentoring and supporting more junior students as they develop their clinical competencies.

St. Louis Children's Advocacy Center (STL CAC)

The St. Louis Children's Advocacy Center (STL CAC) is also part of the School of Social Work, Psychological and Brain Sciences, and one of its two sites is located on the UM-St. Louis South campus. The STL CAC is a university-based multidisciplinary child advocacy center that provides high-quality trauma-focused services to youth, families and the community. It is one of 15 child advocacy centers across Missouri and is accredited by the National Children's Alliance. STL CAC provides forensic interviews, child and family advocacy, mental health therapy, academic training, and workforce development. Community outreach, education, and prevention are stressed as well.

Opportunities are available at STL CAC for training in child trauma-focused assessment and intervention. Students' clinical experiences will take place within the context of a multidisciplinary environment while receiving supervision from a licensed clinical psychologist.

Clerkship

In addition to the three years of psychotherapy and assessment training at the Community Psychological Service, trainees complete at least one-year paid 20-hour-per-week clerkship during their third and/or fourth year. Clerkship activities may involve a combination of assessment, psychotherapy, consultation and/or clinical research, and students may have clerkships for multiple years. Placements may be at on campus or off-campus sites.

ADVISEMENT AND EVALUATION

Students select a research advisor no later than the beginning of their first year, although this is usually accomplished at the time that the student accepts our offer of admissions. This advisor provides general advisement and support, as well as serving as the student's first research supervisor. The student is allowed to change faculty advisors during the program of study as research interests develop and change.

Students' progress is carefully monitored, particularly during the first three years in the program. Students receive regular evaluations from their advisors about their coursework, research, and clinical performance. Students are given constructive advice and direction to promote their progress and growth, and special instructions and/or remedial help is offered to students whose performance is unsatisfactory.

Faculty-Student Relations

The clinical faculty strives to provide a supportive learning atmosphere for all students. Because the student to faculty ratio is low, it is possible for each student to receive ample individual attention at each stage of the program. Classes are small in size, and the core clinical faculty is available to provide intensive research and clinical supervision. The faculty accepts only those students expected to complete the program; hence, there is no necessity for competitiveness among students. Instead, the program is designed with the intent to foster collaborative, supportive relationships among students within and across year levels.

Students are encouraged to provide ongoing feedback to faculty about their graduate learning experiences. Students provide evaluations of each course in the program and meet regularly with the clinical director to provide feedback and suggestions for improving the program. Student input is also received from student representatives, who attend clinical faculty meetings to represent student viewpoints.

APPLICANTS WITH ADVANCED GRADUATE CREDIT

Students who have a Masters degree in psychology or some psychology graduate credits are welcome to apply to the program, but it is not a specific advantage to have a Masters degree (we frequently accept individuals into our program directly from their BA or BS degree in psychology or following several years of post-BA research experience). Students may request to transfer in appropriate graduate level coursework to meet the requirements of 6 credit hours of elective courses. Decisions regarding transfer of credit are made by the Director of Clinical Training in consultation with relevant faculty at UM-St. Louis following students' admission to the program. All students, including those entering the program with an MA or MS degree, will be expected to complete the required core (non-elective) courses while in the program, and to complete a thesis research project.

PROFESSIONAL CONDUCT/STATEMENT OF PERSONAL INTEGRITY

The profession of Clinical Psychology adheres to the [current ethical principles of psychologists](#), as stated by the American Psychological Association (July, 2003, with amendments in 2010, 2016), and the legal codes regulating the profession within each state. In undergoing training to become a clinical psychologist, all trainees must also adhere to these ethical principles and legal codes. At various practicum locations during training, during application for clinical internship, and upon review for licensure and health provider panels after graduation, clinical psychologists undergo scrutiny regarding their personal background (including criminal background and child abuse checks) and issues of personal integrity.

Information regarding the background checks and the types of disqualifying crimes can be found here:

Missouri Family Care Safety Registry: <https://health.mo.gov/safety/fcsr/about.php>

Disqualifying Crimes: <https://dmh.mo.gov/media/pdf/disqualifying-crimes-pursuant-section-630-170-rsmo-revised-march-2017>

The following represent the types of questions asked of students in criminal background checks and for licensure as a clinical psychologist:

- Has disciplinary action, in writing, of any sort ever been taken against the student by a supervisor, educational or training institution, health care institution, professional association, or licensing / certification board?
- Are there any complaints currently pending against the student before any of the above bodies?
- Has there ever been a decision in a civil suit rendered against the student relative to professional work, or is any such action pending?
- Has the student ever been suspended, terminated, or asked to resign by an employer, training program, or practicum site?
- Has the student ever been convicted, adjudged guilty by a court, pleaded guilty or pleaded Nolo contendere in any criminal prosecution whether or not sentence was imposed?
- Has the student been addicted to or dependent upon any illegal or prescription drugs or controlled substances, or an alcoholic beverage within the past five years?
- Has the student ever been adjudged incompetent by a state or federal court within the past five years?

If you answered “Yes” to any of the above questions, you may encounter difficulties in securing clinical practicum positions during training, obtaining an approved clinical internship, or becoming a licensed psychologist. A number of the clients at our training site, the Community Psychological Service, are seen via service contracts with agencies that require criminal and child abuse background checks of service providers. At some point in the training program, a criminal and child abuse background check will be required in order for students to be able to engage in certain training experiences at all three of the clinics associated with our program: Community Psychological Service, St. Louis Children’s Advocacy Center, and the Center for Behavioral Health.

Thus, a person who answered “Yes” to any of these questions should strongly consider whether the time and effort involved in obtaining a graduate degree in clinical psychology is in her or his best interest.

INSTRUCTIONS FOR DOMESTIC APPLICANTS (US CITIZENS)

All application materials for the UM-St. Louis doctoral program in clinical psychology must be received no later than **December 1st, 2026**. Students are admitted in the fall semester and on a full-time basis only.

Important note about spam settings: Most email providers employ auto-response or challenge methods to block unwanted e-mail. Our campus e-mail system does not always work with these methods of blocking spam. We have had no problems receiving emails from applicants. In previous years, however, our e-mail replies to applicants have been caught in their spam filters. Our feedback to you regarding your application status, including invitations for interviews, will be sent via email no later than Friday, February 5th. If you don't hear from us regarding the status of your application, please email us.

Applicants must submit all materials through the UM-St. Louis online application system. To apply, go to: <https://www.umsl.edu/admissions/applications.html> This application begins your official record to which all of your supporting materials are added.

The following are the required components of the application, with items 1-7 being uploaded through the online portal:

1. Background Information

You will need ready access to the following information while completing the application: permanent address, attendance and graduation dates of previous colleges, and emergency contact information. There is a one-time, non-refundable application fee for all applicants to the university. The fee for domestic applicants is \$50. If you have previously applied for graduate study at UMSL, you do not need to pay the application fee again. All applicants are automatically considered for graduate assistantships and fellowships without any separate forms needed for assistantship applications.

2. Additional Questions

As part of the application, you will name up to 3 clinical faculty whose research interests are a good match to yours. Please read the section entitled "2026-2027 Core Clinical Psychology Faculty" on pages 6-7 of this brochure before preparing your personal statement.) If you were a psychology major as an undergraduate, you will also be asked to provide your undergraduate Psychology GPA.

3. Statement of Purpose

Write a statement of purpose that provides a statement of your career objectives and interests in clinical psychology, including a description of the experiences that have prepared you specifically for doctoral level work. In addition, the University of Missouri-St. Louis is committed to supporting the diversity of the graduate student body and promoting access and opportunity in higher education. You may include educational, cultural, social, familial, geographical, and economic opportunities and disadvantages that you may have experienced, and ways those experiences have affected the development of your career plans and graduate school goals. You may also include ways that you have initiated or participated in outreach and services designed to further educational, cultural and/or economic equity. You should also indicate within their personal statement the names of those clinical faculty members (up to 3) whose areas of research interest overlap with your own interests and why. Past statements of purpose have been between 1-3 pages.

4. Curriculum Vitae (CV)

Applicants are encouraged to consult with their faculty advisors/mentors in the preparation of their CV, as well as all other application materials.

5. Writing Sample

Applicants are required to submit a sample of written work with their application. This could include a paper for an undergraduate or graduate course, or a peer-reviewed manuscript in which you are listed as a first author. Publications in which you are a co-author are very much valued; however, they will not be considered as satisfying this application requirement.

6. Unofficial Transcript

In addition to submitting an official transcript to UM-St. Louis (see below), we ask that applicants upload unofficial copies to begin processing of applications more quickly.

7. Letters of Recommendation

You will need 3 letters of recommendation from professors and other research and clinical supervisors who can comment in detail about your qualifications for graduate study in clinical psychology and who have agreed to serve as professional references. You will input their name, title, organization, and contact information into the portal. Once submitted, notification requests for recommendations will be sent directly to the letter writers. *Note:* Requests for recommendations are independent of submitting the application and can be entered before the application is finalized.

8. Send Official Academic Records.

The Graduate School requires transcripts from every college or university you have attended for undergraduate or graduate work. Official transcripts must be sent electronically via eScript-Safe, Parchment, or Clearing House to gradadm@umsl.edu. For a transcript to be considered official it must be transmitted directly from the issuing institution to UMSL.

If your college/university does not offer an electronic option, please use the mailing address listed below for official transcripts to be sent via US Mail.

Domestic Students (gradm@umsl.edu for questions):

University of Missouri - St. Louis
Graduate Admissions
121 Woods Hall
1 University Blvd
Saint Louis, MO 63121-4400

International Students/International Universities (intadmission@umsl.edu for questions):

University of Missouri - St. Louis
UMSL Global
362 Social Sciences Building
1 University Blvd.
Saint Louis, MO 63121-4400

9. **Official Test Scores. The GRE General Test is optional and not required.**

Our program has made the GRE General Test optional for those applying Fall 2027 (application deadline: 12/1/2026). You are NOT required to submit GRE scores, and applications without GRE scores will be given full consideration. *Please know that we do not view the lack of GRE scores negatively. No application will be dinged in the review process by not including GRE scores.* However, if an applicant has taken the GRE and feels their inclusion would enhance their application, they may choose to submit them, and they will be considered by the application.

INSTRUCTIONS FOR INTERNATIONAL APPLICANTS

All application materials to UM-St. Louis must be received no later than **December 1st, 2026**. Students are admitted in the fall semester and on a full-time basis only. If you received your previous degree outside of the US or you are not a US citizen, your application will be processed by the Office of International Student and Scholar Services (ISSS). This document outlines the materials that must be submitted for the program review of your application. Please consult the ISSS website for a list of additional documents required of international applicants: <https://www.umsf.edu/global/admissions/grad.html>

The ISSS staff can also help you with difficulties you may experience as you go through the application process.

Contact Information:

UMSL Global
One University Blvd.
362 Social Sciences Building
St. Louis, MO 63121-4400
USA
Email: intadmission@umsf.edu
Phone: +1.314.516.5753
Admissions Toll-Free: 1-888-GO-2-UMSL

You will need all documents as required for Domestic Applicants (Items #1-9 on the pages 17-18). Additional requirements and adjusted instructions are listed below:

10. **Online Application**

You will need ready access to the following information while completing the application: permanent address in your home country, dates of attendance and graduation from all previously attended colleges, scores and test dates for TOEFL (or IELTS) exams, and emergency contact information. There is a one-time, non-refundable application fee for all applicants to the university. **The fee for international applicants is \$40.** If you have previously applied for graduate study at UMSL, you do not need to pay the application fee again. All applicants are automatically considered for graduate assistantships and fellowships without any separate forms.

11. Official Academic Records

Applicants to the Graduate School who have completed their undergraduate education outside of the US must hold a degree from a recognized academic institution that is equivalent to a US bachelor's degree or greater. Degree equivalency and US equivalent GPA is determined by evaluators in the Office of International Student & Scholar Services. Please have official academic records of all university-level work sent directly to the Office of International Student & Scholar Services, as noted in the above application section. To be considered official, academic records must be:

- a. Issued by the academic institution in a sealed envelope with the appropriate signatures and stamps;
- b. In the original language of issue and accompanied by an English translation (prepared by your university, or appropriate governmental agency) unless your institution normally issues records in English; and
- c. Accompanied by proof of the award of the degree (graduation and degree certificates, diplomas, etc.).
- d. All documents submitted become the property of UMSL and cannot be returned. If you have questions about which types of documents are required or acceptable from your system of education, please contact the Office of International Student & Scholar Services directly.

12. Official Test Scores

Applicants who are non-native speakers of English and have spent less than two of the last three years in an English-speaking country must also submit an official TOEFL or IELTS score. Consult the following page for additional information on the English proficiency requirement and exemptions from this requirement: <https://www.umsi.edu/global/admissions/englishrequirements.html>. International graduate applicants who are required to provide proof of English proficiency should have a minimum score of 79 iBT on the TOEFL or 6.0 on the IELTS. However, applicants should note that meeting minimum requirements does not guarantee admission since the number of qualified applicants is far greater than the number of places available in the program.

In addition to having your **TOEFL or IELTS scores** formally submitted (**if applicable**), your application should include an unofficial copy of these score reports.

FOR MORE INFORMATION

For more information about the status of your application, contact the Graduate Admissions Office (314-516-5458) or e-mail the office at gradadm@umsl.edu.

For specific questions regarding the program content, email the program director, Dr. Emily Gerstein, at gersteine@umsl.edu.

Prospective Applicants can confirm the program's accreditation status with the American Psychological Association's Office of Program Consultation and Accreditation. Phone: 202-336-5979; FAX 202-336-5978; <https://accreditation.apa.org/>; 750 First Street, NE. Washington, DC 20002.

CUDCP GUIDELINES FOR GRADUATE SCHOOL OFFERS AND ACCEPTANCES

The Counsel of University Directors of Clinical Psychology (CUDCP) 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 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 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 that 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 ranked 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 notice.

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 lines are severely limited and failing to use a line once it has been offered prevents other qualified students from obtaining training.