Admission requirements
Students must:

1. Be U.S. residents
2. Identify themselves as being of ethnic or racial minority status
3. Be in a position to complete their third undergraduate (junior) year in psychology by this summer
4. Have a cumulative grade point average of 3.0 or above, based on official transcripts
5. Have some research experience
6. Complete the application form
7. Request letters of recommendation from two faculty
8. Write a one-page personal statement with the following information:
   i. What led up to you applying to this program at the University of Oregon?
   ii. Statement of career goals
   iii. Research interests, including relevant research experience

For more information and an application
For more information about the Psychology Department, the University of Oregon, and the surrounding area please explore our website http://www.uoregon.edu.

For more information about the Summer Research Training Program in Clinical Psychology and an application please visit our website at http://darkwing.uoregon.edu/~gnhall/summer/index.html or contact Dr. Gordon C. Nagayama Hall, University of Oregon, 1227 University of Oregon, Eugene OR 97403-1227. You can also contact Dr. Hall by phone 541-346-4969 or email gnhall@darkwing.uoregon.edu.

Application Deadline
April 1
2005

The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. Direct related inquiries to the Office of Affirmative Action and Equal Opportunity, 474 Oregon Hall, University of Oregon, Eugene OR 97403 Telephone (541) 346-3123, TTY (541) 346-0852

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The University of Oregon Summer Research Training in Clinical Psychology is an internship that provides ethnic minority undergraduate students with training under the guidance of a faculty member. Funded in part by the National Institute of Mental Health, this year's 6-week mentorship will run from June 27 to August 5, 2005.

The purpose of the program is to prepare students for graduate study in clinical psychology. In addition to learning about research with individual faculty members, students participate in a clinical research methods course and attend research presentations by other program faculty. Students write a paper on their research area and make presentations in a joint symposium at the end of the program. Participating students receive a tuition waiver, free on-campus room and board, a research stipend of $2000 and 4 academic credits from the University of Oregon. Social activities including field trips will also be part of the experience.

The Department of Psychology Clinical Program

The clinical psychology program at the University of Oregon, accredited by APA since 1958, ranks among the nation's top fourteen programs. The aim of the program is to understand, assess, ameliorate, and prevent intrapersonal and interpersonal problems through rigorous scientific research and empirically based application. Committed to integrating science and practice, the program is designed to train students as clinical scientists through a wide range of activities, all in the context of science and scientific skepticism. What sets us apart from many other programs is our tradition of research collaboration and intellectual communities that brings students and researchers together across traditional boundaries. The department maintains a psychology clinic; specialized facilities for child and social research; experimental laboratories for human psychology clinic; specialized facilities for child and social research; and an fMRI facility. Moreover, the department has strong collaborative ties with many other intellectual communities inside and outside the University, including the Institute of Neurosciences, the Institute of Molecular Biology, the Institute of Cognitive and Decision Sciences, the Oregon Social Learning Center and the Oregon Research Institute.

University of Oregon and Eugene

The University of Oregon is a medium sized, state university that enrolls some 17,800 students, 12.8% of which identify themselves as ethnic minorities. While the University considers rankings to be just one measure of excellence, it is nonetheless proud of its high national standings, as is evidenced by the following citations:

- The University of Oregon is one of only sixty-one public and private institutions in the United States selected for membership in the exclusive Association of American Universities.
- The Fiske Guide to Colleges and Barron’s Best Buys in College Education list the University of Oregon as one of the best buys among the nation’s colleges and universities.
- The UO ranks fifteenth in the nation among public institutions and sixth nationally among “rising” public universities.
- According to a survey of 4,500 guidance counselors, the UO is a “hidden treasure.”

With a population of about 130,000, Eugene is large enough to have a full range of cultural and recreational opportunities but small enough to retain a friendly and open atmosphere. The city boasts a performing arts center, beautiful parks, superb running and cycling trails, and arguably the best summer climate in the country. Within an hour’s drive, the Cascade Mountain Range offers mountain trails and lakes for outdoor recreation, including winter sports. At the coast, one hour to the west, are sand dunes, rugged beach walks, and out-of-the-way camping. Even closer are several large lakes for water skiing and other sports. For a wider range of metropolitan services, the city of Portland is less than two hours to the north.

The clinical psychology program is designed to train students as clinical psychologists through a wide range of activities, all in the context of clinical psychology. Topics covered include:

- Introduction to the methods of science
- Writing psychology papers
- Hypothesis development and testing
- Inferential statistics
- Experimental design
- Quasi-experimental, correlational, and naturalistic observational designs
- Single-subject designs
- Questionnaires and survey research
- Bias in research
- Ethics

Research methods in Clinical Psychology

The purpose of this course is to familiarize students with the scientific method in the context of clinical psychology. Topics covered include:

- Introduction to the methods of science
- Writing psychology papers
- Hypothesis development and testing
- Inferential statistics
- Experimental design
- Quasi-experimental, correlational, and naturalistic observational designs
- Single-subject designs
- Questionnaires and survey research
- Bias in research
- Ethics

Research presentations by individual faculty members

Students will get an understanding of the breadth of psychological research by learning first-hand about various faculty members' latest research endeavors. Mentors help students familiarize themselves with their research and identify a topic to further investigate. Students attend meetings and read assigned articles, gradually progressing from an observer role to that of contributor. The culmination of this experience is a review paper and presentation of the research in which the student participated. The mentor provides feedback and guidance throughout the entire process.

Mentorship with individual faculty members

During the summer program, each student will work with a faculty member on an individual basis to develop their research skills. Mentors help students familiarize themselves with their research and identify a topic to further investigate. Students attend meetings and read assigned articles, gradually progressing from an observer role to that of contributor. The culmination of this experience is a review paper and presentation of the research in which the student participated. The mentor provides feedback and guidance throughout the entire process.

Faculty

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Area of interest</th>
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<tbody>
<tr>
<td>Jennifer Ablow, Ph.D.</td>
<td>Developmental Psychobiological and family factors of psychopathology.</td>
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<tr>
<td>Holly Arrow, Ph.D.</td>
<td>Social Group behavior.</td>
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<tr>
<td>Jennifer Freyd, Ph.D.</td>
<td>Cognitive Psychology of trauma.</td>
</tr>
<tr>
<td>Sara Hodges, Ph.D.</td>
<td>Social How people construct judgements in social contexts.</td>
</tr>
<tr>
<td>Jeff Measelle, Ph.D.</td>
<td>Clinical Interaction of psychobiological and family processes in shaping children’s social and emotional well-being.</td>
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<tr>
<td>Scott Monroe, Ph.D.</td>
<td>Clinical Psychopathology, depressive disorders.</td>
</tr>
<tr>
<td>Lou Moses, Ph.D.</td>
<td>Developmental Children’s developing appreciation of mental states.</td>
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<tr>
<td>Anne Simons, Ph.D.</td>
<td>Clinical Affective disorders, cognitive diathesis stress models of depression, and cognitive therapy for depression.</td>
</tr>
<tr>
<td>Marjorie Taylor, Ph.D.</td>
<td>Developmental Development of imagination.</td>
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<tr>
<td>Patricia White, Ph.D.</td>
<td>Clinical Associations between information processing deficits, clinical symptoms, and psychological processes.</td>
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