

Life as A Student in a CBT-Oriented Clinical Psychology Doctoral Program: An ABCT Primer

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From an outside perspective, understanding what life is like as a graduate student in a clinical psychology doctoral program can be challenging. This difficulty is most likely due to the fact that the experiences of clinical psychology students are remarkably diverse, both within *and* among programs! Yet despite inevitable variability in graduate student experiences, most clinical psychology doctoral training programs share certain common elements, with students' time allocated to didactic instruction, clinical training, research, and other professional activities.

In speaking with its student members and convention attendees, the Association for Behavioral and Cognitive Therapies (ABCT) recognized that many PhD/PsyD program applicants did not fully appreciate all that clinical psychology graduate training entails. For this reason, the ABCT Student Membership Committee created this resource to illuminate what life might look like for a clinical psychology student enrolled in a PhD/PsyD program grounded in cognitive-behavioral theory (CBT). This document addresses the core activities during doctoral training in clinical psychology: didactic instruction (coursework), clinical training, research training, and teaching. The relative priority of each core activity varies over the course of one's degree program; example timelines illustrating the fluctuation in effort spent engaging in various activities for during PhD/PsyD training follow at the end of this document.

Readers interested in learning more about the process of applying to clinical psychology PhD/PsyD programs are encouraged to reference the ABCT Student Membership Committee's corresponding resources, which can be found at <http://www.abct.org/Resources/?m=mResources&fa=StudentResources>. For additional information on the differences between different mental health-related disciplines and other tips for applying to clinical psychology PhD/PsyD programs, visit <http://mitch.web.unc.edu/files/2017/02/MitchGradSchoolAdvice.pdf>

General Overview

Doctoral programs in clinical psychology are usually 5 to 7 years in length (4 to 6 years "on campus" before the capstone clinical internship year). Although students take more or less time to graduate for a variety of personal and professional reasons, PhD programs usually take longer to complete than PsyD programs. This could be because research requirements are often greater at PhD programs. It could also be that PhD program students need more time to acquire sufficient clinical experience/hours before

applying for internship, given that PsyD program students usually begin clinical training earlier than most PhD program students.

Many PhD/PsyD students take the bulk of their courses during the first 2-3 years, tapering coursework as they progress in their training. In later years, students spend more time outside of the classroom, typically completing research and/or clinical work. The proportion of time spent engaging in coursework, clinical training, research, and other activities will depend largely on the specific program's training model (e.g., clinical scientist vs. scientist-practitioner) and the type of degree sought (PhD vs. PsyD). For example, a clinical science program (e.g., a program that more heavily emphasizes research over clinical practice) may involve students in research in the first semester but not involve students in clinical work until their second or third year. In contrast, a clinically focused PsyD program might have students engage in clinical work right away and not focus on research until they begin working on their milestone research projects (see "Research Training" below) during later years of training.

The final year of training is a capstone clinical internship: a year-long, full-time clinical placement. (Of note, it is possible that students will need additional time *after* completing the internship year prior to graduation, such as in the case of students who do not successfully defend their dissertation or other degree requirements before the end of internship.) Discussion of the history, purpose, and application process for the clinical internship year is beyond the scope of this resource. Readers interested in learning more about clinical psychology internships should visit <https://www.appic.org/>.

Didactic Instruction (Coursework)

For a doctoral program in clinical psychology to be accredited by the American Psychological Association (APA), students should demonstrate competencies in specific areas of psychology. Such competency is usually achieved by taking coursework (or demonstrating other training experiences) in these official content areas. The courses provide students with a broad overview of the field by requiring classwork in the areas of social psychology, developmental psychology, cognitive psychology, and neuroscience. They also provide training in other specific areas, such as multiculturalism, ethics, statistics and research design, psychopathology and diagnosis, theories and techniques of psychotherapy, and more.

Beyond classes covering APA-required content areas, doctoral training programs differ with regard to which other classes, if any, they require of or offer as electives to their students. For example, CBT-oriented graduate students might take classes on topics such as basic elements of therapy/counseling, the theory/practice of CBT, specialized training in specific treatments for specific disorders, neuroscience, testing/assessment, advanced statistical methods, and more!

Clinical Training

On a basic level, clinical training in graduate school involves providing mental health care services under the supervision of a licensed clinical psychologist, but training can look different across clinical settings and across stages of a student's training. Graduate students typically gain most of their clinical training by delivering individual or group therapy, but they might also deliver interventions, such as family and/or couples therapy. Clinical work will also involve assessment (i.e., psychodiagnostic, intellectual and achievement, cognitive, personality, or neuropsychological testing) consultation (i.e., providing psychological guidance/opinions to patients, family, or other healthcare providers), coaching patients on the phone, one-time crisis interventions, or other types of brief interventions.

No matter what clinical work involves, graduate students also meet regularly with a clinical supervisor who oversees the clinical service delivery as well as trainees' clinical skills development. Supervisors must be licensed professional clinicians. Supervision can be group-based, individual, or a combination of the two. Supervision groups may consist of people at the same level of training (e.g., a cohort) or a vertical group (e.g., several training levels represented) to allow for peer supervision. At the beginning of a supervision experience, the supervisor will likely provide supervisees with a syllabus or supervision contract. For more information about clinical supervision, the APA (2014) Guidelines for Clinical Supervision in Health Service Psychology can be found at <https://www.apa.org/about/policy/guidelines-supervision.pdf>

Many graduate programs have students begin their clinical training sequence by conducting assessments and/or therapy at an "in-house" or on-campus clinic, supervised by the program's core or affiliated faculty members. This training may be housed in the program itself or elsewhere at the institution (e.g., counseling center located within the student health service). Some programs also have students start clinical work in "co-therapy" sessions, in which they provide therapy alongside a more advanced clinician (e.g., two therapists in the room). Students might also watch videos of therapy sessions, read articles and/or books about therapeutic principles and practice, and take therapy-related classes to help them learn clinical skills.

As students become more advanced therapists, they might work at external practicum sites, sometimes called "externships." These practica are clinical experiences supervised by professionals in the community and might be situated in a community clinic, private practice, hospital, or Veterans Affairs (VA) medical center. Graduate students might also receive supervised clinical training by serving as a study therapist on a faculty member's (or other affiliated researcher's) clinical trial. This can be an excellent way for graduate students to learn state-of-the-art manualized treatments with a great deal of supervisory support.

Finally, clinical training during graduate school will involve engaging in various “support” activities as well. These activities will involve attending lectures at their training sites, reviewing patient medical charts, observing other clinicians perform therapy sessions, and completing clinical documentation (e.g., writing progress notes after therapy sessions, writing assessment reports).

Research Training

Programs also differ in the degree to which they emphasize students’ research skills development during graduate training. For example, some programs prioritize students’ research productivity (e.g., conducting studies, publishing research articles in peer-reviewed journals) over other training experiences, while other programs aim for students to achieve a balance of clinical and research experiences, and some other programs emphasize for maximizing clinical training opportunities instead of research experiences. Of course, it is also the case that faculty mentors *within* programs vary in the degree to which they encourage their trainees to prioritize and/or balance their training in research, clinical, teaching, and other professional activities.

At minimum, most CBT-oriented doctoral training programs require students to complete two milestone research projects: a thesis and dissertation. Although specific requirements vary across programs, these projects typically involve conducting secondary analysis (i.e., testing hypotheses using data collected from a previous study or a larger study their faculty mentor is currently conducting) or original data analysis (i.e., testing hypotheses using data collected from a study the student designs and runs themselves). Some programs make these milestone projects more clinically focused; for example, comprehensive clinical case reports fulfill thesis/dissertation requirements at some programs. The university, college, and/or professional school in which the doctoral program is housed might also impose requirements and/or restrictions with regard to manuscript page limits, style and formatting, and publication (or otherwise registering the final document with the institution’s library system).

Another milestone in clinical psychology graduate training is successful completion of the “qualifying examination” (sometimes called “comprehensive examination”), which students complete prior to advancing to “doctoral candidacy.” The qualifying examination presents an opportunity for students to demonstrate adequate progress and competency in clinical psychology before they propose (and later defend) a doctoral dissertation. The exact format of this project varies by program, but it could involve any combination of the following elements: written essays, multiple-choice tests, oral examinations, literature review paper(s), a research portfolio, a teaching portfolio, or presentation of a clinical case conceptualization and treatment plan.

Depending on the values of a student, their faculty mentor, and/or the graduate program itself, additional research projects beyond these milestones may be

encouraged or expected. Students might also be expected to contribute to their primary mentor's research in some way, such as by overseeing ethical review board applications/procedures, interacting with study participants, training and supervising research assistants, assisting with grant submission/administration, and manuscript preparation.

Teaching

Opportunities to gain teaching experience also varies by program and institution, and these experiences are often paid (see "Financial obligations and compensation," below). The title for such positions varies across institutions, but are typically referred to as teaching assistant ("TA"), instructional assistant ("IA"), or teaching fellow ("TF"). Depending on your institution and program, there might be opportunities to serve as a TA/IA/TF for a graduate-level course in addition to undergraduate-level course. Duties of being a TA/IA/TF typically include grading assignments, evaluating final projects/presentations, and proctoring exams. You may also be in charge of leading a laboratory or recitation section of a class, as is common for statistics and methodology/design courses.

Some programs also offer the opportunity to serve as the primary instructor of record for an undergraduate course. This means you would be in charge of creating the syllabus, designing assignments and examinations, maintaining gradebooks, holding office hours, and teaching either in-person or online. You would likely have an assigned faculty member who would mentor/supervise your role as course instructor.

Financial Obligations and Compensation

You might have heard the phrase "there is no such thing as a free lunch." Unfortunately, the same is true for clinical psychology graduate training. Clinical psychology PhD/PsyD programs charge tuition fees, which can vary by program type (PsyD programs tend to charge more for tuition than do PhD programs), institution (e.g., public versus private institution), and student residency status (i.e., in-state, out-of-state, or international students). As a general rule, most PhD programs pay for their students' tuition, whereas most PsyD programs do not. Some institutions charge additional "student fees" (sometimes called "campus fees") on top of tuition, which the training program may or may not cover for their students. Finally, some programs will pay for graduate students' health insurance coverage, which is of significant financial value to trainees.

Many PhD programs and some PsyD programs provide students with a supplemental stipend in exchange for service as a TA/IA/TF, research assistant/coordinator, or administrative fellow (e.g., training clinic administrator). The

amount of funding can differ substantially among programs (e.g., private versus public institutions) and geographic location (e.g., rural versus urban areas). Because it can be difficult to predict a program's financial health in the long-term (e.g., the institution may impose budget cuts to the program's home department), programs might only guarantee stipend funding for a certain number of years. However, many programs will say they have historically been able to provide stipends for the entire duration of their student's pre-internship training, even if they can only *guarantee* funding for a limited number of years. In addition to financial assistance from the graduate program, students might also be eligible for certain internal or external fellowships or scholarships for one (or several) years of graduate training. Students are therefore encouraged to consider applying for funding through federal agencies (e.g., National Institutes of Health) as well as other sources (e.g., Ford Foundation).

In some programs, it might be common for students to hold part-time jobs or take out student/personal loans in order to financially support themselves during graduate school. Alternatively, some programs may *restrict* students from out-of-program employment (usually to ensure the student will complete their degree in a reasonable amount of time). Cost of living varies with the program's location as well, meaning an annual stipend of \$20,000 may or may not be sufficient to cover basic living expenses. It is therefore recommended that applicants gather as much information as needed to make an informed decision regarding whether to accept an offer of admission to the program, should an offer be made.

Conclusion

CBT-oriented doctoral programs in clinical psychology share many elements and are held to the same APA accreditation standards, yet there is significant variability in how graduate training is ultimately provided and evaluated. Moreover, students' time dedicated toward making progress in research, clinical, teaching, and other professional skills development varies over time, with certain activity categories "front loaded" during the training program (e.g., more classes early in graduate school, few or no classes near the end of graduate school) and other activities only offered near the end of training (e.g., independently teaching an undergraduate course). Not to mention, graduate students must balance their personal lives on top of their professional training responsibilities.

Although the "lived experience" of a graduate student at a CBT-oriented clinical psychology doctoral program varies both across and within programs, we hope this resource sheds helpful light on what it would be like to complete a CBT-oriented PhD/PsyD program in clinical psychology. Below, we also provide example timelines to illustrate how students might spend their time, be it over the course of a week or over

the course of their degree program. We hope these resources prove useful to readers now and in the future.

ABCT as Your “Professional Home”

ABCT cares deeply about its student members and is always striving to better engage, promote, and advance students throughout their careers. Dues for student and postbaccalaureate membership are substantially reduced, and ABCT membership benefits well outweigh its financial cost. For instance, student and postbaccalaureate members receive printed issues of *the Behavior Therapist* (a publication devoted to work by seasoned clinicians, researchers, and students alike) by mail 8 times per year and have electronic access to all issues of *Behavior Therapy* (a research-focused journal) and *Cognitive and Behavioral Practice* (a journal dedicated to clinical applications of psychological research) year-round. *Behavior Therapy* is the flagship journal of the association, has an impact factor of 3.243, and ranks 23rd of 129 social science journals; *Cognitive and Behavioral Practice*, ABCT’s practice journal, has an impact factor of 1.932, which is quite high for a clinical journal.

Students are also eligible for numerous awards and research grants, can join Special Interest Groups (SIGs), have access to the ABCT Mentorship Directory, and more! Many of the field’s experts fondly recall their first attendance at an ABCT annual convention when they were a first-year graduate student, and ABCT is proud of the leaders and champions they have become. Join the ABCT family now, if you haven’t already, and let ABCT serve you throughout your career. For more information about membership benefits and services, visit

<http://www.abct.org/Members/?m=mMembers&fa=Benefits>.

Graduate School Timeline Example 1 - Clinical Science or Scientist-Practitioner PhD Program

Year	Coursework	Research	Clinical Work	Other
One	Take full course load, which typically means 4 3-hour classes each during fall and spring semesters. Depending on your program, may also include 1 summer course.	Work on research mentor's research projects. Start writing manuscripts with mentor. Design research project for master's thesis. Possibly apply for external research funding.	None or limited beyond classes on theory/practice of CBT. Maybe observe group supervision of more advanced students and/or advanced students deliver therapy. Maybe carry 1 start doing therapy/assessments in summer.	Serve as teaching assistant/teaching fellow (TA/TF) for 1-2 undergraduate classes each semester. Maybe teach over summer.
Two	Take full course load during fall and spring semesters.	Work on your mentor's research projects and your master's thesis. Possibly defend your master's thesis. Submit manuscripts for publication, abstracts for convention presentation, and grant applications.	Do up to 1 day/week (~8 hours) of clinical work. Might see 1-4 patients and receive 1-2 hours supervision weekly (typically through program clinic).	TA/TF for 1-2 classes each semester. Maybe teach over summer.
Three	Take 2-3 classes during fall and spring semesters.	Defend master's thesis (if you haven't already). Work on mentor's research projects. Prepare for and/or take qualifying exams. Continue submitting manuscripts, abstracts, and grants.	Increase clinical work, 2 days/week (~16 hours) in program clinic or external practicum site. Might see 6-10 patients and receive 1-4 hours supervision.	TA/TF for 1-2 classes each semester. Maybe teach over summer.
Four	Take 1-2 classes during fall and spring semesters.	Plan, propose, and work on dissertation. Work on research mentor's projects. Continue submitting manuscripts, abstracts, and grants. Possibly mentor undergraduate and/or less advanced graduate students.	Engage in clinical work 2-3 days/week (~16-24 hours), typically at external practicum site. Maybe gain supervised experience supervising less advanced graduate students.	TA/TF for 1-2 classes each semester. Maybe teach over summer. If applying internship next year, begin thinking about internship training goals and possible sites to which to apply.
Five	Take 0-2 classes during the whole year.	Complete, write up, and defend your dissertation (ideally before beginning internship). Continue submitting manuscripts, abstracts, and grants. Possibly mentor undergraduate and/or less advanced graduate students.	Engage in clinical work 2-3 days/week (~16-24 hours), typically at external practicum site. Maybe gain supervised experience supervising less advanced graduate students.	TA/TF for 1-2 classes each semester. If applying for internship this year, will prepare applications August-November and interview December-February.
Six	Clinical internship year: Full-time clinical work, maybe doing some research (0-8 weekly hours) at your internship site (and working on dissertation if you did not defend prior to internship). Continue submitting manuscripts, abstracts, and grants. NOTE: Some students elect to take a sixth year on campus before going on internship, in which case Year Six would look similar to year five (and would likely not involve any coursework).			

Graduate School Timeline Example 2 – Clinical PsyD Program

Year	Coursework	Research	Clinical Work	Other
One	Take full course load (4 3-hour classes) during fall, spring, and summer semesters. Register for clinic credits and attend CBT, psychodynamic, and practicum supervisions weekly throughout the year.	Take research-related courses, mentor undergraduate student theses/projects, assist with mentor's research projects, submit poster abstracts for convention presentation.	See two clients through the program ("in-house") clinic, in addition to caseload you may carry at your practicum site. This varies from 3-7 clients throughout the year. Conduct assessments beginning the summer after 1st year. Do clinical intakes.	Opportunities to teach/serve as teaching assistant (TA) for small stipend.
Two	Take full course load during fall and spring semesters.	Take research-related courses, mentor undergraduate student theses/projects, assist with mentor's research projects, submit manuscripts and/or book chapters for publication, submit abstracts for convention presentation.	Do clinical work 2 days per week (~16 hours) at your clinical practicum placement. Conduct assessments through program clinic.	Opportunities to teach/TA for small stipend.
Three	Take reduced course load during fall and spring semesters. Complete clinical and oral comprehensive ("qualifying") exams for Psy.M.	Take research-related courses, mentor undergraduate student theses/projects, assist with mentor's research projects, submit manuscripts/chapters/convention abstracts, propose dissertation project.	Do clinical work 2 days per week (~16 hours) at your clinical practicum placement. Maybe continue conducting assessments and/or take on additional (part-time) practica hours. Maybe gain supervised experience supervising less advanced graduate students.	Opportunities to teach/TA for small stipend.
Four	Register for dissertation credits during fall and spring semesters.	Complete and defend your dissertation (ideally before beginning internship).	Do clinical work 3 days per week (~24 hours) at your clinical practicum placement. Maybe take on additional (part-time) practica hours. Maybe gain supervised experience supervising less advanced graduate students.	Opportunities to teach/TA for small stipend. If applying for internship this year, will prepare applications August-November and interview December-February.
Five	Register for internship credits.	Complete and defend your dissertation, if you did not do so prior to leaving for internship.	Clinical internship: Full-time clinical work.	N/A

“A Week in the Life” of a CBT-Oriented PhD Program Graduate Student

Clinical Scientist PhD Program – Year 1

	Morning	Afternoon	Evening
Monday	Lab meeting; protected writing time	TA meeting; Attend research talk	Exercise; Homework
Tuesday	Attend class; TA office hours	Attend clinical supervision meeting; Attend class	Diagnostic interview over the phone (research study data collection)
Wednesday	Protected writing/homework time	Report/note writing; Attend class	Teach as part of TA responsibilities; Read for class
Thursday	Attend assessment supervision; Attend class	Teach as part of TA responsibilities; Weekly meeting with mentor	Attend class
Friday	Grading coursework as part of TA responsibilities; Prepare for therapy cases	Diagnostic interview over the phone (research study data collection)	Exercise; Time with friends; “Light” work (grading, reading for class, etc.)
Saturday	Homework and/or lead therapy groups (as part of research project)	Run errands	Protected time for spending time with friends, reading for pleasure, self-care, exercise, etc.
Sunday	Prepare for teaching as part of TA responsibilities; Homework	Homework	Laundry; Meal-prep

Scientist-Practitioner PhD Program – Year 2

	Morning	Afternoon	Evening
Monday	Attend class; Teach as part of TA responsibilities	TA office hours; Homework	Lab meeting
Tuesday	Prepare for teaching as part of TA responsibilities; protected writing time	Attend class	Therapy clients
Wednesday	Attend class; Teach as part of TA responsibilities	Attend class; Attend clinical supervision meeting	Therapy clients
Thursday	Therapy client; Prepare for teaching as part of TA responsibilities	Homework; Attend class; Attend clinical supervision meeting	Attend class
Friday	Attend clinical supervision meeting; research meeting; Prepare for teaching as part of TA responsibilities	Homework	Relaxation; Exercise; “Light” work (grading, reading for class, etc.)
Saturday	Homework	Do errands	Go out; Rest; Adventure
Sunday	Research; Read treatment protocols	See friends	Meal-prep for the next week; Create week to-do list

Clinical Scientist PhD Program – Year 2

	Morning	Afternoon	Evening
Monday	Attend class	Attend clinical supervision meeting	External practicum; Homework/reading for class
Tuesday	Attend clinical supervision meeting; Prepare for therapy cases/clinical work	Attend class	Homework
Wednesday	Protected thesis writing/homework time	Therapy client; Upper level stats class (auditing)	Homework; Exercise
Thursday	Therapy client; Lab meeting	Therapy clients; Meeting with mentor	Attend class
Friday	Protected writing time; Run errands	Therapy client; Report/note writing	Exercise; See friends; "Light" work (grading, reading for class, etc.)
Saturday	Homework; Report/note writing	Do errands	Protected time for spending time with friends, reading for pleasure, self-care, exercise, etc.
Sunday	Homework; Prepare for therapy cases/clinical work	Homework; Thesis writing	Laundry; Meal-prep

Scientist-Practitioner PhD Program – Year 3

	Morning	Afternoon	Evening
Monday	Attend class; Teach as part of TA responsibilities; Hold TA office hours	Teach as part of TA responsibilities; Attend clinical supervision meeting; therapy client	Protected writing time
Tuesday	Exercise; Therapy client	Attend class; Homework	Therapy clients
Wednesday	Attend class; Teach as part of TA responsibilities	Attend clinical supervision meeting; Teach as part of TA responsibilities; Prepare for therapy/assessment clients	Therapy clients
Thursday	Assessment-based practicum	Assessment-based practicum	Attend class; Therapy clients
Friday	Attend clinical supervision meeting; Attend class; Teach as part of TA responsibilities	Teach as part of TA responsibilities; Protected writing time	Rest; "Light" work (grading, reading for class, etc.)
Saturday	Homework; Protected writing time	Do errands	Adventure; Cohort game night
Sunday	Protected writing time	Prepare for teaching as part of TA responsibilities; Prepare for therapy/assessment clients; reading therapy protocols	Meal prep for the week

Clinical Scientist PhD Program (Student with Fellowship Funding) – Year 3

	Morning	Afternoon	Evening
Monday	External clinical externship (lead mindfulness class); Attend meeting with research mentor; Attend classes	External clinical externship: DBT team meeting, Co-lead group therapy, Individual therapy client, Clinical notes	Commute home from external externship; Emails; Personal time; Self-care
Tuesday	Attend class	Research-related activities	Research-related writing
Wednesday	External externship (case convention, 2 individual therapy clients)	External externship (co-lead group therapy, see 2 individual therapy clients, write clinical notes)	Commute home from external externship; Answer emails; Personal time; Self-care
Thursday	Attend class; Housekeeping	Research-related writing	Answer emails; Cook dinner
Friday	Research client; Attend clinical supervision meeting	Lab meeting	Personal time
Saturday	Sleep-in	Do errands; Research-related writing	Personal time
Sunday	Sleep-in	Research-related writing	Answer emails; Reading/preparation for externship

Scientist-Practitioner PhD Program – Year 4

	Morning	Afternoon	Evening
Monday	Assessment-based external practicum; Supervise undergraduate research assistants in the lab	Hold TA office hours; Prepare for teaching as part of TA responsibilities; Teach as part of TA responsibilities; Prepare for the week's clients (e.g., printing, protocol review)	Attend Class; Therapy client
Tuesday	Exercise; Protected writing time	Attend clinical supervision meeting; Therapy clients	Therapy clients at trauma-focused external practicum
Wednesday	Protected writing time; Therapy clients	Prepare for teaching as part of TA responsibilities; Teach as part of TA responsibilities; Lab meeting	Therapy client at trauma-focused external practicum; Lab project data collection
Thursday	Assessment-based external practicum	Catch up (note writing, e-mails); Program meetings	Therapy client; Exercise
Friday	Hospital-based brief intervention external practicum	Prepare for teaching as part of TA responsibilities; Teach as part of TA responsibilities; Attend clinical supervision	Relaxation; Exercise; "Light" work (grading, reading for class, etc.)
Saturday	Writing group	Do errands	Go out; Rest; Adventure
Sunday	Exercise; Protected writing time	Rest; Adventure; Get coffee	Meal-prep for the next week; Create week to-do list

Clinical Scientist PhD Program – Year 5

	Morning	Afternoon	Evening
Monday	Exercise; Therapy clients; Prepare for clinical work for the week as needed	Attend DBT Consultation Team; See individual patients in DBT/general clinic	See individual patients in anxiety disorders clinic; Complete clinical paperwork
Tuesday	Teach as part of TA responsibilities; Work on dissertation or other research papers	Attend class; Provide peer supervision to less advanced students; Exercise	Complete homework for next week's class; Work on internship applications or dissertation
Wednesday	Therapy clients; Clinical notes/documentation; Work on dissertation or other research papers	See individual patients in anxiety disorders clinic. Attend individual supervision. Complete clinical paperwork.	See individual patients in anxiety disorders clinic; Run therapy group at anxiety disorders clinic; Complete clinical paperwork
Thursday	Teach as part of TA responsibilities; Assess participants /run study visits for dissertation; Meet with research mentor and/or research coordinator running dissertation	Protected writing time; Work on dissertation or other research papers	Exercise; Work on internship applications
Friday	Work on dissertation or other research papers from home	Protected writing time; Work on dissertation or other research papers from home; Exercise	Relax; Hang out with friends
Saturday	Sleep-in; Run errands and/or exercise and/or hang out with friends; Maybe work on dissertation or internship applications	Run errands and/or exercise and/or hang out with friends; Maybe work on dissertation or internship applications	Run errands and/or exercise and/or hang out with friends
Sunday	Sleep-in; Run errands and/or exercise and/or hang out with friends	Run errands and/or exercise and/or hang out with friends	Run errands and/or exercise and/or hang out with friends

Clinical Scientist PhD Program (Student with Fellowship Funding) – Year 5

	Morning	Afternoon	Evening
Monday	Work on internship applications or dissertation from home	See two clients for individual therapy; Housekeeping; Check-in on data collection for dissertation	Meet with advisor; Co-supervise junior graduate students on therapy study
Tuesday	Work on internship applications or dissertation from home	Research-related writing time from home; Exercise	Personal time
Wednesday	Work on internship applications or dissertation from home	Research-related writing time from home; Run errands	Personal time; Continue work on internship applications or dissertation if needed
Thursday	Work on internship applications or dissertation from home	Research-related writing time from home; Self-care	Personal time; Continue work on internship applications or dissertation if needed
Friday	Work on internship applications or dissertation from home	Lab meeting; Supervision; Meet with supervised study coordinator; Study meeting	Personal time
Saturday	Personal time	Run errands; Personal time	Personal time
Sunday	Personal time	Personal time; Continue work on internship applications or dissertation if needed	Personal time