

Southern Utah University
Doctorate of Psychology Program in Clinical Psychology (Psy.D.)
Program Handbook
Academic Year 2023-2024

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Director's Welcome

I am happy to welcome you to Southern Utah University's Psy.D. Program in clinical psychology at Southern Utah University. Our faculty are committed to providing its students with the best possible training experience, and we have developed a Program that will provide you with the foundational knowledge of psychological science, evidence-based practice competencies, professional ethics, individual and cultural diversity, and impart a sense of civic and social responsibility. In this Program, you will learn and practice research-supported psychotherapy, work with diverse and disadvantaged groups of people, conduct comprehensive clinical and educational assessments, engage in scholarly inquiry, and hone your skills in critical thinking. Our goal is to help you develop the discipline-specific knowledge and profession-wide competencies necessary to become an entry-level practicing psychologist, and to inspire you to contribute to your communities and to the profession in meaningful and impactful ways.

Dr. Michael M. Steele, Ph.D.

Program Director

Director of Clinical Training

Introduction

The Institution -Southern Utah University was [founded](#) in 1897 as a state-funded normal school. Constructed by pioneer families who mortgaged their homes and farms, and braved frigid, below-zero weather and mountainous snow drifts to secure lumber necessary to erect the Old Main building, the university's history sets the stage for illustrating the value placed upon higher education in rural areas.

The Setting -Southern Utah University includes 53 buildings located in a park-like campus with over 2,100 trees, open green space, and fountains and water features dispersed throughout. Located in Cedar City, Utah, SUU has been repeatedly named the most [Outdoorsy School in The Nation](#). Officially known as the University of the Parks, there are 7 National Parks and National Monuments within a few hours drive. World-class hiking, mountain biking, rock climbing, paddle boarding, fishing, skiing, snowboarding, and canyoneering opportunities abound. From red rock deserts to sub-alpine forests, this area is a diverse geological setting. Sitting at 5,846 feet in elevation on the rim of the Great Basin the area has a 4-season semi-arid climate and is surrounded by millions of acres of public land.

The Community -The surrounding area has been home to the Fremont and [Paiute](#) people dating back to 1000 AD. Settlement of Cedar City by European settlers occurred in 1851 and occurred as they were drawn to the area for water, huge iron deposits, and nearby coal resources. Cedar City, Utah is the largest city in Iron County with a population of approximately 35,000 residents. The community is nestled between Salt Lake City, Utah and Las Vegas, Nevada. Officially known as the Festival City, Cedar hosts the Tony Award Winning Utah Shakespeare Festival, The Neil Simon Festival, the Utah Summer Games, the Utah Midsummer Renaissance Faire, and other community events.

SUU Land Acknowledgment Statement-SUU wishes to acknowledge and honor the Indigenous communities of this region as original possessors, stewards, and inhabitants of this Too'veep (land), and recognize that the University is situated on the traditional homelands of the Nung'wu (Southern Paiute People). We recognize that these lands have deeply rooted spiritual, cultural, and historical significance to the Southern Paiutes. We offer gratitude for the land itself, for the collaborative and resilient nature of the Southern Paiute people, and for the continuous opportunity to study, learn, work, and build community on their homelands here today. Consistent with the University's ongoing commitment to equity, diversity, and inclusion, SUU works towards building meaningful relationships with Native Nations and Indigenous communities through academic pursuits, partnerships, historical recognitions, community service, and student success efforts.

The Department -Founded as a stand-alone academic department in 1994, The Southern Utah University Department of Psychology has consistently espoused three core values: (a) quality student education, (b) scholarship within a community of learners, and (c) democratic governance. Currently composed of 18 terminally qualified content experts, and one highly competent administrative assistant, the faculty and staff are devoted and dedicated teachers and scholars. Student education, high impact practices, and community engagement are top priorities. The prolific amount of student-led research produced by the department is a testament to the way the department has embraced student mentorship and engaged learning.

The SUU Psy.D. Program Handbook outlines policies and expectations for both students and faculty in the Program. This handbook is considered a “living document,” which means that in order to best serve students and the Program, policies, procedures and expectations are revised and updated over time. Students will be expected to adhere to the most current version of the handbook unless explicitly stated otherwise in a memo or clarifying statement from the Psy.D. faculty. The faculty will notify students of changes in a timely way and will also inform students of when and how changes will be implemented.

Program Description

The Doctorate of Psychology (Psy.D.) in Clinical Psychology at Southern Utah University is a full-time, in-residence (in person) scholarly course of study that prepares graduates to practice professional psychology with an emphasis on meeting the needs of rural and underserved communities. Based on the [practitioner-scholar model](#), coursework and training prepares emerging psychologists for state licensure in the field of [Health Services Psychology](#). The Program trains students to become culturally and ethically competent generalists who engage in evidence-based practices (psychotherapy, psychological assessments, program evaluations, supervision, professional collaboration, consultation). The Program emphasizes a commitment to diversity, inclusive practices, social justice, and evidence-based systemic improvements.

Program Aims

Specifically, the Psy.D. Program at SUU has three primary aims:

- 1: Train ethical and culturally sensitive emerging psychologists who will pursue state licensure in Health Services Psychology.
- 2: Train scientifically informed emerging psychologists who consume, incorporate, and disseminate psychological research and scholarly knowledge in all of their professional endeavors.
- 3: Train competent, self-aware, and reflective emerging psychologists who are appreciative, respectful, professional, and committed to diversity, inclusive practices, social justice, and working with rural communities.

Program Philosophy

Consistent with the [Practitioner-Scholar training model](#) (Vail Model), the Doctorate of Psychology Program at Southern Utah University trains professional, doctoral-level practitioner-scientists who specialize in clinical practice. Located in rural southwestern Utah, the Program is founded on principles of community and rural mental health. Practicum placements afford clinical experience in a variety of settings, such as schools, residential treatment centers, community mental health settings, substance abuse treatment programs, native health centers, community clinics, medical settings, and government agencies (see Practicum Plan document). The scientific foundations of psychology ensure that the philosophical grounding and evidence-based practices are at the core of our clinical training. Through this Program, students become informed consumers of scientific inquiry, community educators, and skilled clinicians.

Coursework and practical training prepares students for licensure as psychologists, with an emphasis on educating emerging psychologists to serve the underserved rural areas. The Program's goals and objectives are based on the American Psychological Association's [profession-wide competencies](#) of clinical education and training, [required accreditation domains](#), and [discipline-specific professional knowledge](#) areas.

Ethics Code

The Psy.D. Program in Clinical Psychology at Southern Utah University adheres to the most recent version of the American Psychological Association's [Ethical Principles of Psychologists and Code of Conduct](#) in all training, research, and clinical endeavors.

Licensure in Health Services Psychology

The Psy.D. Program in Clinical Psychology at Southern Utah University provides the academic and clinical training necessary for entry level practice in clinical psychology. The Program is designed with the [American Psychological Association's Standards on Accreditation](#) in mind. Graduation from the Program should provide the foundational experiences necessary for licensure in most U.S. States, and many international licensing agencies. Most licensing agencies require passing scores on standardized tests and a minimum number of supervised training hours that are not a part of the Psy.D. Program training curriculum. Students should consult with the appropriate licensing agency where they plan to practice for specific requirements.

In Utah, the agency that regulates professional licensing is the [Division of Occupational and Professional Licensing](#) (DOPL). This [website](#) links to each State and Provincial licensing board.

Program Accreditation Status

The Psy.D. Program at Southern Utah University was designed with the [American Psychological Association's Standards of Accreditation](#) as a foundational framework. As the Program is newly developed, it has not yet undergone the formal reviews necessary for accreditation. Our expectation is to file an [Intent to Apply for Accreditation](#) application during the second year of the Program (Fall 2023). Once this application is accepted, the APA will carefully review all Program policies and syllabi for quality. Within three years of this application the Program will formally apply for [Accredited on Contingency](#) and submit a self-study. Once this application is accepted, the Program will have full accreditation status and all students will be enrolled in a, "accredited Program." Within five years, the Program will apply for [Full Accreditation](#). Based on this timeline, all students who earn a Psy.D. from SUU will have graduated from an accredited Program.

Program Faculty Roles and Qualifications

Please see the [Psy.D. Website](#) for more information about specific faculty and associated roles in the Psy.D. Program.

Program Leadership

Program leadership consists of a Program Director, Director of Clinical Training (DCT), Associate DCT, SUU Psychology Clinic Director and Psychology Department Chair. With the exception of the Psychology Department Chair, Program leaders' credentials and experience are in an area covered by HSP accreditation and consistent with the Program's aims. The Program is also supported by Southern Utah University's Department of Psychology, College of Humanities and Social Sciences, and university leadership at these levels and above.

Program Director (PD) - The Program Director is a psychologist, licensed to practice health services psychology in the state of Utah. The primary duties of the Program Director are to work with institutional leadership to develop, promote, and oversee the day-to-day operations of the Program. The PD works with the American Psychological Association Council on Accreditation to ensure that ongoing Program quality is a priority. The PD prepares and submits all accreditation data, applications, and reports to the APA. The Program Director works with the Director of Clinical Training and Psychology Clinic Director to collect and organize relevant data on student achievement and learning outcomes.

The Program Director is responsible for coordinating Program meetings, facilitating annual student reviews, and coordinating student application processes. The Program Director oversees the development and execution of student Comprehensive Examinations and Professional Projects, and ensures manuals for these learning activities are available and regularly updated. The PD also ensures application, admission, internship, and employment data on the website are current. The Program Director develops and coordinates efforts outlined in the Program's Diversity Plan and collaborates with the Psychology Department Chair to oversee faculty recruitment, hiring, and retention efforts.

The Program Director works with the Department Chair to develop faculty teaching schedules, make relevant faculty workload adjustments, establish the operations budget, and address other needs of the graduate Program.

The Program Director helps coordinate marketing efforts, works with the Graduate Admissions Office, and represents the Program on the SUU Graduate Council. The PD participates in relevant professional organizations and associations and attends meetings and conferences related to Program duties.

The PD is also responsible for coordinating and overseeing mentorship meetings of first-year students, in collaboration with the DCT and/or Associate DCT.

Director of Clinical Training (DCT) - The Director of Clinical Training is a psychologist, licensed to practice health services psychology in the state of Utah. The DCT works closely with the Program Director and Department Chair in all aspects of Psy.D. Program administration, and serves as a Core Faculty member within the Program.

The DCT coordinates clinical training practicum sites, reviews student practicum applications, and, in consultation with the PD and Core Faculty, makes placement decisions. The DCT ensures all practicum placement sites have a signed MOU, and complies with all Equal Employment Opportunity Commission (EEOC) guidelines. The DCT seeks for and coordinates remuneration options for student placement sites.

The DCT organizes and coordinates team supervisors and group supervision events. Requisite for student evaluation and APA accreditation, the DCT collects student evaluation data from clinical supervisors, and provides the data to the Program Director.

The DCT coordinates Program practices to track student training hours and experience with specific professional competencies. The DCT organizes and promotes extracurricular professional development activities for students, faculty, and community practitioners. The DCT assists students in selecting and applying for relevant clinical internships. The DCT is involved in national clinical training agencies and associations, and attends relevant meetings and conferences.

Associate Director of Clinical Training (Associate DCT) - The Associate Director of Clinical Training serves as part of the Psy.D. leadership and assists the DCT in Program-related responsibilities. The Associate DCT is primarily responsible for coordinating and facilitating students' on-campus assistantship placements, collaborating and networking with departments and individuals across campus, working with the DCT and Clinic Director to coordinate the integration of on- and off-campus placements, and meeting with students regularly to assess progress and responsibilities. The Associate DCT also supports the PD and/or DCT in regular mentoring meetings for first year students.

SUU Psychology Clinic (SPC) Director -The SPC Director is a clinical faculty member whose primary responsibility is to coordinate with the DCT and Executive Team regarding supervision teams and evidence-based training through the SUU Psychology Clinic, supervise student clinical training, and manage day-to-day operations of the SUU Psychology Clinic. The clinic director must be terminally qualified and hold a current license to practice health services psychology in the state of Utah.

Teaching Fellowship Supervisor - The Teaching Fellowship Supervisor provides educational guidance and support to graduate students working as either a Teaching Assistant (T.A.) or Graduate Instructor for the Department of Psychology. This supervisor provides education and

guidance to students through weekly meetings and discussions. Guidance is provided in the form of readings, activities, conversations, mentoring, etc. to help graduate students in their role as a T.A. or Graduate Instructor with tasks such as grading, syllabus development, teaching philosophy, student communication, FERPA, development of teaching activities, etc.

Department Chair - According to the [The Psychology Department's Constitution, Mission, and Programs](#) document, the Department Chair is a support service position who represents the department to the rest of the university, works to obtain needed resources for the department, arranges and conducts department meetings, monitors and reports on departmental budgets, attends to department goals and evaluation, facilitates Program development, conducts annual evaluations, and fulfills other responsibilities outlined in [SUU Policy 6.2G](#). The chair is a terminally degreed, full-time tenured, or tenure track member of the department.. The chair is selected by the department according to procedures outlined in the Constitution.

College Dean -The Dean of the College of Humanities and Social Sciences helps work with institutional leadership in advocating and securing fiscal and financial support for the Psy. D. Program.

Psy.D. Executive Team - The Psy.D. Executive Team is composed of the Program Director, DCT, Associate DCT, SPC Director, and Department Chair. The Executive Team is responsible for coordinating and managing decision-making across the Program. Responsibilities include: developing relevant policies and operating procedures for the Program, meeting with and collaborating with faculty and other campus offices to support the Program development, reviewing student progress and making decisions relevant to remediation or dismissal proceedings or other concerns related to students' progress and ability to meet Program requirements.

Clinical Training Committee - The clinical training committee will consist of the Program Director, the Director of Clinical Training, the Associate Director of Clinical Training, the SUU Psychology Clinic Director, and all Core Faculty members. The Clinical Training Committee (CTC) oversees all curriculum adjustments, resolution decisions for Remediation Plans, and other disciplinary meetings.

Core Faculty

The Program has a core faculty responsible for quality activities and educational offerings. The core faculty are trained and credentialed in an area within health services psychology (HSP), and have substantial competence in scholarly and practical/clinical pursuits consistent with the aims of the Program. The core faculty are available to serve as role models for students in their learning and socialization into the discipline and profession. Core faculty will be primarily responsible for course instruction, supervision, and serving as professional project mentors and

evaluative committees for comprehensive exams. Specific qualifications and characteristics of core faculty include:

- Licensed to practice psychology in the state of Utah; if hired while license-eligible, the expectation is faculty will obtain licensure within 2 years of being hired
- Qualified to provide clinical supervision as needed in the department
- Education, training, and experience consistent with their roles in the Program
- At least half-time employment by the institution in which the Program is housed
- At least 50% of professional time devoted to Program-related activities
- Involvement in Program development, decision making, and student training
- Recognition as core faculty by students and the institution
- Active in but not limited to graduate teaching, research/scholarly activities, professional/clinical activities, supervising student research/scholarly work, mentoring students' professional development, providing clinical supervision, monitoring student outcomes, and evaluating/maintaining the Program
- Engagement in activities demonstrating the skills anticipated to be taught to students, which may include delivering psychological services, conducting psychological research, publishing scholarly work, presentations at professional conferences/meetings, teaching classes/workshops, and/or supervising the professional work of others

Core faculty may be hired in the tenure track, or may be hired as *clinical faculty* under SUU Policy 6.0. Job responsibilities of clinical faculty are outlined in specific job postings, but primarily focus on the provision of clinical supervision as well as administrative and leadership responsibilities in the Psy.D. Program. Clinical faculty may serve on committees or represent their Program in governance processes. While clinical faculty cannot apply for tenure, full-time clinical faculty have an expectation for ongoing employment, and the maximum term of contract ranges from three years (assistant clinical professor) to five years (associate and full clinical professor). Rank advancement requirements are established by the department and formal reviews take place at the departmental level and are reviewed by the college dean ([SUU Policy 6.1](#) and [SUU Policy 6.0](#)). To be eligible for ongoing employment, clinical faculty are expected to be actively licensed to practice as a psychologist.

Associated Faculty

Associated faculty make substantial contributions to the Program but may not necessarily be centrally involved in Program development and decision-making. Associated faculty may be employed in tenure track (assistant, associate, or full professor) or in non-tenure track positions (lecturer, assistant professor, or associate professor). Their contributions to the Program consist primarily of classroom instruction, student mentorship, and supervision of relevant scholarly endeavors and professional projects, but may also include contributing to the Program through

participation in roles such as professional project mentors or serving on comprehensive exam committees, as teaching fellowship supervisors, or on admissions/hiring committees.

Adjunct Faculty

Adjunct faculty consist of qualified and/or credentialed faculty who are hired on an ad hoc basis to teach one or two courses per semester, provide supervision, conduct specific clinical training, etc.

Faculty Diversity Plan

Since its inception, the Department of Psychology at Southern Utah University has been committed to diversity, equity, inclusion, and social justice. Systematic efforts have been made to enhance the diversity of our faculty and the Program has long valued a respectful and supportive climate among colleagues. Junior faculty are supported with teaching reassignments during their first year, and are assigned a mentorship team to help them acclimate to the university. Performance reviews are an ongoing formative dialogue, and teaching assignments are made collaboratively and collegially. Departmental leadership is a service position that rotates among tenured members of the department. Our plan is to continue these efforts as we incorporate doctoral training to our departmental mission. Over the past 20 years, the male to female faculty ratio has become slightly more balanced. In 2000, there were two female faculty out of 8 (25%), presently, of our 14 faculty, 4 (28%) are female.

Starting in 2020, our job advertisement articulated an invitation to applicants from diverse backgrounds as it read, “The Department of Psychology at SUU seeks a diverse pool of applicants who wish to join an academic community that encourages and values diverse perspectives, varied life experiences, contrasting groups of individuals, and innovative ideas to inform and stimulate intellectual engagement and exchange. We are interested in attracting faculty committed to recruiting and retaining diverse students and who adhere to models of inclusive pedagogy, research, and clinical training. The Department is committed to being a place where a diverse mix of talented professionals and students want to come, to stay, to do their best work, and to thrive in an atmosphere of collegiality. We are focused on fostering an environment of equality that is inclusive of one’s race, gender, sexual orientation, religion, ethnicity, national origin and all the other characteristics that make us different. We strongly encourage applications from women, underrepresented groups, individuals with disabilities, and covered veterans.” We have continued to use this language in subsequent job advertisements.

In an effort to actively recruit from diverse pools of applicants, starting in 2020 we employed the Diversity Boost through the Chronicle of Higher Education. We also posted with Women in Higher Education and purchased the Intersectional upgrade which reaches women, people of color, and members of the LGBTQ+ community who work in higher education. We have continued to use these sources to recruit highly qualified faculty from diverse backgrounds.

We have traditionally asked the institution’s Chief Diversity Officer to review and comment on job descriptions and advertising efforts, and to meet with candidates when possible. We plan to continue this practice.

To bolster our diversity and equity efforts in recruiting, we plan to consult with the [APA Office of Ethnic Minority Affairs](#) for ideas about advertising language and posting sites. We also plan to follow newly developed [institutional guidelines](#) for recruiting diverse faculty.

Academic Recruitment and Admissions

To help maintain the academic quality of the SUU Psy.D. Program in Clinical Psychology, we seek to recruit and retain students of the highest ethical composition, professional potential, and commitment to equity and inclusion. Successful applicants to our Program will demonstrate interests, aptitudes, and competencies consistent with these Program aims and objectives.

Admissions Requirements

Unofficial Copy of Undergraduate Transcripts and Graduate Transcripts (if applicable)

Official transcripts will be required upon admission to the Program

Academic History/Undergraduate bachelor's degree in psychology

Students with degrees in related fields must demonstrate their foundational knowledge of psychology by receiving an acceptable score (at least the 50th percentile) on the [GRE Psychology Subject Test](#) or the [Psychology Major's Field Test](#). To demonstrate ongoing proficiency in psychology, students whose psychology degree was awarded more than 10 years from the date of their application are also required to score at or beyond the 50th percentile on the GRE Psychology Subtest or the Psychology Major's Field Test.

Applicants with undergraduate degrees in psychology who are within 10 years of their application to the Program are not required to submit general or subject GRE scores. Students who have taken these tests may choose to submit their scores with application materials.

Cumulative GPA of 3.0 or higher (on a 4.00 scale)

The GPA requirement is a minimum standard. Successful applicants will likely have higher cumulative GPAs.

Prerequisite Courses (with a minimum grade of B)

Research Methods or Equivalent

Statistics

Abnormal Psychology (or equivalent)

Courses in at least **two** of the following areas*

Developmental Aspects of Behavior

Biological Aspects of Behavior

Cognitive Aspects of Behavior

Social Aspects of Behavior

Human Diversity or Equivalent

*Relevant work experience could be considered as a substitute for foundational course requirements on a case-by-case basis. Students will be asked to describe these courses in their application materials and submit official copies of your transcripts.

Courses Strongly Recommended (a B grade or higher is preferred; a grade below C- is disqualifying)

Psychometrics/Tests and Measurements
 Theory of Personality
 Introduction to Counseling/Psychotherapy and/or Substance Abuse Counseling
 Professional Ethics

Letter of Intent

In the Letter of Intent, applicants must clearly identify, through prior achievement, competencies that qualify them for the aims and expectations of the Psy.D. Program. Applicants must outline their professional goals, objectives, and career path, and discuss how these align with the Program aims and curriculum (maximum of 1,000 words).

Statement on Diversity and Inclusion

Applicants must submit a Statement on Diversity and Inclusion that describes (a) views on diversity, equity, and inclusion in clinical psychology, (b) evidence of contribution to diversity, equity, and inclusion to date, and/or (c) commitment to diversity, equity, and inclusion in their future career (maximum of 1,000 words).

Three Letters of Recommendation

Three letters of recommendation from individuals who know the applicant well and who can speak to the applicant's (a) career interest, (b) level of conscientiousness, (c) potential for evidence-based clinical work, (d) commitment to diversity and inclusion, and (e) propensity for success in the field of health services psychology.

- a. At least one letter from a professor speaking to the applicant's aptitudes and competencies for doctoral level training in professional psychology.
- b. If applicants have relevant clinical or practical experience, include at least one letter from a supervisor who can speak to clinical proficiency and potential.

Curriculum vitae

A curriculum vitae outlining academic, occupational, and professional achievements/recognitions relevant to the pursuit of doctoral studies in psychology.

Deadline

The initial deadline for submitted materials is December 15th.

Scoring

All submitted materials will be scored quantitatively, based on the following criteria:
 Followed application directions
 Prerequisites (courses and GPA)

Appropriate Degree and/or Exam Score
 Statements and Qualifications Fit with Aims and Objectives of the Program
 Potential to Contribute to the Profession
 Commitment to Underserved Populations
 Letters of recommendation

Applicants will be ranked into three tiers
 Tier 1 = Best fit with the Program
 Tier 2 = Good fit with the Program
 Tier 3 = Modest fit with the Program

Interviews

After an initial inspection of submitted materials, the Program will invite Tier 1 prospective students for a campus visit and interview. A virtual interview option will be available to applicants who are unable to travel to Cedar City.

Finalists

Finalists will be selected and invitations for admission are extended to those students who, in the opinion of the Admissions Committee, are best qualified, best prepared for doctoral training, and who are the best fits for the aims and objectives of the SUU Psy.D. Program. Notifications for interviews will occur by telephone, or email if the invitee prefers. Each academic year, a cohort of 10 students will be admitted to the Program. Invitations for admission will be distributed within two weeks after campus interviews have concluded.

Campus Visits

Prospective students can arrange a campus visit through the [Psy.D. Website](https://www.suu.edu/Psy.D./visit-us.html) (<https://www.suu.edu/Psy.D./visit-us.html>).

Proof of English proficiency is required for all applicants whose first language is not English. Please see the [SUU Policy on English Proficiency](#).

Application Process

To apply to the Psy.D. Program, applicants navigate to the [Southern Utah University](#) website, click the APPLY button on the landing page of the [website](#).

Admissions Procedures

Students who are selected for admission are notified by department personnel and by the SUU Admissions operating system. Students who accept the invitation will receive an acceptance letter which details the next steps, in terms of onboarding (e.g., registering for classes, relevant trainings, etc.).

Cost of Attendance

The Cost of Attendance is an estimated cost of the Program including tuition, books, fees, housing, transportation, living expenses, and miscellaneous costs. This calculation is used to determine eligibility for federal financial aid.

Tuition and Fees

For updated estimates of tuition and fees, please see the [Psy.D. website](#). Tuition for the 2023-2024 academic year is \$600 per student credit hour plus fees.

Estimated Living Costs

Estimated average living expenses (i.e., costs not directly associated with tuition and fees, but rather living expense costs such as rent, etc.) per academic year are \$26,007.00, or \$130,035.00 for the duration of the 5-year Program.

Graduate Assistantships and Tuition Waivers

In Spring of 2021, the SUU President's Cabinet approved Graduate Assistantships (GA) and full tuition waivers for all SUU Psy.D. students. Graduate Assistantship work will comprise 20 hrs per week and will include placements supporting campus programs and initiatives across campus, supporting department teaching and administrative needs, supporting the community clinic, and later in the Program, representing the university in supporting other local and community mental health needs. Students will pay relevant SUU student Fees and are required to purchase a subscription to Time2Track for the duration of their time in the Program.

Plan for Student Diversity, Equity, and Inclusion

Diversity is essential to science, quality education, and training in Health Service Psychology. The goals of diversity in recruitment and retention include, but are not limited to, creating and maintaining inclusive environments and improving access to quality education and training. An inclusive environment is one in which the Program creates an atmosphere that is welcoming, respectful and affirming of students', and faculty members' multiple identities. (CoA Implementation Regulations, C-21D).

The Department of Psychology at Southern Utah University has been committed to diversity, equity, inclusion, and social justice, and departmental-level practices continue to be implemented to further reach these objectives. Similarly, the Program values diversity, and acknowledges the ongoing importance of continuing to develop Program-level awareness of diversity issues and improve outcomes for students of marginalized backgrounds.

The Psy.D. Program in Clinical Psychology is furthermore committed to training emerging psychologists to work with underserved and marginalized populations. In addition to having diversity, equity, and inclusion practices infused throughout the curriculum, practicum placements are deliberately chosen to give our students experience working with those underserved populations in our community, region, and beyond. Our intention is to recruit students with the highest ethical composition, professional potential, and commitment to equity and inclusion. Having students from marginalized and underrepresented groups in our cohorts is imperative to this goal.

To ensure our Program is well-balanced, and congruent with our Program Aims, we strive to recruit and retain students from underrepresented groups through three primary mechanisms: (a) mentorship, (b) student support, (c) Program climate assessment.

Mentorship. In light of social, cultural, systemic, and personal challenges associated with relocating and adapting to a new geographical and academic environment, the Psy.D. Program has identified structured mentoring as an interpersonal and academic resource to help incoming students succeed in their new academic home. The DCT and Associate DCT, will provide formal, structured onboarding mentorship for the first year students. An important part of both group and individual meetings will be to understand and support student circumstances and needs related to diversity and inclusion. Ongoing student support related to diversity and inclusion will also be part of ongoing mentoring throughout the Program, supported by the DCT, faculty supervisors, and professional project mentors.

Student Financial Support. The Psy.D. Program will work to provide financial support to students from traditionally marginalized groups. To date, one-time funding from Intermountain Health Care, a local health care company, has been secured in order to help augment the costs of education for diverse health care workers in the area. This award was given to two students from diverse backgrounds in the first year of the Psy.D. Program. To help retain students from diverse backgrounds, these students, as long as they remain in good standing, will receive the same award for a second year and a third year. In the second year of the Program an additional two students will receive the award, and, as long as they remain in good standing, they will receive the award again the next year. During the third year of the Program, another two students from diverse backgrounds will receive the award. At that time, Intermountain Health Care will be petitioned to extend the award.

Other financial resources and options are actively being explored, including training grants, student loan programs, and work study positions. The Psy.D. Program will also work closely with the SUU Center for Diversity and Inclusion to identify and meet the needs unique to students from diverse and underrepresented backgrounds. The Center's programming helps students explore additional scholarship and grant opportunities, provides comfortable study and lounge spaces, supplies contact information and meeting space for cultural and identity clubs and organizations on campus, and sponsors cultural educational campaigns and programs. The Center also hosts Allyship training and a host of other services.

Program Climate Assessment. The Department Diversity, Equity, and Inclusion Committee will conduct an annual confidential [climate assessment survey](#) of the Psy. D. Program. Data will be collected to address the subjective experience of the students, faculty, and staff in terms of diversity, equity, and inclusion. Survey results will be reviewed by the Core Faculty, the Psy.D. Leadership team, and elected student representatives, who, in consultation with the University's Office of Equity and Inclusion, and the Department Diversity, Equity, and Inclusion committee, will make curricular and extra-curricular recommendations to the Program Director and the Department Chair.

Student Governance and Representation

Two students are elected annually by their clinical Program doctoral student peers to represent graduate students at Core Faculty and Program Meetings. Nominations or Self-nominations should be forwarded via email to the Program Director by the end of the second week of Fall Semester. The Program Director arranges for the nomination and voting process by the third week of Fall Semester. In case of a tie, the Program Director will meet with each candidate and attempt to informally settle the vote. If informal resolution cannot be achieved, a runoff election will ensue with each student in the Program in good standing eligible to vote. Student representatives are collectively allocated one vote on Program decisions.

Students are encouraged to contribute ideas and raise concerns relative to the graduate training Program through their elected student representatives.

Degree Requirements

Students admitted into the Psy.D. Program in Clinical Psychology are responsible for completing the Program requirements that are in effect at the time of their admission. The school retains the rights to modify these requirements in accordance with the demands of the profession of psychology and in response to Program assessment outcomes, and accreditation recommendations.

To be eligible for the Psy.D. in Clinical Psychology Degree, students must meet the following requirements:

- Successfully complete a total of 104 required credit hours (101 core credits, and at least 3 elective credits) which include
 - 15 Credit hours of required foundation courses in scientific psychology as listed below (each course is 3 credit hours unless otherwise specified)
 - Human development
 - Cognition and Affect
 - Biological bases of behavior
 - Advanced social psychology
 - History and Systems
 - 6 credit hours of professional ethics (PSY 6100, PSY 7901)
 - 6 credit hours of psychopathology (PSY 6450, PSY 6630)
 - 3 credit hours of individual and cultural diversity (PSY 6620)
 - 15 credit hours of psychotherapy theory and practice (PSY 6300, 6310, 6320, 7350, 6810 Rural Mental Health and Substance Use)
 - 3 credit hours of group theory and interventions (PSY 7250)
 - 11 credit hours of assessment theory and practice (PSY 6250-4CH, PSY 6255-4CH, PSY 6630-3CH)
 - 9 credit hours of research and statistics (PSY 6700, 6705, 7010)
 - 3 credit hours of supervision and consultation (PSY 7900)

- 5 credit hours of comprehensive professional project (PSY 7905)
- 25 credit hours of clinical practicum experience (PSY 6510 (1 CH), 6520 (6 CH), 6522 (3 CH), 6530 (6 CH), 6532 (3 CH), 6540 (6 CH))
- 3 credit hours of clinical internship (PSY 7990)
- Elective courses may include:
 - PSY 7300 Neuropharmacology
 - PSY 7400 Clinical Neuropsychology
- Successful completion of the Clinical Competency Qualifying Examination
- Completion and oral defense of a Comprehensive Integrative Professional Project
- Successful completion of a one-year clinical internship
- Completion of all degree requirements within a 7-year time frame (not including approved Leave of Absence) with all coursework and practicum completed by the end of the fifth year, and before starting the predoctoral internship
- A completed Application for Graduation submitted to the Graduate Studies office
- Annual Self-Reflections delivered to Program Chair by August 1

Length of Degree and Residency

The Psy.D. Program in Clinical Psychology at Southern Utah University is a 5-year, full-time, in-residence course of study. Students will be expected to be physically present for coursework, clinical training, and practicum placements. External summer practicum placements are expected to be an element of the Program, as is a full-time year-long predoctoral internship during the fifth year. Both external summer placements and particularly the predoctoral internship will require relocation to the site.

Curriculum

The Program's goals and objectives are based on the American Psychological Association's (APA) [profession-wide competencies](#) (PWC's) of clinical education and training, [required accreditation domains](#), and [discipline-specific professional knowledge](#) (DSK) areas. The training curriculum was developed to meet these goals and objectives and to address training requirements established by the APA. Specific course sequencing depends whether a student is admitted to the Program in an even academic year (e.g., 2022-2023) or an odd academic year (e.g., 2023-2024). Please see the table below for details.

Course Sequencing**Course Sequencing For Students Admitted in an Even Academic Year (e.g., 2024-2025)**

Southern Utah University Psy.D. in Health Service Psychology (Clinical Psychology) Typical Course Sequence and Program Requirements (104 SCH)*
101 credits of core courses + 3 credits of elective credit required

First Year (SCH =36)

Fall Year 1 (12 hours)	Spring Year 1 (13 hours)	Summer Year 1 (11 hours)
Psy 6100 Ethics, Laws and Professional Practices (Online) (3 CH) PSY 6300 Foundations of Psychotherapy I (3 CH) PSY 6620 Individual and Cultural Diversity (3 CH) PSY 6610 Human Development Through the Lifespan (3 CH)	PSY 6310 Foundations of Psychotherapy II (3 CH) PSY 6450 Psychopathology (3 CH) PSY 6250 Psychometrics and Applied Assessment I (4 CH) PSY XXXX Cognitive and Affective Bases of Behavior (3 CH)	PSY 7250 Group Interventions (3 CH) PSY 6320 Foundations of Psychotherapy III (3 CH) PSY 6255 Psychometrics and Applied Assessment II (4 CH) PSY 6510 Pre-Practicum (1 CH)

Non-Credit-Bearing Activities:

Participation in Professional Development Seminars & 1st year mentoring meetings
 Self-Reflection (Deliver to Program Chair by August 1)
 Submit Proof of Liability Insurance Prior to Spring Semester
 Participate as an observer in Group Vertical Team Supervision (after Fall 2026)

Second Year (SCH =28)

Fall Year 2 (12 hours)	Spring Year 2 (12 hours)	Summer Year 2 (4 hours)
PSY 6700 Statistics and Research Design I (3 CH) PSY 6520 Clinical Practicum I (3 CH) PSY 7350 Child and Adolescent Interventions and Family Systems (3 CH) PSY 7450 Biological Bases of Behavior (3 CH)	PSY 6630 Assessment and Interventions Across the Lifespan (3 CH) PSY 6705 Statistics and Research Design II (3 CH) PSY 6520 Clinical Practicum I (3 CH) PSY 6400 Advanced Social Psychology (3 CH)	PSY 7200 History and Systems (Online) (3 CH) PSY 6990 Clinical Field Practicum (External Site) (1 CH)

Non-Credit-Bearing Activities:

Submit Proof of Liability Insurance Prior to Fall Semester
 Participation in Professional Development Seminars
 Identify Comprehensive and Integrative Professional Project Chair
 Self-Reflection (Deliver to Program Chair by August 1)

Third Year (SCH =20 req, 23 if elective completed)

Fall Year 3 (8 req hours)	Spring Year 3 (11 hours)	Summer Year 3 (1 hour)
PSY 7010 Applied Research and Program Evaluation (3 CH) **Elective Course (~3 CH) PSY 6530 Clinical Practicum II (3 CH) PSY 6990 Clinical Field Practicum	PSY 7900 Supervision and Consultation (3 CH) PSY 6810 Rural Mental Health and Substance Use (3 CH) PSY 6530 Clinical Practicum II (3 CH)	PSY 6990 Clinical Field Practicum (External) (1 CH)

(External) (1 CH) PSY 7905 Professional Project (1 CH)	PSY 6990 Clinical Field Practicum (External) (1 CH) PSY 7905 Professional Project (1 CH)	
Non-Credit-Bearing Activities: Submit Proof of Liability Insurance Prior to Fall Semester Participation in Professional Development Seminars Defend Professional Project Proposal Complete Clinical Competency Qualifying Exam Self-Reflection (Deliver to Program Chair by August 1)		
Fourth Year (SCH = 14 req, 17 if elective completed)		
Fall Year 4 (8 req hours)	Spring Year 4 (6 req hours)	Summer Year 4 (1 hour*)
PSY 7901 Advanced Ethics and Internship Prep (3 CH) **Elective Course (~3 CH) PSY 7905 Professional project (1 CH) PSY 6540 Clinical Practicum III (3 CH) PSY 6990 Clinical Field Practicum (External) (1 CH)	PSY 7905 Professional Project (2 CH) PSY 6540 Clinical Practicum III (3 CH) PSY 6990 Clinical Field Practicum (External) (1 CH) **Elective Course (~3 CH)	PSY 7905 Professional Project (1 CH If Needed)*
Non-Credit-Bearing Activities: Submit Proof of Liability Insurance Prior to Fall Semester Participation in Professional Development Seminars Select and Apply for Pre-Doctoral Internship Defend Professional Project Self-Reflection (Deliver to Program Chair by August 1)		
Fifth Year (SCH = 3)		
Fall Year 5 (1 hour)	Spring Year 5 (1 hour)	Summer Year 5 (1 hour)
PSY 7990 Pre-Doctoral Internship (1 CH)	PSY 7990 Pre-Doctoral Internship (1 CH)	PSY 7990 Pre-Doctoral Internship (1 CH)

Course Sequencing For Students Admitted in an Odd Academic Year (e.g., 2023-2024)

Southern Utah University Psy.D. in Health Service Psychology (Clinical Psychology) Typical Course Sequence and Program Requirements (104 SCH)* 101 credits of core courses + 3 credits of elective credit required

First Year (SCH =36)

Fall Year 1 (12 hours)	Spring Year 1 (13 hours)	Summer Year 1 (11 hours)
Psy 6100 Ethics, Laws and Professional Practices (Online) (3 CH) PSY 6300 Foundations of Psychotherapy I (3 CH) PSY 6620 Individual and Cultural Diversity (3 CH) PSY 7450 Biological Bases of Behavior (3 CH)	PSY 6310 Foundations of Psychotherapy II (3 CH) PSY 6450 Psychopathology (3 CH) PSY 6250 Psychometrics and Applied Assessment I (4 CH) PSY 6400 Advanced Social Psychology (3 CH)	PSY 7250 Group Interventions (3 CH) PSY 6320 Foundations of Psychotherapy III (3 CH) PSY 6255 Psychometrics and Applied Assessment II (4 CH) PSY 6510 Pre-Practicum (1 CH)

Non-Credit-Bearing Activities:

Participation in Professional Development Seminars & 1st year mentoring meetings
 Self-Reflection (Deliver to Program Chair by August 1)
 Submit Proof of Liability Insurance Prior to Spring Semester
 Participate as an observer in Group Vertical Team Supervision (after Fall 2026)

Second Year (SCH =28)

Fall Year 2 (12 hours)	Spring Year 2 (12 hours)	Summer Year 2 (4 hours)
PSY 6700 Statistics and Research Design I (3 CH) PSY 6520 Clinical Practicum I (3 CH) PSY 7350 Child and Adolescent Interventions and Family Systems (3 CH) PSY 6610 Human Development Through the Lifespan (3 CH)	PSY 6630 Assessment and Interventions Across the Lifespan (3 CH) PSY 6705 Statistics and Research Design II (3 CH) PSY 6520 Clinical Practicum I (3 CH) PSY XXXX Cognitive and Affective Bases of Behavior (3 CH)	PSY 7200 History and Systems (Online) (3 CH) PSY 6990 Clinical Field Practicum (External) (1 CH)

Non-Credit-Bearing Activities:

Participation in Professional Development Seminars
 Identify Comprehensive and Integrative Professional Project Chair
 Self-Reflection (Deliver to Program Chair by August 1)
 Submit Proof of Liability Insurance Prior to Fall Semester

Third Year (SCH =20 req, 23 if elective completed)

Fall Year 3 (8 req hours)	Spring Year 3 (11 hours)	Summer Year 3 (1 hours)
PSY 7010 Applied Research and Program Evaluation (3 CH) **Elective Course (~3 CH) PSY 6530 Clinical Practicum II (3 CH) PSY 6990 Clinical Field Practicum (External) (1 CH) PSY 7905 Professional Project (1 CH)	PSY 7900 Supervision and Consultation (3 CH) PSY 6810 Rural Mental Health (3 CH) PSY 6530 Clinical Practicum II (3 CH) PSY 6990 Clinical Field Practicum (External) (1 CH) PSY 7905 Professional Project (1 CH)	PSY 6990 Clinical Field Practicum (External) (1 CH)

Non-Credit-Bearing Activities: PSubmit Proof of Liability Insurance Prior to Fall Semester Participation in Professional Development Seminars Defend Professional Project Proposal Complete Clinical Competency Qualifying Exam Self-Reflection (Deliver to Program Chair by August 1)		
Fourth Year (SCH = 14 req, 17 if elective completed)		
Fall Year 4 (8 req hours)	Spring Year 4 (6 req hours)	Summer Year 4 (1 hour*)
PSY 7901 Advanced Ethics and Internship Prep (3 CH) **Elective Course (~3 CH) PSY 7905 Professional project (1 CH) PSY 6540 Clinical Practicum III (3 CH) PSY 6990 Clinical Field Practicum (External) (1 CH)	PSY 7905 Professional Project Defense (2 CH) PSY 6540 Clinical Practicum III (3 CH) PSY 6990 Clinical Field Practicum (External) (1 CH) **Elective course (~3 CH)	PSY 7905 Professional Project (1 CH If Needed)*
Non-Credit-Bearing Activities: Submit Proof of Liability Insurance Prior to Fall Semester Participation in Professional Development Seminars Select and Apply for Pre-Doctoral Internship Defend Professional Project Self-Reflection (Deliver to Program Chair by August 1)		
Fifth Year (SCH = 3)		
Fall Year 5 (1 hour)	Spring Year 5 (1 hour)	Summer Year 5 (1 hour)
PSY 7990 Pre-Doctoral Internship (1 CH)	PSY 7990 Pre-Doctoral Internship (1 CH)	PSY 7990 Pre-Doctoral Internship (1 CH)

*The total may be 105 SCH's if a student needs an extra Professional Project course.

**Each student is required to complete 3 credit hours of elective credit. Students may take more than 3 credits of elective courses if they are in good standing in the Program. Elective courses offered vary year-to-year depending on faculty availability, needs of the Program, or context-specific opportunities.

Examples of elective courses that may be offered (but are not guaranteed every year):

PSY 7400 Applied Clinical Neuropsychology (3 CH)

PSY 7300 Neuropharmacology (3 CH)

Transfer Credits

[Transfer credits](#) may be awarded for previous graduate coursework successfully completed at the appropriate level. Students may apply for transfer credit by completing the [Transfer Credit Application form](#) (Appendix A), the [Transfer Equivalency Form](#), providing a copy of the course syllabus for the course taken, and the syllabus of the course for which the transfer credit is substituting. Decisions about transfer credit are made by the Program Coordinator in consultation with the Director of Clinical Training, and the course instructor. Note, transfer credit awarded may reduce the number of courses prescribed for a given semester, but will not impact the

overall length of the training Program. Graduate credit completed more than 10 years ago will [not be accepted](#) as Transfer Credit.

Continuous Enrollment and Leave of Absence Policy

All Psy. D. degree requirements must be completed within 7 years of initial enrollment. Formally approved Leaves of Absence do not count toward this timeline. Students must remain continuously enrolled until graduate requirements have been met. Students with situations that preclude them from completing their degree within this time limit may petition for an extension. Such petitions will be considered on a case by case basis.

Students who are on predoctoral internships must enroll in PSY 7990 (30-i) For Fall and Spring semesters, and pay relevant tuition and fees.

As per [SUU Graduate Policy](#), students are discouraged from taking a full or partial Leave of Absence during graduate studies. Under exceptional circumstances a student may request, in writing, a full-time (zero credit hours) or partial (anything less than the Program schedule) Leave of Absence from the Psy.D. Program for no more than two consecutive semesters. The Program Director, Director of Clinical Training, and the Department Chair will review the request and render a decision. Absences for more than two semesters will require the student to reapply to the Program. Should the student be reaccepted within 5 years of their departure, the coursework and non-credit bearing activities they successfully completed will be recognized, but the student must petition the Director of Clinical Training to count previously completed practicum experiences. Should the student be reaccepted after a 5-year absence, all coursework, practicum experiences, and non-credit bearing expectations will need to be repeated.

Attendance Policy

Attendance and participation in all class activities is required and helps solidify students' identities as an entry level professional psychologist. Documented medical emergencies, illnesses, and other unavoidable circumstances that may require absence will be taken under consideration in students' annual evaluations. Other situations (e.g., work conflicts, family vacations, or other matters of personal business) are not considered to be excused absences and may result in informal or formal review proceedings. Students should consult the academic course calendar, course syllabi, and clinical placement site schedules before planning activities.

If a student misses more than 20% of an academic course (excused or unexcused), they cannot be considered to have gained the necessary competencies and knowledge needed to fulfill that area of their training. They will receive a failing or incomplete grade (at the faculty's discretion), receive a Remediation Plan or be put on Formal Probation, and need to work with the faculty member and Program Training Committee to establish next steps.

With respect to practicum courses and placements, there is less flexibility on absences in order to protect clients from harm as well as ensure students have adequate opportunity to achieve fundamental competencies. The extent of allowed absences depends on requirements for individual practicum placements. Repeated absences (excused or unexcused) are grounds for Improvement or Remediation Plan with the student, supervisor, and Program Training

Committee included; failure to remediate identified competencies and improve attendance will result in Formal Probation and review for dismissal from the Program.

In cases where interference with attendance will be unavoidable, students may petition a full or partial Leave of Absence.

First Year Mentoring Seminar

All first year Psy.D. students are required to participate in a structured mentoring seminar facilitated by the DCT and Associate DCT. Students will generally meet weekly as a group with either the DCT or Associate DCT covering different topics related to adjustment to the Program, expectations, professional development, etc. Students will also meet individually with one or both faculty facilitators on a regular basis (generally twice a month).

Professional Development Seminar

All Psy.D. students are required to attend departmentally sponsored professional development seminars (ProSem) generally held Wednesdays between 11-1pm. Typically, once a month ProSem will be run as a student business meeting, where Psy.D. students meet with their representatives and the DCT or other leadership join the end of the meeting to discuss student concerns. The other weeks will include case conceptualizations or workshops presented by Psy.D. faculty, students, or community providers focused on topics germane to students' training as broad, evidence-based providers working in rural/mental health areas. Topics will include a range of clinical areas and presenters will be encouraged to facilitate discussion or modeling of ethical-decision making, multicultural considerations, and integration of high-quality, current research into presented cases and applied practice. These seminars are designed to enhance students' ability to integrate academic and practicum skills, provide opportunities for presentation and professional consultation, and prepare them for their clinical competency qualifying exam and internship application.

Clinical Competency Qualifying Examination Policy

The essence of qualifying or comprehensive examinations is to determine if the student has the knowledge, skills, motivation, and professional competencies to succeed in doctoral studies. This is a summative, and developmentally appropriate assessment of content learning and a projective assessment of the potential to become a licensed psychologist, and professional who contributes to the field and the community. Students will spend their first 3 years of training in sequential courses and practicum experiences, with graded complexity, to acquire the clinical competencies necessary to be an effective psychologist. Following the completion of these experiences, students will complete a comprehensive clinical exam to ensure competency across areas of clinical work before being recommended for their predoctoral internship.

The Clinical Competency Qualifying Exam is a comprehensive, multi-part exam.

Written submissions:

Case Conceptualization: Students will submit a written case conceptualization based on an evidence-based theory of change, that 1) incorporates assessment data, 2) explores relevant interpersonal and intrapersonal dynamics, 3) factors in ethical considerations, 4) reviews how knowledge of cultural relevance and diversity served as a framework for their conceptualization, 5), reviews and integrates graduate-level scientific knowledge from the current literature in two or more Category 2 Discipline Specific Knowledge areas (Affective Aspects of Behavior, Biological Aspects of Behavior, Cognitive Aspects of Behavior, Developmental Aspects of Behavior, Social Aspects of Behavior) covered in previous courses or other evaluated educational experiences into their conceptualization, (5) provides a follow-up plan for sustained health and wellness.

Integrated Assessment: Students will submit an abbreviated, integrated assessment report based on standardized data where they will be expected to synthesize information, present potential diagnostic conceptualizations and recommendations.

Oral Defense:

Students will orally present and defend their case conceptualization and assessment reports to a committee of 2 core/associate faculty. As part of their oral qualifying exam, they will also respond to 2 vignettes specific to ethical dilemmas and multicultural competence.

Evaluation:

Each students' written and oral defense will be evaluated by a committee of 2 core/associated faculty, as assigned by the DCT and Executive Team and in accordance with an established rubric. If there is disagreement between the 2 evaluators, the DCT or Associate DCT will evaluate the materials (whichever is not on the original committee) and provide the tie-breaking score.

Scheduling:

The Clinical Competency Exam will take place in the Spring of students' 3rd years. Students will be expected to submit their written materials to the Psychology Department Office Administrator by March 1 each year. They will receive the assessment data 2 weeks prior to that deadline. Following submission of all written materials, the Psychology Department Office Administrator will assign 2-hour oral defense times during March through April.

Confidentiality:

Students will always use only de-identified information for their clinical competency exams. In addition, following their defense, students are not permitted to share information with other

students who have not yet completed the exam. Students found to be sharing information regarding the vignettes or other context will be subject to disciplinary measures.

Comprehensive and Integrative Professional Project Policy and Procedures

The SUU Psy.D. Program values professional development, scientific application, and the peer review process. The Professional Project is a culminating work of the student's progression as a scientist and scholar, as well as a clinician. Professional projects may include, but are not limited to basic or applied research projects, program development initiatives, program outcome studies, community needs assessments, consultation projects, health campaigns, support programs for underserved communities, etc.

During their 3rd and 4th years of training, students will complete a Comprehensive and Integrative Professional Project ([USHE Policy R401-3](#)). The project will be scholarly in nature, and will involve appropriate collection and analysis of data for the type of project undertaken, a formalized mentor review of the process and findings, and a professional defense of the project. Professional dissemination of results to a local, regional, or national audience could result as well.

The scope of the Comprehensive and Integrative Professional Project should demonstrate the student's ability to synthesize, interpret, and integrate professional and scientific knowledge, skills, values, ethics and competencies derived from program coursework and training experiences. The project should support a student's "understanding of the value of science for the practice of psychology, and the value of practice for the science of psychology" ([APA, 2019](#), p. 4), and demonstrate a student's ability to formulate research or other scholarly activities. Examples include, but are not limited to; efficacy studies, program evaluation projects, program development projects, evidence-based community outreach projects, etc. that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Professional Project Proposal Defense:

Before work on a Comprehensive and Integrative Professional Project can begin, students should develop an idea based on a review of the relevant literature and consideration of empirically-identified community, regional, or national needs. From this review, students identify outcome goals for the project, a general pathway for completion, and a plan for dissemination (agency briefing, university forum, conference presentation, publication, etc.). At the end of their 2nd year, they will identify a professional project mentor among the core and/or associate faculty who will be their project chair. With their faculty mentor, students should identify 2 additional faculty members to serve on their Professional Project Committee. At least one Project Committee member should be a Core Faculty in the Psy.D. Program. Project Committee members from outside the department and/or associated with the community may be appropriate.

Students will be expected to submit and defend a [Professional Project Proposal](#) by the end of Fall in their 3rd year. Their project proposal must include:

- An abbreviated literature review identifying the need and rationale for the project
- Identified goals/outcomes
- Resources needed
- A timeline for completion
- The format of the submission for the project (must include a written submission in APA format)

Students must allow their committee TWO WEEKS to review their written document before they can schedule an oral defense. The committee will use the following parameters to evaluate the project proposals:

- **Approved as written**
- **Approved upon completion of identified amendments**
- **Revise the proposal as recommended and resubmit for review**
- **Unacceptable proposal**

Students who have not successfully defended their proposal by mid-October of their 4th year will not be allowed to apply for predoctoral internship.

Professional Project Defense:

Students are expected to complete and defend their completed project by the end of their 4th year, prior to departing for internship. The format of the written submission (required) and oral defense should be consistent with what was approved in the initial proposal.

Timeline:

Year 1—Review Professional Project policy and expectations, review literature, develop interest themes

Year 2—Develop research design and data analytic skills. Develop initial project design (variables, operational definitions, data collection methods, analysis plan). Begin writing literature review, and crafting the learning objectives and outcome goals.

Summer of Year 2: Identify professional project mentor by the end of Summer Year 2

Year 3—

Fall: Identify other committee members, develop project plan, appropriate IRB application as needed, and complete project proposal; Defend project proposal by end of Fall

Spring: Begin necessary data collection

Year 4—Final professional project submitted and defended prior to July and internship departure

Once the Comprehensive and Integrative Professional Project has been completed, the student will schedule a Project Defense (Professional Project Final Defense) meeting consisting of the

Project Chair, and members of the Project Committee. The student must be prepared to review their proposed learning objectives, defend the methods they chose for their project, the data collection and analysis process, the conclusions, and the implications of their work. Upon completion of the defense, the committee will excuse the student and consider the project as reviewed. The committee will determine if the project defense is

- **Acceptable**
- **Acceptable with Minor Modifications**
- **Acceptable with Major Modifications and a Repeat Defense**
- **Unacceptable; Requires Formal Probation and/or recommendation for dismissal from the Program**

Upon successfully defending the project, in consultation with the Project Chair, the student will arrange an appropriate dissemination of the results. The dissemination may occur at a vested agency, at the department, college, or university level, in a local, regional, national, or international conference, or in a peer-reviewed publication. Depending on the nature of dissemination, the student may invite the Psychology Faculty, the Dean of the College, members of the Provost's Office and university administration, Psychology majors and minors, and relevant community stakeholders. The student is responsible for arranging relevant space, facilities, and equipment necessary for the dissemination presentation.

Discipline Specific Knowledge

The American Psychological Association's [Commission on Accreditation](#) (CoA) established that discipline-specific knowledge serves as a cornerstone of identity as a psychologist and orientation to health services psychology. Therefore, all students in accredited doctoral Programs shall demonstrate knowledge in the discipline of psychology, broadly construed. The CoA identified four distinct categories with 10 specific content areas to be covered:

Category 1: *History and Systems of Psychology*

- **History and Systems of Psychology**, including the origins and development of major ideas in the discipline of psychology.

Category 2: *Basic Content Areas of Psychology*

- **Affective Aspects of Behavior**, including topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
- **Biological Aspects of Behavior**, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category.
- **Cognitive Aspects of Behavior**, including topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
- **Developmental Aspects of Behavior**, including transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.

- **Social Aspects of Behavior**, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

Category 3: *Advanced Integrative Knowledge in Scientific Psychology*

- **Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas**, including graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior). Advanced integrative knowledge in Category 2 areas can be acquired in either of two ways: 1) an evaluated educational experience that integrates at least two Category 2 content areas that have been previously covered through other methods; or 2) an evaluated educational experience that provides basic coverage in two or more areas and integration across those areas.

Category 4: *Research Methods, Statistical Analysis, and Psychometrics*

- **Research Methods**, including topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.
- **Statistical Analysis**, including topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null hypothesis testing and its alternatives, power, and estimation.
- **Psychometrics**, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

The Southern Utah University Doctorate of Psychology in Clinical Psychology curriculum has been carefully designed from these areas of Discipline-Specific Knowledge. The table below outlines the specific courses and Program activities that cover each Category and Knowledge Area.

Category	Knowledge Area	Course(s)	Other Program Activities
<i>History and Systems</i>	History and Systems of Psychology	PSY 7200 History and Systems of Psychology	
<i>Basic Content Areas in Scientific Psychology</i>	Affective Aspects of Behavior	PSY XXXX Cognitive and Affective Bases of Behavior PSY 6450 Psychopathology	
	Biological Aspects of	PSY 7450 Biological Bases of Behavior	

	Behavior	PSY 7400 Applied Clinical Neuropsychology (elective) PSY 7300 Neuropharmacology (elective) PSY 6810 Rural Mental Health and Substance Use	
	Cognitive Aspects of Behavior	PSY XXXX Cognitive and Affective Bases of Behavior PSY 6250 Applied Assessment I	Learn and Conduct IQ Assessment(s) on children and adults
	Developmental Aspects of Behavior	PSY 6610 Human Development Through the Lifespan PSY 7350 Child, Adolescent, and Family Interventions	Practicum work with children, adolescents, adults, and older adults.
	Social Aspects of Behavior	PSY 6400 Applied Social Psychology PSY 6620 Individual and Cultural Diversity	Practicum work with underserved and marginalized groups
<i>Advanced Integrative Knowledge in Scientific Psychology</i>	Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas	PSY 6630 Assessment and Interventions Across the Lifespan	Comprehensive Exam Comprehensive and Integrative Professional Project
<i>Research Methods, Statistical Analysis, and Psychometrics</i>	Research Methods	PSY 6700 Statistics and Research Design I PSY 6705 Statistics and Research Design II PSY 7010 Applied Research and Program Evaluation	Comprehensive and Integrative Professional Project
	Statistical Analysis	PSY 6700 Statistics and Research Design I PSY 6705 Statistics and Research Design II PSY 7010 Applied Research and Program Evaluation	Comprehensive and Integrative Professional Project
	Psychometrics	PSY 6250 Applied Assessment I PSY 6255 Applied Assessment II: Personality and Psychopathology PSY 7400 Applied Neuropsychology (elective) PSY 7010 Applied Research and Program Evaluation PSY 6630 Assessment and Interventions Across the Lifespan	Comprehensive and Integrative Professional Project

Practicum Training Plan

Practical training is at the core of preparing students to become entry level practitioners in Health Services Psychology and helps the Program realize the [educational aims](#) in the curriculum plan. Specifically, practicum training in the Doctorate of Psychology in Clinical Psychology Program at Southern Utah University helps prepare students to be ethical and culturally sensitive emerging psychologists who pursue state licensure in Health Services Psychology, to be scientifically informed emerging psychologists who consume and incorporate scientific knowledge into their professional endeavors, and to become self-aware and reflective practitioners who are sensitive to diversity, inclusive practices, social justice, and in working with rural communities. In keeping with these educational aims, the practicum plan and training sites have been carefully designed and cultivated.

The CoA specifies that practicum training should be clearly integrated with other elements of the Program, and proceed in a sequential, cumulative fashion that is graded in complexity, and serves as a platform for further organized learning (CoA, IR C-12D). The Psy.D. Practicum Sequence builds on course content and professional competencies that affords increasing professional independence under Program supervision (see below).

During the first year, for example, students are learning foundations of psychotherapy and assessment that they apply during the second year of the Program in their first practicum experience within the SUU Psychology Clinic (SPC). In their second year, they will complete practicum hours within the SPC (PSY 6520), where they will see cases in increasing difficulty and complexity as their skills develop, supervised by Program faculty. All students participate in a Vertical Supervision team composed of a first-year student, second-year student, third-year student, and fourth-year student, all of whom are supervised by Program faculty. (Of note, this vertical supervision model will not begin until Fall 2026).

In their third year, students will move to primary practicum placements in the community or SUU Counseling and Psychological Services (CAPS), seeing increasingly more complex cases with a greater degree of independence, but still supervised by licensed individuals. They will also continue to see some cases in the SPC, supervised by a Program faculty, as well as beginning to participate in some peer supervision of second year students, mentored by fourth year students and ultimately supervised by licensed faculty.

During the fourth year of training, students will again be primarily in community practicum training sites designed to extend their skill sets and prepare them for application to internship. The Director of Clinical Training will conduct on-site supervision of each placement site each term and provide additional supervision as needed to support students in external placements. In addition to community placements, students will continue to see a small number of cases at the

SPC (typically the most complex cases in that setting) and take a primary role in vertical supervision of second and third year students. Their goals in ongoing supervision will be focused on development of more depth and independence of skills, as well as gaining competence in supervision.

Students are expected to engage in summer-time practicum placements beginning the second summer of the Program. Sites will provide practical experiences at provider agencies located throughout the state and region. The number of direct clinical hours, the format of the supervisory experience, and duration of the placement will be determined by the site in careful coordination with the Director of Clinical Training. Students are supervised by qualified psychologists on site, with at least one on-site supervision session with Program faculty during the experience.

The Program conducts regular practicum placement reviews. In addition to a yearly quality checklist completed by the Director of Clinical Training, students in each placement site will complete a Post Practicum Survey ([Appendix D](#)) providing feedback about their clinical training experiences. Issues with practicum training sites are reviewed by the DCT and Program Director. Efforts to address perceived shortcomings shall be discussed with site supervisors, and a written agreement of adjustments drafted. If, after mutually agreed-upon adjustments are not made, the DCT shall remove the agency or site from the list of practicum options.

Evaluations of competency in external practicum sites ([Appendix C](#)) as well as any other feedback from external sites is reviewed annually with the Core Faculty and relevant curriculum adjustments are explored.

Expectations for Practicum Placements

PSY 6520, 6530, 6540: Practicum within the Program training clinic (Community Counseling & Assessment Clinic)

To complete their primary clinical practicum courses, all students will complete practicum hours within the Program training clinic their second, third and fourth years, where they will be supervised by licensed faculty members. Practicum supervision groups will be assigned by the Clinic Director and DCT depending on student training needs, clinic needs, and faculty availability. All students actively seeing clients in practicum will receive a minimum of one hour of group supervision and one hour of individual supervision from their primary supervisor weekly, unless arranged differently with permission from the Clinic Director and DCT. Their practicum course includes a syllabi organized by the instructor and will include readings, reviewing video, identifying and measuring training goals, administering assessments and providing clinical services. All clinical services will be recorded (barring any technical difficulties) and students are expected to review tape independently and come prepared to supervision with questions and tape marked. Grades for practicum courses will be assigned by

the faculty supervisor, according to their established syllabi. Faculty supervisors will also complete a Practicum Competency Evaluation Form with students each semester, which is part of students' evaluation in the course as well as the broader Program.

Specific structure of practicum hours is slightly different based on year, but will generally follow these guidelines:

FIRST YEAR: Starting in 2026, when there are four complete cohorts, first year students will be assigned to a Vertical Supervision Team composed of student trainees from each academic year, and a clinical supervisor. First-year students are expected to attend a weekly 1-hour group supervision meeting, where their primary role on the Vertical Team will be as an observer. Because students will not be seeing clients/mock clients during the Fall and Spring semester of the first year, they will not be required to participate in individual supervision.

Students will begin practicum training during the summer of their first year of the Program. First-year students will enroll in PSY 6510 Pre-Practicum, which will consist of other students in their first year of the Program. The clinical practicum consists of various clinical activities (e.g., shadowing), clinical simulations with undergraduate students, and an introduction to clinical supervision. The main goals of this training practicum are to (a) help students begin conceptualizing how to provide basic clinical services, (b) ensure that students begin to build a foundation they will ultimately use in their work with clients, and (c) help students develop their ability to provide accept constructive feedback related to their developing clinical efforts. Finally, the Director of Clinical Training will assign grades for the course component of the training (i.e., PSY 6510), which will be based on the student's performance.

SECOND YEAR: Second-year students are expected to devote a minimum average of 10-hours per week to practicum, including documentation and supervision time. They will be expected to complete a minimum of one psychological assessment per semester and carry 5-7 ongoing clients throughout the academic year.

THIRD YEAR: During the third year of the training Program, students will maintain 2-4 clinical cases in the SUU Psychology Clinic and complete a minimum of one assessment per semester, as well as participate in group and individual supervision. They will also be expected to take a structured role in peer vertical supervision of second years, under the guidance of the faculty supervisor.

FOURTH YEAR: Fourth-year students will maintain 1-3 treatment cases in the SPC and complete a minimum of one assessment per semester, but their primary responsibility in practicum will be developing supervision competence. Fourth-year students will take a lead role in the weekly one-hour group supervision, in conjunction with the faculty supervisor, and their weekly supervision will be largely focused on their own supervision of second and third year students.

External Practicum Placements

Starting summer of the second year of the Program, students will be placed in external clinical practica. The number of direct clinical hours, the format of the supervisory experience, and duration of the placement will be determined by the site in careful coordination with the Director of Clinical Training. In instances where there is a Licensed Psychologist, students will receive weekly supervision sessions from an on-site supervisor. For sites where there are Master's level therapists, but no Licensed Psychologist, primary supervision will be provided by the DCT. Examples of placement sites include SUU's Counseling and Psychological Services (CAPS) and Utah Tech University's Health and Counseling Center, as well as residential treatment facilities, hospital settings, community mental health clinics, etc. Practicum assignments will be made by the DCT, who will consult with each site to determine need and other factors important to assignments. Students will be provided with a list of available external practica sites and will rank their preferences in order from most preferable to least preferable. Student rankings will be considered, in addition to site need, developmental appropriateness of the student's training, and time commitment. Summer external placements (second/third year) may require temporary relocation for the duration of the experience, and an application/interview for that site. In instances where there is a Licensed Psychologist on-site, this supervisor will work in coordination with the DCT to assign grades for the course component of the training (i.e., PSY 6522), which will be based on the student's performance on the Practicum Competency Evaluation Form ([Appendix C](#)). As with other years, the Practicum Competency Evaluation Forms and other external site feedback provided to the DCT will be considered in the students' Annual Student Evaluation.

The following give general expectations for external placements across the course of the Program:

FIRST YEAR: No external placements assigned

SECOND YEAR: 10 hrs/week minimum Fall/Spring; full-time placement summer

THIRD YEAR: 10 hrs/week minimum Fall/Spring; full-time placement summer

FOURTH YEAR: 10 hrs/week minimum Fall/Spring

Clinical Training Policy

Students in the Doctorate of Psychology in Clinical Psychology training Program at Southern Utah University will receive extensive applied supervised clinical training. Our primary goal is to provide training and competencies required to secure an [APPIC Approved](#) predoctoral internship, and then license and work as health service psychologists. Our clinical training Program consists of practicum experiences, external summertime placements, and clinically-oriented graduate assistantships. Students should be able to document between 500 to 1000 supervised training hours, and will receive regular feedback about their clinical abilities and competencies.

Internship Policy

APPIC/APA INTERNSHIPS

All students are required to complete a 2,000-hour internship that is either accredited by the American Psychological Association (APA) or a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) as a condition for graduating from the Program. This intensive clinical year is required by APA accredited Doctoral Programs, and can be seen as an opportunity to complete their clinical training with the breadth and depth necessary to be a competent Licensed Psychologist. Ideally, students will begin the internship during their fifth year of enrollment within the Program. Under most circumstances, clinical internships will be completed in one calendar year. In some circumstances, and with permission of the Director of Clinical Training, students may opt for a two-year half-time internship experience.

Each student will receive guidance as they prepare for the application process. Specifically, students will receive mentorship from their advisor and the Director of Clinical Training in the identification of appropriate sites. The Director of Clinical Training must provide a final approval prior to applying to each site. It is important to note how the format and content of each clinical training site is beyond the control of SUU's Doctoral Program. For example, beginning and end dates, the amount of any stipend, the nature and appropriateness of the training activities, the frequency and quality of supervision, credentials of the supervisors, the site's evaluation of student performance, case documentation, etc. are determined by the internship site. Clinical activity logs, mid-term and final evaluations, and a certificate or other documentation indicating successful completion must be submitted to the Program Director and the Director of Clinical Training to satisfy all degree requirements.

To meet eligibility requirements for the internship application process, students must be in good standing and must have completed all Program requirements, including:

- Successful completion of all coursework with no "incomplete" or failing grades (see Grading Policy)
- Successful completion of the Clinical Competency Qualifying Examination
- Successful defense of the Professional Project Proposal
- Satisfactory ratings in the most recent year of Clinical Practicum Competency Evaluations and most recent Annual Review
- No outstanding disciplinary reviews; generally, students on a current Remediation Plan will need to get additional approval from the Core faculty to apply for Internship

Pre-Doctoral Internship

Students will also include copies of their [Internship Application Statements/Essays](#). to the Director of Clinical Training for review.

Written work associated with the Professional Competencies Exam (Comprehensive Examination) will be assessed by relevant mentors and project committees. The oral Comprehensive and Integrative Case Conceptualization presentation will be evaluated by departmental content experts and clinical faculty.

Internship Application Materials will be assessed by the Director of Clinical Training, and are due by November 1st of the year they eligible to apply.

All internship application materials will comply with APPIC standards, and all recommended internships will be accredited by the American Psychological Association.

[APPI Materials](#)

[APPI Applicant Portal](#)

[APPI Application Video](#)

[APPI Matching Page](#)

NON-APPIC/NON-APA INTERNSHIPS

In the rare instance where a student is considering a non-APPIC/non-APA Internship placement, the student must receive formal approval from the Program Director and the Director of Clinical Training. Formal approval must be granted **prior to applying**.

Student Financial Support

Tuition Waivers

The Southern Utah University Doctorate Degree in Clinical Psychology is authorized to grant all doctoral students tuition waivers for each academic year. To qualify, students must:

- Be in good standing with the Program
- Have a graduate cumulative GPA of 3.0 or higher
- Show financial need as verified in their FAFSA (submitted by April 1)
- Enrolled as a full-time, in-residence student

Tuition waivers have no cash value and may only be applied toward tuition expenditures for the SUU Psy.D. Program. Tuition waivers cannot be used for housing, board, books, instructional material, student fees, or other costs incurred by enrollment in the Program. Students will be responsible for paying all SUU Student Fees for the years they are in the Program, must purchase a subscription to Time2Track at contracted rates (i.e., \$99.00 per year), and will be required to purchase malpractice insurance by the end of the Fall semester in Year 1.

Graduate Assistantships

The Southern Utah University President's Cabinet, in conjunction with the Office of Student Affairs, and the Division of Academic Affairs, is sponsoring Graduate Assistantships for all students enrolled in the Psy.D. Program. GAships are a critical part of accruing necessary experience for pre-doctoral internships Programs and also serve various important campus, department, and community needs in the area. Each Psy.D. graduate student is expected to accept a Graduate Assistantship each year (Years 1-4) and will receive a stipend of \$1,000 per month for 12 months. Only under exceptional circumstances can a student petition to the Program

Director and Executive Committee to decline a GAship and no petition is guaranteed to be granted. Students in the fifth year of the Program (predoctoral internship) do not qualify for Graduate Assistantship positions. Graduate Assistants will be expected to work 20 hours per week as outlined [above](#).

Diversity Scholarship

Intermountain Healthcare has generously provided scholarship funds to enhance educational opportunities for Psy.D. students from diverse and underrepresented backgrounds. Allocation of these scholarship funds can vary from partial support to full support, depending on need and the number of qualified applicants. Scholarship awards are made at the beginning of fall semester prior to each academic year. Specifically, for the Intermountain Healthcare Psy.D. Diversity Scholarship, qualified student(s) must:

- Have documented financial need through submission of FAFSA
- Be from a culturally diverse background
- Be enrolled as a full-time student in good standing in the SUU Doctorate of Psychology in Clinical Psychology Program.

Applicants will complete this [application form](#) by April 15, or upon admission to the Program. A maximum of two awards will be given to qualified students in the amount of \$1,583.33 per year for as long as the scholarship gift continues.

Psy.D. Program Student Grants

Two forms of Psy.D. student grants exist, Student Development Grants and Professional Project Grants, and these grants are funded through the annual Psy.D. Program budget. All students enrolled in the Program are eligible to apply through the [application forms](#) found on the Program website. Grant applications are reviewed and approved by the Program Director.

Student Development Grants

The SUU Psy.D. Program has allocated funds to help support doctoral students' participation in Professional Development activities. The award limit is \$500 per student, unless otherwise approved. Students may submit multiple proposals during their tenure in the Program, but the aggregate total may not exceed \$1,000.

Funds can be used to 1) pay for conference registration and travel, 2) pay for seminars or workshops, 3) pay for extracurricular educational materials, and 4) pay for clinical trainings.

Funds cannot be used to 1) pay salary, 2) purchase meals or other forms of entertainment, 3) pay for educational materials required by the Program, 4) pay for travel expenses for internship interviews, or 5) pay for other items as restricted in SUU purchasing policies.

Professional Project Grants

The SUU Psy.D. Program has allocated funds to help support doctoral students' work on their Professional Projects. The award limit is \$500 per student, unless otherwise approved. Students can apply for multiple grants, but the aggregate total cannot exceed \$500.

Funds can be used to 1) purchase needed equipment and supplies that cannot be purchased with Program/department E&G funds, 2) pay for reasonable and non-coercive compensation items for research participants, 3) pay for technology needs unique to the project, 4) serve as matching funds for larger internal or external grants, and 5) pay for travel expenses to and from required project activities.

Funds cannot be used to 1) pay salary, 2) purchase meals or other forms of entertainment, or 3) pay for other items as restricted in SUU purchasing policies.

Student Evaluation

Academic Grading Policy

Student grades are assigned at the end of the academic term. SUU uses a 4.0 grading scale to calculate grade-point average. The grading scale and qualitative descriptors for the Psy.D. Program are specific to Program goals and expected minimum levels of achievement. Faculty in the Psy.D. Program will assign the following letter grades associated with qualitative descriptors:

- A, A-, B+ Exhibits consistent and/or exemplary competence in this area for a doctoral student at their current level of training and experience
- B Exhibits regular/acceptable competence in this area for a doctoral student at their current level of training and experience
- B- Exhibits minimally acceptable competence in this area for a doctoral student at their current level of training and experience
- C Fails to exhibit competence in this area for a doctoral student at their current level of training and experience. Requires either a Remediation Plan or Formal Probation, depending on the context, and repetition of activities.

All final grades will be assigned in accordance with the [Psy.D. Grading Policy](#). *Grade appeals* and *grievances* may be made according to the [Psy.D. Grievances and Complaints Policy](#). Outcomes of Remediation, and/or Formal Probation actions may be appealed, in writing, to the Psy.D. Program Director, the SUU Psychology Department Chair, and the Dean of the College of Humanities and Social Sciences. Their determination is final.

Course grades will be as follows:

- A 93 - 100%
- A- 90 - 92.9%
- B+ 87 - 89.9%
- B 83 - 86.9%
- B- 80 - 82.9%
- C < 80%

N/O - No opportunity to observe the behavior in question

*Note: All grades refer to levels of competence that are developmentally appropriate, and related to knowledge, skills, and competencies associated with that specific course or training activity.

**Note: A formal Remediation Plan or potentially *Formal Probation* will be implemented after a final grade of “C” or lower and require repetition of activities and may be grounds for dismissal from the Program.

For students unable to complete assigned work in any course(s), *Incomplete Grades* may be assigned according to [SUU Policy 6.13](#). In the Psy.D. Program, Incomplete Contracts may not exceed one month after the subsequent semester has begun. Situations precluding students from completing the required work extending beyond one month into the subsequent semester may apply for a partial, or full-time Leave of Absence, otherwise the grade will be recorded as an F, and review for possible dismissal from the Program ensues.

Clinical Competency and Annual Review Grading

Students will also be evaluated on a numerical scale based on achieved competencies across clinical and integrative experiences. The following scale will be used for Clinical Practicum Competency Evaluations and Annual Student 360 Reviews. Of note, any scores below “3” indicate the student failed to achieve competence necessary and will instigate a Remediation Plan, Formal Probation, or review for dismissal from the Program. If students do not achieve minimal acceptable competence (“3” or above) after remediation or formal probation, they will be referred for review for dismissal.

5 - Consistently demonstrates this competence: Exhibits *exemplary competence* in this area for a practicum student at their current level of training and experience.

4 - Regularly demonstrates this competence: Exhibits *acceptable competence* in this area for a practicum student at their current level of training and experience.

3 - Demonstrates *minimally acceptable competence* in this area for a practicum student at their current level of training and experience.

2 - Inconsistently demonstrates this competence: *Approaches minimal competence* in this area for a practicum student at their current level of training and experience. Requires Remediation Plan and achievement of identified competency within a time period designated in Remediation Plan.

1 - Demonstrates a lack of competence in this area: *Fails to exhibit this competence* for a practicum student at their current level of training. Requires Formal Probation, and review for removal from the Program.

N/A-Not applicable at this stage of student's training or N/O - Not observed in this setting.

Annual Student 360° Review. Student progress is formally evaluated annually by the Program. Each Spring, within three weeks of the end of the semester, the Executive Team and clinical faculty, with input from any faculty teaching courses in the Psy.D. Program, meet to review student progress on each of the Profession Wide Competencies necessary for entry-level practice. Using relevant course grades, comments from course instructors, relevant Practicum Competency Evaluation Forms, results from the Clinical Competency Exam, progress on the Professional Project (when relevant) previous Annual Student Evaluation Forms (if any), and any formal complaints or commendations, the committee determines if the student meets Program expectations. The review committee completes this [Annual Student 360° Review](#) Form and makes the following determination about student performance in each area assessed per the scale above. The Program Director provides each student a written summary of the Annual Evaluation, and informs of requirements for a [Remediation Plan](#), [Formal Probation](#), or review for dismissal from the Program.

Practicum Competency Evaluation Form. Students will receive formal feedback and assessment from clinical supervisors in each of their practicum placement sites. Quantitative ratings on each area of Profession Wide Competencies are collected using the scale for clinical competency and annual review grading. Of note, performance on Practicum Competency Evaluation Forms directly informs the students' grade received in the corresponding course (either a letter grade in 6520/6430/6540 and/or the Pass/Fail determination in 6990). A student cannot pass their practicum course with any competencies below "3." Remediation Plans and formal probation for scores below "3" generally require repetition of activities and may delay student progression through the course sequence.

Clinical Intern Supervisor Feedback*. Predoctoral internship sites will evaluate students according to the site-specific criteria and process. Internship site concerns may impact students' ability to graduate.

Remediation and Formal Probation Policy

The Psy.D. Program expects that most students will complete the Program with their cohort group and demonstrate the Profession Wide Competencies as well as demonstrate the requisite knowledge associated with the Discipline Specific Knowledge areas to prepare them for entry level practice as clinical psychologists. We also expect students, and the Program, to adhere to the American Psychological Association's [Ethical Principles of Psychologists and Code of Conduct](#) regarding professional, interpersonal, and ethical patterns of behavior. Finally, we understand that becoming an entry-level clinical psychologist is a developmental endeavor. Should students' behaviors or academic achievements/skill development deviate from expectations, efforts to foster awareness, enhance skill levels, and increase commitment to professional standards will take priority.

Faculty, Staff, and Administration of the SUU Psy.D. Program are gatekeepers of the profession. Among their duties is to ensure ongoing honesty, integrity, and competence in the field. At times, informal or formal remediation of student performance is necessary to ensure that the high standards of the profession are sustained, and clients receive ethical and high quality professional

services. All improvement efforts within the Psy.D. Program will comply with APA ethical standards.

Remediation is intended as a developmental process for students who are not performing at developmentally expected levels in any area (academic, ethical, interpersonal, behavioral, etc.). Failure to successfully complete a Remediation Plan, persistent academic problems, unsatisfactory clinical performance, or egregious infractions of ethical expectations may result in *Formal Probation* and/or, at the discretion of the Program Director, review for *Removal from the Program*. Each of these processes is explained below:

Remediation Plans ([Appendix L](#)) are written documents where the PD, DCT, and/or faculty supervisors identify specific areas and skills students need to show, as well as how that can be satisfactorily assessed and an appropriate timeline to do so. The PD and/or DCT (DCT if clinical concerns; PD if Programmatic concerns) will take time to explain the plan to the student and answer any questions they have, as well as make adjustments if deemed necessary in collaborative discussion.

Remediation Plans will become part of the student record and the student will be expected to meet regularly with the designated Program contact to review progress. After completing the Remediation Plan, a *Remediation Plan Resolution* is reviewed by the [Executive Team](#) after the specified time frame has been met. The CTC determine the following outcomes:

- 1). Remediation plan has been completed
- 2). Significant progress has been made, but the *Remediation Plan* will continue for a specific time period determined by the Core Faculty
- 3). Significant progress has not been made, and *Formal Probation* is necessary
- 4). Significant progress has not been made and student is recommended for removal from the Program.

Formal Probation. Students placed on *Formal Probation* receive a written notification letter including the nature of the misconduct or academic inadequacy, the terms of the *Formal Probation*, [Specific Corrective Actions](#) required (see below), and the appeal process (see below). The Psy.D. Executive Team, in consultation with the Core Faculty, decides on Specific Corrective Actions during a Core Faculty Meeting. Notices of *Formal Probation* are delivered to the Core Faculty. In general, *Formal Probation* consists of, but is not limited to, the student complying with outlined [Specific Corrective Actions](#) and coordinating meetings with a designated Program contact at least twice in a semester to review progress and address barriers. At the conclusion of each semester, the Program Director and Director of Clinical Training submits a [Formal Probation Report](#) (FPR) to the student, to Core Program Faculty, and to the Department Chair advising of the students' status. Fulfilling the terms of *Formal Probation*, as documented in the [Formal Probation Report](#), for three consecutive semesters is grounds for discontinuing the *Formal Probation* and restoring the student to full status within the Program. If the terms of *Formal Probation* are not fulfilled, as documented in the [Formal Probation Report](#), there are grounds for dismissal from the Program. *Formal Probation* may also adversely impact student funding and assistantship placements. Failure of the student to take the recommended [Specific Corrective Actions](#), or failure to schedule meetings with the Program Director and Director of Clinical Training as outlined above shall be grounds for dismissal from the Program.

Specific Corrective Actions - associated with *Formal Probation* might include a recommendation for personal therapy and/or substance abuse treatment, a formal psychological assessment, specific training or education Programs, remediative or supplemental academic work (readings, papers, exams, etc.), a leave of absence from the Program, or dismissal from the Program. Note, any expense related to the delineation, documentation, sanction, or correction of a problem(s) will be borne exclusively by the student.

Implementation of *Remediation*, and/or *Formal Probation* may be appealed, in writing, to the SUU Psychology Department Chair and the Dean of the College of Humanities and Social Sciences. Students should include specific objections to the Remediation Plan or Formal Probation, and provide evidence that supports their objection. The determination of the Dean and Department Chair is final.

Remediation Plans, Formal Probation, and/or Removal From the Program may be required for any of the following situations; violations of SUU student behavior policies, violations of local ordinances/ laws, state laws, or federal laws, designated by course grades (mid-term and final), unsatisfactory performance on the Clinical Competency Exam, as suggested in Annual Reviews and/or Practicum Evaluations, for unethical or unprofessional behaviors, or in emergency situations. Each is explained below.

- Violations of the SUU Student Conduct Code ([SUU Policy 11.2](#)).
- Violations of the SUU Non-Discrimination/Anti Harassment policy ([SUU Policy 5.27](#))
- Violations of the SUU Sexual Misconduct policy ([SUU Policy 5.60](#))
- Violations of the SUU Academic Integrity Policy ([SUU Policy 6.33](#))
- Violations of local laws and ordinances, state law, or federal law

Each of these situations is reviewed by the DCT, Associate DCT, SPC Director, Chair, Core Faculty, Supervisors, and corrective action plan made, depending on the nature and severity of the infraction.

Professional/Ethical Behaviors

Students are expected to adhere to the American Psychological Association's [Ethical Principles of Psychologists and Code of Conduct](#) regarding professional, interpersonal, and ethical patterns of behavior. Reports of students violating these standards, and/or engaging in behaviors that are not suitable for an entry-level clinical psychologist will result in an automatic Formal Review called by the Program Director at any time during the year. The Formal Review meeting will consist of the student, the Director of Clinical Training, the Department Chair, the Faculty Mentor, available Core Program Faculty, and clinical supervisors who are directly involved in the report(if available). Outcome of the Formal Review meeting could include any, or any combination of the following:

[Remediation Plan](#)

[Formal Probation](#)

Review for dismissal

Emergency Suspension. The Program Director, Director of Clinical Training, Associate DCT, SPC Director, and Core Faculty, in consultation with the Department Chair may impose an emergency suspension when they reasonably suspect a student has behaved unethically, unprofessionally, dishonestly, and has placed their own or other people’s welfare in jeopardy, or threatens to disrupt the educational process of the Program, Department, or University. Students placed on Emergency Suspension will not be permitted to participate in Program activities, participate in clinical activities or training, take exams, or submit coursework without written permission from the Program Director. Further, an emergency suspension may lead directly to a Recommendation for Removal From the Program (see below). Any Emergency Suspension will result in a Formal Review as described above, and may require review by University Office of Legal Affairs pursuant to SUU Policy 11.2.

Summary Table

	Initiation of Action	Oversight Team	Steps Required	Resolution of Program Action
Remediation Plan	-Course grade of “C” -Indicated in Clinical Competency Qualifying Exam -Indicated in Annual Review -Indicated in Practicum Competency Evaluations -Significant ethical infractions	Relevant Course Instructor, Director of Clinical Training, Clinical Supervisor (if relevant) Clinic Director, Department Chair	Written Plan for increasing quality of academic and/or clinical performance Outline specific behavioral adjustments that will be made If “C” in course, student will have to repeat course next time it is offered (will not be able to take subsequent related courses until passed) Derive an appropriate time-frame for the plan Meet regularly with designated Program contact to evaluate progress	Plan successfully completed as determined by the Core Clinical Faculty Plan not completed Formal Probation Needed as determined by the Program Leadership Team (PD, DCT, CD) The Remediation Plan becomes part of the student’s permanent record
Formal Probation	Academic performance (grade	Program Director, In	Student is notified in writing of Formal	Fulfilling Formal

	<p>of “C” or below with other concerns reported by instructing faculty)</p> <p>Unsuccessful Remediation Plan</p> <p>-Indicated in Clinical Competency Qualifying Exam</p> <p>-Indicated in Annual Review</p> <p>-Indicated in Practicum Competency Evaluations</p> <p>-Significant ethical or academic honesty infractions</p> <p>-Emergency Suspension</p>	<p>Consultation with the Core Program Faculty</p>	<p>Probation For failed course, student will repeat next time course is offered; will likely not be permitted to continue other courses until completion of probation</p> <p>Student receives a list of Specific Corrective Actions</p> <p>Student will arrange review meetings with Program director at least twice per academic semester</p> <p>Program Director submits a Formal Probation Report to the student, Program Faculty, and the Department Chair advising of Probation status</p>	<p>Probation requirements for three consecutive academic semesters</p> <p>Student will be notified, in writing of Formal Probation resolution</p> <p>Formal Probation not fulfilled, recommend dismissal from Program</p> <p>Probation agreement and resolution decision will be maintained in the student's permanent record.</p>
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Recommendation for removal from the Program -If, in the opinion of the Program Director, the Director of Clinical Training, in consultation with the Department Chair, and Core Program Faculty, after attempts to remediate have not resulted in sufficient improvement, the student should be removed from the Program, formal proceedings will be initiated. Grounds for dismissal may include, but are not limited to the following:

1. Substandard grades (Any grade below C after attempts to remediate have failed)
2. Unsatisfactory completion of the Clinical Competency Qualifying Exam
3. Unsatisfactory completion of the Comprehensive Professional Project
4. Failure to perform to acceptable professional standards in a practicum setting
5. Unprofessional conduct in any situation related to the student’s training
6. Violation of the APA’s [Ethical Principles of Psychologists and Code of Conduct](#)
7. Plagiarism or cheating on papers, exams, or other work products/[Academic Dishonesty](#)
8. Failure to secure and maintain appropriate liability insurance
9. Failure to meet *Remediation Plans* or *Formal Probation* requirements
10. Dismissal from the Predoctoral Internship
11. Reasons of personal unsuitability for the profession of clinical psychology

12. Potential for harm to clients, themselves, staff, supervisors, faculty, or fellow students.
13. Failure to successfully complete expectations of *Formal Probation*

In cases of Recommendation for Removal from the Program, the Program Director will call a review meeting of the Core Program Faculty. The Program Director will present the case, along with supporting documentation and formally request the student be removed from the Program. The student who is recommended for removal will receive written notification of the meeting at least 7-days in advance and will be invited to address the Core Program Faculty about any allegations made. After final comments from the student and Program leadership, the Core Program Faculty will conduct a final vote by anonymous ballot. The outcome will be decided by a simple majority. The student will be notified of the outcome in writing. Students may elect to have a designated student representative at all Recommendation for Removal or any other performance review meetings, provided the student has waived their rights to confidentiality and privacy. Students are also entitled to an Advisor as defined in [SUU Policy 11.2, IV.J.2](#), but must provide specified notice should the advisor be an attorney.

The Core Faculty, in consultation with the Department Chair, Program Director, and Director of Clinical Training as well as the Associate DCT and/or SPC Director as applicable may also determine if students' misconduct are reportable to outside entities and take steps necessary in this regard.

Self-Reflection

The Southern Utah University Psy.D. Program in Clinical Psychology aims to train reflective psychologists, who develop life-long patterns of self-assessment and continued improvement. To this end, students will conduct formal annual self-reflection assessments ([Appendix E](#)). In these self-reflections, students will review progress and lessons learned in Ethical and Legal Standards, Professional Self-Care, Individual and Cultural Diversity, Professional Values and Attitudes, Communication and Interpersonal Skills, Supervision, and Academic Achievement. Students will also set specific training goals in each area and review goals they made in their previous self-reflection. This Self-Reflection should be delivered electronically to the Program Director by August 1 preceding each academic year. Students may also opt to share their self-reflections with faculty mentors, clinical supervisors, or other Program staff as they deem appropriate.

Retention

Retention of our students is a priority for the Program. Regular assessment and feedback are essential components of a healthy learning environment. Onboarding mentoring provided by the DCT and one other clinical faculty during the first year will be provided to help students acclimate and adjust to the rigors and expectations of doctoral training. In those rare cases where a student is unlikely to succeed, Program faculty, administration, and staff will help support that student in their transition away from the Program.

Grievance Procedures

The SUU Psy.D. Program faculty, staff, and students are committed to the [American Psychological Association's Ethical Principles of Psychologists and Code of Conduct](#). We

recognize the importance of the guiding principles of Beneficence and Nonmaleficence, Fidelity and Responsibility, Integrity, Justice, and Respect for People’s Rights and Dignity. We also recognize the inherent responsibilities our faculty and professional staff have in working with trainees, as outlined in Section 7: Education and Training of the Ethics Code. We strive to provide a safe, accessible, and supportive space for our students’ training.

During the course of training, however, disputes, disagreements, and conflicts regarding grades, classroom instruction, approaches to training, evaluative outcomes, philosophical differences, and miscommunication about the nature of professional relationships (i.e., supervisor-supervisee; professor-student; advisor-advisee, etc) may arise. Conflicts between students may also occur.

Step 1

Consistent with [SUU Policy 11.4](#) (Student Complaints), and the APA Code of Ethics, students, faculty, and staff associated with the Psy.D. Program are encouraged to respectfully discuss their concerns with the party with whom the conflict exists. Should interacting directly with the party with whom the conflict exists presents uncomfortable challenges, the affected party may consider informally consulting with supervisors, mentors, advisors, the department chair, the college dean, the dean of students, and/or advanced students for advice and counsel, and then formally presenting the issue to the Program Director, Director of Clinical Training, or the Department Chair (Step 2 below). If, after informal consultation the issue is resolved, reporting to the Program Director, the Director of Clinical Training or the Department Chair may not be necessary.

Step 2

Should informal attempts at resolution prove unsatisfactory, formal grievances may be initiated. Individual grievances regarding clinical training should be submitted, in writing to the Director of Clinical Training (DCT), CC’ed to the Department Chair (DC), and the Program Director (PD). All other grievances should be submitted in writing to the Program Director (PD), CC’ed to the Department Chair (DC), and Director of Clinical Training (DCT). The DCT and/or PD, in consultation with the Department Chair will proceed with the grievance according to [SUU Policy 11.4](#). Grievances associated with grades are subject to [SUU Policy 6.19](#) Grade Appeal.

Harassment Complaints

Consistent with the [American Psychological Association’s Ethical Principles and Code of Conduct](#), faculty and staff associated with the Psy.D. Program do not engage in sexual harassment, harassment, intimate relations with students, or discrimination. Such activities are breaches of ethical conduct and may be grounds for dismissal. Faculty and staff associated with the Psy.D. Program avoid multiple relationships ([APA, 3.05](#)), conflicts of interest, discrimination, or exploitation in their association with students. Students with grievances against faculty, staff, or fellow students that qualify as harassment or discrimination ([SUU Policy 5.27](#)), should document the occurrence, identify any witnesses, and report the incident to the DCT, PD, Department Chair, and/or the [Human Resources Director](#). Federal review is available under the Utah Anti-Discrimination and Labor Division (ULAD), and the Equal Employment Opportunity Commission (EEOC). Instances of Sexual Harassment and sexual misconduct

should be reported to the [Title IX Office](#) in accordance with SUU's policy. Students are encouraged to thoroughly read all related policies.

Student Records

All student records are securely maintained by the Psy.D. Program Director and stored on the Program's FERPA and HIPAA-compliant shared drive. Student records include admission data, course grades, practicum supervisor evaluations, clinical internship evaluations, annual student evaluations, annual student self-reflections, student liability information policy, criminal background checks, graduate surveys, alumni surveys, employment status, grievances, remediation plans, qualifying examination results, professional project reports and grades, graduate assistant records, and all other Program or university documents. Data from these files will be used in aggregate form as required by the American Psychological Association Council on Accreditation. Access to individual records will be allowed only to the relevant student, and to those to whom permissions have been granted through FERPA laws. Student records will be maintained for at least 7 years following graduation.

Student-Faculty Relations

Role of Faculty in Student Feedback & Communication, Conflict Resolution, and Disclosed Student Concerns

Student Feedback

The clinical psychology doctoral Program values the input of students and wants to hear student feedback – both on a global Program level and when individual students have specific needs. The core and associated faculty are also committed to being responsive to student concerns. Faculty review student feedback quarterly and use this feedback, as well as their knowledge and expertise, to make decisions aligned with the Program's mission and goals. One mechanism (although not the only mechanism) is to submit student issues to the student representatives. Notably, student representatives participate in faculty meetings as appropriate but are not voting members. Information regarding concerns brought to the faculty by the student representatives, the content of related discussion, and any resolution that follows, is communicated back to students by student representatives or is shared in the minutes from faculty meetings – please review these carefully. The Psy.D. faculty also hold the expectation that issues discussed only among the faculty will not be shared with students outside of faculty meetings.

Communication with Students from Psy.D. Faculty

As faculty, we are sensitive to student concerns and their professional development needs. As stated above, we want our Program's students to be successful and as Psy.D. faculty, we want to be responsive to students' needs, some of which cannot be anticipated in advance by the Program. Our goal as faculty is to be a unified body in our communications with students about student concerns and issues. The Psy.D. faculty, as a group, will process concerns and present our recommendations or decisions as one unified body through the Executive Team or DCT. For issues that impact all students in a Program, those communications will be to the full student

body. For issues that impact only a specific student or students, those communications will be only with those specific students.

Conflict Resolution

Faculty who have a direct conflict with a student that cannot be resolved informally between the two of them should work with the student to follow the Program's conflict resolution procedure. That is, the faculty member and student should approach the DCT and/or Program Director with the conflict and, if necessary, then the Department Chair. Resolutions at a College or University level should occur only after these departmental-level avenues have been exhausted. If a faculty member receives a complaint from a student about another faculty member, the faculty member should try to resolve the issue with the specific faculty member first. If that process does not lead to a resolution, the same chain of meeting with the DCT and/or Program Director, then the Department Chair, should be followed before bringing the issue to a level outside of the department. This is in keeping with the spirit of the APA Ethics code by which we abide as professionals (as noted earlier). In cases where conflict of interest occurs, the next step in the sequence would take place. That is, if the DCT and Program Director have conflicts of interest, the Department Chair would be consulted first. If the Chair has a conflict of interest, the College administration would be approached instead, etc.

Disclosed Student Concerns

The Psy.D. faculty recognize that a range of student concerns directly impact students' ability to engage fully in the Program and strive to support students in all reasonable ways that protects students, clients, and the Program. If students do disclose concerns to faculty members, the Psy.D. faculty will operate with professional sensitivity and discretion as they work to resolve concerns. With that said, the Psy.D. faculty work most effectively as a cohesive unit and different faculty have varied experiences, observations and ideas related to different student concerns. Therefore, relevant aspects of disclosed student concerns may be discussed with the Program Director, DCT, Associate DCT, SPC Director, faculty mentors, supervisors, and/or core and associate faculty, in order to best support the student and resolve concerns. In all areas related to student concerns and disclosures to faculty, the Psy.D. faculty will adhere to relevant policies in the [APA Code of Ethics](#).

Student Rights, Responsibilities, and Professional Development

Student Rights and Responsibilities

Ethical Principles and Code of Conduct of the American Psychological Association

Students in the SUU Psy.D. Program in Clinical Psychology are expected to conduct themselves ethically and professionally in all aspects of their educational, professional, and social lives. Students are expected to have read, become familiar with, and abide by all the principles found within the [American Psychological Association's Ethical Principles of Psychologists and Code of Conduct](#). Students are asked to read this document by the second Friday of the incoming semester of their training and to sign a form indicating that they have read this document. Students will abide by these standards throughout their training at Southern Utah University (and beyond). Violations of the expectations outlined in these documents may result in formal disciplinary actions and/or remediation. In addition, students are expected to be familiar with and abide by the [SUU Student Conduct Code](#),

The APA Ethics Code will be formally discussed in PSYCH 530: Professional, Ethical, and Legal Issues, including implications and applications for graduate students in training. Students will also have many formal opportunities for discussion of ethical principles throughout their coursework, research, and clinical experiences as well as have the opportunity to apply these principles in a variety of settings.

Academic Honesty

Plagiarism is scholarly theft, and it is defined as the unacknowledged use of secondary sources (see [SUU Policy 6.33 Academic Integrity](#)). More specifically, any written presentation in which the writer does not distinguish clearly between original and borrowed material constitutes plagiarism. Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of the other scholars as if it were their own work. Plagiarism is a serious offense. An act of plagiarism within a course may lead to a failing grade on the assignment, paper, or exam—or a failing grade for the course itself—as well as other sanctions. An act of plagiarism in a professional project or other Program activity will also be met with severe consequences that may include termination from the Program.

Interpersonal Communication

We expect of faculty and students to be respectful and professional (i.e., ethical and responsible) in their interpersonal communication with others, including staff, clients/patients, research participants, undergraduate students, and fellow graduate students when engaging in curriculum, clinical, research, teaching or other professional activities as part of their training in the clinical psychology doctoral Program. Interpersonal communication includes written and oral communication related to these training activities, wherein we value accountability, ethical engagement, self-reflection, civility, collaboration, and cultural humility. Our goal with this

expectation is to maintain a respectful and positive educational community. Respectful and professional communication potentially helps one avoid misunderstandings and conflicts, while facilitating collaborative professional opportunities.

Intellectual Property

As was outlined for faculty members above, students also are expected to recognize faculty contributions to projects as part of that faculty member's intellectual property. That is, when a faculty member invests a significant amount of time and contributes ideas to a project, they should be considered to be part of that project unless they voluntarily withdraw. If there is a division between contributors to a project where the contributors are no longer going to continue on a project together, the decision about the work products for that project must be determined through a mutually agreed upon process. If this decision cannot be resolved between the faculty member and the student, a decision should be made following the Program's conflict resolution and/or grievances procedures. Regarding authorship, note that faculty members and students should consult the APA website at [Publication Practices and Responsible Authorship](#). In addition, having paper authorship agreements outlined in advance can help clarify contributions, timelines, and expectations. This expectation regarding intellectual property has also been added to the section on Graduate Students' Obligation to Ethical and Professional Behavior.

General Professional Behavior

Students are expected to attend all classes, GA/TA/RA meetings, team meetings, Program meetings, and scheduled clinical (client therapy and assessment) and supervision sessions. Students must receive permission from their instructor for any absences except in the case of illness or other emergency. Students are also expected to respond to emails or other messages from Psy.D. Program administrators, other Program faculty, and supervisors in a timely manner.

Public Professionalism - Social Media, Websites, Blogs, Email, and Voicemail

Increasingly, as information becomes more widely available through the internet, lines between public and private information are blurring. Many students have websites, blogs, social media accounts, email signature lines, and voicemail messages that are entertaining and reflect their personal preferences and personalities. However, students should be thoughtful about how their online/social media presence intersects with their professional identities and image. For example, if the student uses their telephone, social media, email account for professional purposes, clients, research participants, and potential employers may be able to access these, and they may affect one's professional image. Also, according to information collected by the Council of University Directors of Clinical Psychology, clients, graduate and internship Programs, and potential employers may all conduct internet searches and use the resulting information in decisions about therapy, or job interviews or offers. Legal authorities also view websites for evidence of illegal activities.

Students should also note that if they identify themselves as a graduate student in the Program or reveal information relevant to the graduate Program in their email signatures, voicemail files, social media, website/blog information, then this information becomes part of their Program-related behavior and may be used in student evaluations. For example, if a student reports doing something unethical or illegal on a blog or on social media, or uses a website to engage in unethical or unprofessional behavior (e.g., disclosing confidential client or research information), then the Program may use this information in student evaluation, including decisions regarding probation or termination.

Thus, students are encouraged to consider the use of personal web pages and blogs, email, social media, and other electronic media carefully. They should attend to what content to reveal about themselves in these forums, and whether there is any personal information that they would not want Program faculty, employers, or clients to read or view. Anything on the internet is potentially available to all who seek this information. Students who use these media outlets should also consider how to protect the security of private information.

Title in Email Signature or Other Uses

If a student uses an email signature or is otherwise identifying their title, they should not identify themselves as a “doctoral candidate” or a “professor” of any ranking. Students should use the term “doctoral student” or “graduate student” if they choose to identify themselves as such in your email signature. Students teaching a class as part of their GA position may use a title such as “graduate instructor.”

Use of Laptops in Class

Student use of laptop computers is permitted in class insofar as they are used for note-taking, referencing materials for discussion, and in compliance with course syllabi and instructor guidelines. *The use of laptops for other purposes (e.g., emailing, Facebook, instant messaging, video chat, playing games, internet browsing), except as explicitly authorized by the course instructor, constitutes unprofessional behavior.* Although laptops are generally allowed in class, it is up to the discretion of the instructor, and any instructor may determine that laptops are not permitted in general—or during specific class meetings. Certainly, computers do not need to be accessed during all activities of a class. For example, if classmates are delivering a presentation, students in the audience should not be engaging in any unrelated activities. Students misusing laptops or using other electronic devices during class (e.g., texting on cell phones) may be dismissed from class and may receive other disciplinary consequences at the discretion of the instructor and/or the DCT or Program Director. Professional behavior constitutes an important domain in faculty evaluation of student performance.

Professionalism and Consensual Relationships

The SUU policy on faculty professional responsibilities can be found at:

<https://www.suu.edu/policies/06/28.html>

The SUU policy on consensual relationships between faculty and students can be found at:

<https://www.suu.edu/policies/05/63.html>

Keep in mind that these policies apply to graduate students in the Psy.D. Program both in their role as students, but also in their roles as a teaching assistant, research assistant, and course instructor. In all of these roles, Psy.D. graduate students should adhere to both SUU's policies as well as the APA Code of Ethics.

Outside Employment Policy

Students are prohibited from engaging in employment outside of the Psy.D. Program while matriculated as a full-time student.

Student Liability Insurance Policy

Students are required to have professional liability insurance before they begin coursework in the Spring Semester of the first year of admittance. Generally student liability insurance is available at affordable prices (approximately \$35.00 per year) through [The Trust](#), [American Professional Agency](#), and other providers. Students must submit proof of professional liability insurance to the Program Director by the first day of classes each year, or by the first day of Spring Semester in their first year. Failure to follow this policy will result in *Formal Probation* and/or removal from the Program.

Student Financial Responsibility Policy

Students admitted to the Psy.D. Program at Southern Utah University are expected to pay the appropriate tuition and student fees on time, through one of the designated [payment options](#). Tuition for the Psy.D. Program is set at \$600.00 per credit hour, plus [University Student Fees](#). There are no specific course or Program fees associated with the Psy.D. Program. For Federal Financial Aid purposes, the estimated Cost of Attendance (COA) for the 5-year Psy.D. Program is \$130,035.00. This estimate includes tuition and fees and estimates for the cost of room and board, books and supplies, transportation, child care or other dependent care, cost related to a disability and/or reasonable costs for eligible study abroad Programs.

Students with Disabilities

Students with [appropriately documented disabilities](#) should contact the Southern Utah University [Disability Resource Center](#) to initiate accommodation requests and to learn more about academic accommodations available to them. In keeping with federal law, accommodations are available to students only if formal documentation of conditions identified under the [Americans with Disabilities Act](#) is provided, and appropriate documentation from the DRC is delivered to the course instructor or practicum advisor.

Consistent with the ADA, “reasonable accommodations” also cannot fundamentally alter Programming, clinical training, or necessary competencies (see Health and Technical Standards for SUU’s Psy.D. Program).

When requesting and utilizing accommodations, the graduate student is responsible for contacting faculty and supervisors in a timely manner regarding the best way to meet student needs. In the case of excused absences or extended deadlines, the student is responsible for contacting the faculty, supervisor or clients in a timely manner as determined by individual faculty and practicum sites. If absences are considered a reasonable accommodation, students are responsible for proposing and working with faculty/supervisors and potentially the DCT on an appropriate plan of action to still meet Program, course, and practicum expectations.

Organizational Membership

The Psy.D. Program encourages students to participate in professional organizations that most closely reflect their emerging professional interests. The [Utah Psychological Association](#) (UPA), [Rocky Mountain Psychological Association](#), (RMPA), and the [American Psychological Association](#) (APA) welcome student affiliates at a reduced membership rate. These organizations provide networking opportunities, sponsor training and educational Programming, and offer service opportunities that could be of benefit to doctoral students. The APA has 56 Divisions or interest groups organized by members, including [Division 12 Society of Clinical Psychology](#), [Division 29 Society for the Advancement of Psychotherapy](#), etc. See this [website](#) for a complete list of APA Divisions. Students are also encouraged to participate in the [American Psychological Association of Graduate Students](#) (APAGS).

Student Contact Information Policy

Psy. D. students must use their SUU designated email for all official Program correspondence. Upon registration, students are automatically assigned an SUU email that ends in suumail.net. The account can be activated by logging into the Student Email link in the mySUU Portal under “Resources” on the left side of the portal page.

Psy. D. students should provide a valid mobile telephone number to the Program Director to use in cases of emergency.

Student Resources

To help ensure student success, SUU offers myriad student resources ranging from academic and financial support assistance, wellness and mental health Programs, to recreation opportunities and social clubs and activities. This [non-exhaustive list](#) contains information about resources available to undergraduate and graduate students alike.

Nondiscrimination Policy

The Psy.D. Program at Southern Utah University is committed to ensuring a safe learning space for all students, faculty and staff. As scientific leaders in social issues and justice initiatives, psychologists are potentially at the forefront in understanding and promoting equity, inclusion, and validation of individuals and groups from all backgrounds. In conjunction with [Southern Utah University policy](#), the Psy.D. Program does not discriminate on the basis of age, disability, ethnicity, gender, gender identity, language, national origin, race, color, national origin, religion, culture, sexual orientation, socioeconomic status, veteran status, pregnancy, pregnancy-related conditions, or other bases protected by applicable law in employment, treatment, admission, access to educational Programs, or other University benefits or services. Students are invited to visit the [SUU Title IX Office](#) for more information about filing a complaint related to gender discrimination or sexual misconduct. For information regarding discrimination occurring towards other protected classes, please see [SUU Policy #5.27 Non-discrimination/Anti-harassment](#) for more information, and report these situations of discrimination through [SUU's Dean of Students](#) or [Human Resources](#) and/or Psy.D. administration depending upon the Psy.D. student's role (e.g., student or graduate assistant) in relation to the potential discrimination circumstance.

Program Assessment

Student Course Feedback Survey

Each semester, students will be asked to complete the Student Course Feedback Survey administered via Canvas. Specific areas of concern should be addressed in that form, and/or brought to the attention of the Program Director.

Alumni Survey

Alumni will be [polled](#) at 2 years after graduation and again at 5 years after graduation. The Program will seek information about predoctoral internship, licensure status, employment after graduation, position title, salary range, scholarly contributions, etc. Graduates will also rate the level of preparation they received in the Program for each of the APA Profession Wide Competencies.

Communication Policy

All official communications between the Psy.D. Program and students will take place via email, using the assigned Southern Utah University email address.

Appendix A - Transfer Credit Application

SUU Department of Psychology Psy D Program

Transfer Credit Application

Name _____

Year of Admission _____

Course you want to substitute for _____

Course you want to substitute with _____

How does the course you took meet the learning objectives, address the outlined APA Profession Wide Competencies, and contribute to the designated APA Discipline Specific Knowledge areas of the course you want to substitute? Be specific.

Should your course waiver be approved, what do you intend to do during the semester in which your course waiver applies?

Please attach the syllabus for the course you took. If not included on the syllabus, indicate the year the course was taken and at which institution.

Review [SUU Policy on Graduate Transfer Credit](#), submit this form and supporting documents to the Program Director at least 30 days before the scheduled course begins. The proposal is reviewed by the Program Director, Director of Clinical Training, and the course instructor.

Appendix B - Annual Student 360° Review Form
 Southern Utah University
 Doctorate of Psychology in Clinical Psychology

Name of Doctoral Student:

Year just completed/completing in the Program:

Date of Annual Evaluation _____

Academic Year Being Evaluated _____

Names of Evaluators:

The following items will be reviewed for each area of competency:

- Relevant course grades
- Comments from course instructor(s)
- Clinical Practicum Supervisor Evaluation Form
- Annual Student Self- Reflection
- Clinical Predoctoral Internship Supervisor Evaluation Form
- Qualifying Examination Phase I (Professional Literature Review)
- Qualifying Examination Phase II (Comprehensive Examination)
- Qualifying Examination Phase III (Case Conceptualization Presentation)
- Professional Project Proposal
- Professional Project Presentation
- Previous Annual Student Evaluation Form
- Formal complaints or commendations
- Student's ability to meet Health and Technical Standards

Please rate the Doctoral Student's performance on each of the indicators described below using the following scale:

5 - Consistently demonstrates this competence: Exhibits *exemplary competence* in this area for a practicum student at their current level of training and experience.

4 - Regularly demonstrates this competence: Exhibits *acceptable competence* in this area for a practicum student at their current level of training and experience.

3 - Demonstrates *minimally acceptable competence* in this area for a practicum student at their current level of training and experience. May require Improvement Plan.

2 - Inconsistently demonstrates this competence: *Approaches minimal competence* in this area for a practicum student at their current level of training and experience. Requires Remediation Plan.

1 - Demonstrates a lack of competence in this area: *Fails to exhibit this competence* for a practicum student at their current level of training. Requires Formal Probation, and review for removal from the Program.

N/A - Not applicable to this student's training level

*For "Yes/No" questions, "Yes" indicates acceptable competence and "No" indicates unacceptable competence requiring improvement

Research

1. Demonstrate the substantially independent ability to conduct research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base
2. Meets expected guidelines and expectations related to literature review and/or professional project
3. Successfully completes all research-based work, and earns passing grades in relevant science-based courses
4. Critically evaluates and disseminates research or other scholarly activity via via professional publication and presentation at the local (including the host institution), regional, or national level

Clinical

1. Satisfactorily meets all criteria of clinical practicum evaluation across supervisors Yes/No
2. Exhibits commitment to evidence-based practices across areas of intervention, assessment, and supervision
3. Shows initiative and appropriate problem-solving in addressing concerns or limits to knowledge or skills
4. Actively and productively engaged in both individual and group supervision, including adequate preparation before meetings and sessions

Courses

1. Achieved passing grades in all courses Yes/No
2. Exhibits engagement in coursework and course discussions
3. Contributes in positive ways to course culture and environment
4. Shows initiative and appropriate problem-solving in addressing concerns or limits to knowledge or skills

Professional Values, Behaviors, & Skills

1. Exhibits knowledge of and acts in accordance with the current version APA Ethical Principles, behaving ethically across contexts and situations
2. Satisfactorily meets all professionalism criteria in clinical practicum competency evaluations
3. Demonstrates awareness of and ability to integrate the scientific foundation of professional practice across contexts
4. Demonstrates appropriate development of professional identity, understanding and pursuing ways to improve professional development, understanding boundaries of competence, and moving towards a cohesive professional identity
5. Demonstrates honesty and integrity, takes responsibility for own actions across contexts
6. Meets expected deadlines and works in a timely manner
7. Exhibits respect for faculty, peers and others across contexts

8. Engages in accurate and formative self-reflection regarding personal and professional functioning across contexts
9. Actively and openly seeks and implements feedback effectively across contexts
10. Exhibits professional, organized and effective communication across contexts
11. Exhibits effective interpersonal skills and appropriate affect regulation in difficult situations
12. Demonstrates awareness of individual and cultural diversity and effectively works with individuals and groups of diverse backgrounds

Does the student have a Remediation or Improvement Plan from the most recent academic year?

- Yes
- No

If Yes, did the student satisfactorily meet all requirements from their existing Remediation or Improvement Plan?

- Yes
- No

Comment:

Overall Summary for the Current Academic Year:

- Unsatisfactory, needs Formal Probation (received markings of “1” or multiple other unsatisfactory ratings)
- Unsatisfactory, needs Remediation Plan (received at least one rating of “2” or multiple other unsatisfactory ratings)
- Unsatisfactory, needs Improvement Plan (received at least one rating of “3” or other unsatisfactory ratings)
- Satisfactory (no ratings below 4, meeting all expectations)
- Exceeds expectations (multiple ratings of “5” across areas)

Specific recommendations for Formal Probation, Remediation or Improvement Plans:

Other feedback related to target areas of growth:

Narrative Summary:

Appendix C - Practicum Competency Evaluation Form
 Practicum Years 1-3
 Southern Utah University
 Doctorate of Psychology in Clinical Psychology

Name of Supervisor:
 Highest Degree of Supervisor:
 Name of Agency or Facility:

Name of Practicum Student:
 Year of Doctoral Program:
 Dates of Practicum Experience:

Please describe the primary types of practicum experience the student received.

Please rate the Practicum Student's performance on each of the indicators described below using the following scale:

5 - Consistently demonstrates this competence: Exhibits *exemplary competence* in this area for a practicum student at their current level of training and experience.

4 - Regularly demonstrates this competence: Exhibits *acceptable competence* in this area for a practicum student at their current level of training and experience.

3 - Demonstrates *minimally acceptable competence* in this area for a practicum student at their current level of training and experience.

2 - Inconsistently demonstrates this competence: *Approaches minimal competence* in this area for a practicum student at their current level of training and experience. Requires Remediation Plan.

1 - Demonstrates a lack of competence in this area: *Fails to exhibit this competence* for a practicum student at their current level of training. Requires Formal Probation, and review for removal from the Program.

N/O - No opportunity to observe the behavior in question

FOUNDATIONAL COMPETENCIES

1. Professional values, attitudes and behaviors

Values (integrity, deportment, integration of science & practice, professional identity, accountability, and concern for the welfare of others)

1. Demonstrates honesty and integrity; takes responsibility for own actions
2. Conducts themselves in a professional manner (attire, language, demeanor)
3. Demonstrates awareness of the scientific foundation of professional practice and importance of evidence-based practices
4. Implements evidence-based practices in all clinical activities, staying engaged with scientific literature relevant to the practicum placement
5. Demonstrates beginning of development of professional identity, understanding the pathways to professional outcomes and awareness of boundaries of competence
6. Exhibits accountability and reliability; completes documentation and assignments on time, attends supervision meetings as scheduled, maintains expected client load
7. Demonstrates awareness of the need to uphold and protect the welfare of others (e.g., takes initiative to help, exhibits compassion, understanding importance of privacy, informed consent, etc)
8. Responds professionally to complex situations across contexts with an appropriate level of independence for their training level

Self-reflection practices

9. Demonstrates basic mindfulness and self-awareness; engages in self-reflection regarding professional practice
10. Accurately and productively engages in self-assessment regarding skills and competencies and seeks supervision and engages in effective problem-solving to address areas of concern
11. Understands the importance of self-care in effective practice; attends to self-care

Seeking and responding to feedback/supervision

12. Actively seeks and exhibits openness to feedback and supervision
13. Came adequately prepared to supervision, sessions, or other other meetings

2. Individual and Cultural Diversity

1. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
2. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all areas relevant to this practicum placement
3. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups
4. Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ with their own

3. Ethical and Legal Standards

1. Demonstrates basic knowledge of and acts in accordance with the principles of the current version of the APA Ethical Principles and Psychologist Code of Conduct

2. Demonstrates beginning level knowledge of and acts in accordance with the of legal and regulatory issues in the practice of psychology that apply to this practicum setting
3. Demonstrates knowledge of and acts in accordance with professional standards and guidelines applicable to this practicum setting
4. Demonstrates recognition of ethical dilemmas as they arise and applies decision-making processes in order to resolve the dilemmas, appropriately seeking supervision and consultation
5. Conducts themselves in an ethical manner in all professional activities

5. Communication and Interpersonal Skills

1. Develops and maintains effective relationships with a wide range of individuals relevant to their practicum placement, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
2. Produces organized oral, nonverbal, and written communications that are informative and well-integrated
3. Comprehends oral, nonverbal, and written communications effectively, leading to appropriate responses and reactions
4. Demonstrates a beginning level grasp of professional language and concepts
5. Manages difficult communication well across contexts
6. Exhibits ability to maintain an open style, effective interpersonal skills, and appropriate affect regulation in difficult interpersonal situations

FUNCTIONAL COMPETENCIES

7. Assessment

1. Demonstrates knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
2. Demonstrates understanding of behavior within context; able to conceptualize cases accurately with appropriate supervisory support
3. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics
4. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity considerations and contextual influences
5. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective
6. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences

8. Intervention

1. Establishes and maintains effective therapeutic relationships with those seeking psychological services
2. Develops evidence-based intervention plans specific to appropriate assessment and service delivery goals, with awareness and consideration of the current scientific literature, assessment findings, diversity considerations, and contextual variables
3. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables
4. Demonstrates the ability to apply the relevant research literature to clinical decision making with an appropriate level of independence
5. Appropriately and effectively modifies and adapts evidence based approaches effectively when a clear evidence-base is lacking, seeking supervision as appropriate
6. Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation

9. Supervision

1. Demonstrates knowledge of effective supervision models and practice
2. Exhibits basic knowledge of contemporary evidence-based supervision literature
3. Engages in appropriate and effective practices within group and vertical team supervision

10. Consultation and Interprofessional/Interdisciplinary Skills

1. Demonstrates knowledge and respect for the roles and perspectives of other professionals
2. Exhibits awareness of the benefits of forming collaborative relationships with other professionals
3. Exhibits introductory awareness of consultation models and practices
4. Demonstrates awareness of the legal and ethical requirements surrounding consultations with professionals

Comments:

Have you observed any areas of deficiency in students' training and preparation for this practicum placement? Feel free to explain below:

Practicum Competency Evaluation Form
Year 4 - Examining Readiness for Internship
Southern Utah University
Doctorate of Psychology in Clinical Psychology

Name of Supervisor:

Highest Degree of Supervisor:

Name of Agency or Facility:

Name of Practicum Student:

Year of Doctoral Program:

Dates of Practicum Experience:

Please describe the primary types of practicum experience the student received.

Please rate the Practicum Student's performance on each of the indicators described below using the following scale:

5 - Consistently demonstrates this competence: Exhibits *exemplary competence* in this area for a practicum student at their current level of training and experience.

4 - Regularly demonstrates this competence: Exhibits *acceptable competence* in this area for a practicum student at their current level of training and experience.

3 - Demonstrates *minimally acceptable competence* in this area for a practicum student at their current level of training and experience.

2 - Inconsistently demonstrates this competence: *Approaches minimal competence* in this area for a practicum student at their current level of training and experience. Requires Remediation Plan.

1 - Demonstrates a lack of competence in this area: *Fails to exhibit this competence* for a practicum student at their current level of training. Requires Formal Probation, and review for removal from the Program.

N/O - No opportunity to observe the behavior in question

FOUNDATIONAL COMPETENCIES

1. Professional values, attitudes and behaviors

Values (integrity, deportment, integration of science & practice, professional identity, accountability, and concern for the welfare of others)

1. Demonstrates honesty and integrity, takes responsibility for own actions; demonstrates ability to discuss failure and lapses in adherence to values as appropriate
2. Identifies situations that challenge adherence to professional values and seeks feedback appropriately
3. Conducts themselves in a professional manner (attire, language, demeanor)
4. Demonstrates independent awareness of and ability to apply and integrate the scientific foundation of psychology into evidence-based professional practice
5. Implements evidence-based practices in all clinical activities, staying engaged with scientific literature relevant to the practicum placement
6. Demonstrates knowledge of application of scientific methods to evaluating broader practices, interventions, and programs
7. Demonstrates emerging professional identity, actively seeking resources to develop and extend their abilities in their area of practice
8. Exhibits accountability and reliability; completes documentation and assignments on time, attends supervision meetings as scheduled, maintains expected client load
9. Recognizes the need and importance of protecting others' welfare and acts to safeguard others
10. Responds professionally to complex situations across contexts with an appropriate level of independence for their training level

Self-reflection practices

11. Accurately and productively engages in self-assessment regarding skills and competencies, engages in effective problem-solving to address areas of concern and seeks supervision appropriately
12. Consistently monitors and evaluates practice activities
13. Works to recognize limits of knowledge/skills and seeks means to extend knowledge/skills and increase professional effectiveness
14. Understands the importance of self-care in effective practice; attends to self-care

Seeking and responding to feedback/supervision

15. Actively seeks and exhibits openness to feedback and implements feedback effectively
16. Came adequately prepared to supervision, sessions, or other other meetings

2. Individual and Cultural Diversity

1. Demonstrates an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves
2. Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all areas relevant to this practicum placement; independently seeks and applies the most current literature relevant to their practicum work
3. Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences, including intersectionality, in articulating an approach to working effectively with diverse individuals and groups; Effectively monitors role of culture in effectiveness as a professional
4. Demonstrates the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews differ with their own
5. Appropriately initiates supervision about diversity issues

3. Ethical and Legal Standards

1. Demonstrates intermediate knowledge of and acts in accordance with the principles of the current version of the APA Ethical Principles and Psychologist Code of Conduct
2. Demonstrates intermediate knowledge of and acts in accordance with the legal and regulatory issues in the practice of psychology that apply to this practicum setting
3. Demonstrates knowledge of and independently acts in accordance with professional standards and guidelines applicable to this practicum setting
4. Demonstrates independent recognition of ethical dilemmas as they arise and applies decision-making processes in order to resolve the dilemmas, appropriately seeking consultation or supervision as needed
5. Demonstrates ability to articulate intersection of personal and professional ethical and moral issues and engage in self-reflection related to ethical and moral dilemmas
6. Conducts themselves in an ethical manner in all professional activities

5. Communication and Interpersonal Skills

1. Develops and maintains effective relationships with a wide range of individuals relevant to their practicum placement, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
2. Produces organized oral, nonverbal, and written communications that are succinct, informative and well-integrated across contexts
3. Comprehends oral, nonverbal, and written communications effectively, leading to appropriate responses and reactions
4. Provides effective feedback to others with appropriate independence, even if feedback is challenging and/or corrective

5. Exhibits ability to maintain an open style, effective interpersonal skills, and appropriate affect regulation in difficult interpersonal situations
6. Negotiates differences and handles conflict satisfactorily with appropriate independence

FUNCTIONAL COMPETENCIES

7. Assessment

1. Demonstrates knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
2. Demonstrates clear understanding of behavior within context; able to conceptualize cases accurately with an appropriate level of independence
3. Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics
4. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity considerations and contextual influences
5. Interprets assessment results, actively seeking out and integrating current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective
6. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences

8. Intervention

1. Establishes and maintains effective therapeutic relationships with those seeking psychological services; able to evaluate and reflect on the therapeutic relationship in a productive way with those receiving services, when appropriate
2. Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation
3. Develops evidence-based intervention plans specific to appropriate assessment and service delivery goals, informed by active consideration of the current scientific literature, assessment findings, diversity considerations, and contextual variables
4. Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables
5. Seeks out and applies the relevant research literature to clinical decision making
6. Appropriately and effectively modifies and adapts evidence based approaches effectively when a clear evidence-base is lacking, seeking supervision and consultation as appropriate
7. Evaluates intervention effectiveness, identifies barriers, and adapts intervention goals and methods consistent with ongoing evaluation

9. Supervision

1. Demonstrates knowledge of effective supervision models and practice
2. Exhibits intermediate knowledge of contemporary evidence-based supervision literature & practices
3. Identifies and tracks progress of peer supervisees
4. Provides helpful, focused feedback in peer and group supervision
5. Engages in evidence-based practices in peer and group supervision

10. Consultation and Interprofessional/Interdisciplinary Skills

1. Demonstrates knowledge and respect for the roles and perspectives of other professionals
2. Demonstrates beginning knowledge of contributions and limitations of other professionals involved in client care
3. Exhibits awareness of the benefits of forming collaborative relationships with other professionals
4. Demonstrates intermediate familiarity with consultation models and practices
5. Demonstrates awareness of the legal and ethical requirements surrounding consultations with professionals
6. Demonstrates knowledge of the consultant's role and unique features as distinguished from other professional roles
7. Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions
8. Identifies literature relevant to consultation methods
9. Effectively presents or identifies ways to present information to consultee

Comments:

Have you observed any areas of deficiency in students' training and preparation for this practicum placement? Feel free to explain below:

Appendix D - Student Rating of Supervisor/Practicum Experience
Southern Utah University
Doctorate of Psychology in Clinical Psychology

Coming October 1, 2023.

Appendix E - Psy.D. Annual Student Self-Reflection Outline

Our Program aims include our commitment to train “competent, self-aware, and reflective emerging psychologists who are appreciative, respectful, professional, and who are committed to diversity, inclusive practices, social justice, and working with rural communities.” After each academic year. By August 1, each student will submit to the Program Director a written Self-Reflection. In this reflection, please address each of the following areas. Include specific experiences you have had over the past year, major lessons you learned within each area, and specific training goals moving forward. Also, review goals you had made in previous versions of this self-reflection if applicable.

Ethical and Legal Standards Self-Reflection

[Ethical acculturation/ethics autobiography](#)

Pertinent legal statutes and practices

[Ethical thinking and decision making](#)

Ethical dilemmas, resolutions, and outcomes

Professional Self-Care Plan Self Reflection

[Self-Care as an ethical imperative](#)

Self-Care successes and failures

Countertransferences

[Self-Care plans moving forward](#)

Individual and Cultural Diversity Self-Reflection

[Framework for working with people who are different from yourself](#)

[Experiences with those whose cultural or individual identities and values may be in conflict with your own](#)

Resolution of those interactions, and lessons learned

Professional Values and Attitudes Self-Reflection

Values and Attitudes of psychologists in all behaviors (social, emotional, financial, etc.)

Communication and Interpersonal Skills Self-Reflection

Professional Relationships

Interpersonal Relationships

Professional Communication Self-Reflection

Communicating Assessment Feedback

Communicating Consultation Feedback

Therapeutic Interventions Communication

Public speaking opportunities

Participation in class discussions

Supervision Self-Reflection

Seeking supervision

Openness to supervision

Responses to supervision and outcome

Academic Self-Reflection

Successes and challenges in coursework

This Self-Reflection should be delivered electronically to the Program Director by August 1 preceding each academic year. Students may also opt to share their self-reflections with faculty mentors, clinical supervisors, or other Program staff as they deem appropriate.

Appendix F - Student Support FERPA Permission Form

I wish to have _____, another Psy.D. graduate student, present at the following grievance, probation, or dismissal proceedings _____ . I understand that information protected by FERPA about my academic performance, personal and professional conduct, or other pertinent information will be discussed and I grant written permission for this individual to be present. I understand that I can revoke this permission and ask this designated individual to leave the room at any time during the proceedings.

Signature _____ Date _____

Printed Name _____

Witness Signature _____ Date _____

Appendix G - Student Template Affiliate Agreements**EXHIBIT A****STUDENT STATEMENT OF RESPONSIBILITY IN CLINICAL FIELD PRACTICUM**

For and in consideration of the benefit provided me in the form of a practicum or clinical placement (Placement) with [Name of Entity] (“Facility”), I, _____, a doctoral degree-seeking University student enrolled in the [title or description of Psy.D. Program] at Southern Utah University, on my own behalf and on behalf of my heirs, assigns and personal representative (if deceased), do hereby covenant and agree:

_____ To assume all risks and be solely responsible for any injury or loss (including death) sustained by me while participating in a Placement at Facility, except to the extent such injury or loss (including death) arises out of the negligence or willful misconduct of Facility or University or their respective directors, officers, employees, or agents.

_____ To abide by Facility’s Code of Conduct and all of Facility policies, procedures, rules and regulations throughout the Placement with Facility. I will notify both University and designated Facility representative (liaison) if, for any reason, I am unable to report to Facility for a scheduled rotation or to participate in the Placement.

_____ To provide health records requested by Facility, including proof of required immunizations and tests as instructed by the University or Facility. I also agree to provide proof of other immunizations, including, but not limited to MMR, hepatitis B, and tuberculosis screening required by Facility in order for me to participate in the clinical learning experience with Facility.

_____ To provide documentation to Facility evidencing my health insurance in effect throughout the period of my learning experience with Facility.

_____ That I am solely responsible for my maintenance, support and living expenses and transportation to and from Facility premises throughout the period of my practicum and/or clinical placement with Facility.

_____ That the University, Facility, and their respective directors, officers, employees and agents (in their individual and official capacities) will not defend, indemnify or otherwise compensate and/or reimburse me for any acts or omissions committed by me which are found to be outside the scope of the Placement with Facility.

_____ That my status with Facility throughout the period of my Placement with Facility is that of a University student receiving education. For this reason, I can have no expectation of future employment with, either Facility or University.

_____ That I have been offered the opportunity (if desired) to consult with my own attorney concerning the contents of this Student Statement of Responsibility before signing it.

I warrant that I am at least 18 years of age; that I have read and understand the contents of this document; and that I sign it freely and without reliance upon any representations or promises by the University, Facility or their respective directors, officers, employees or agents.

Dated this ____ day of _____, 20____.

Signature of Program Participant

EXHIBIT B
CLINICAL FIELD PRACTICUM CONFIDENTIALITY AGREEMENT

This Agreement is entered into this ___ day of _____, 20__ by and between _____, a doctoral student enrolled in Southern Utah University's [Title or description of Psy.D. Program] ("Student"), and [Formal Name of Entity], a [Type of Entity], with offices at [Address] ("Facility").

WHEREAS Facility possesses certain information relating to [types of information] that is confidential and/or proprietary to Facility (hereinafter "Confidential Information"); and

WHEREAS the Student may come in contact with or receive the Confidential Information pursuant to the terms of the learning experience or clinical placement (Placement) that Student performs for Facility;

NOW THEREFORE, in consideration for the mutual undertakings of Facility and Student under this Agreement, the parties agree as follows:

1. **Confidentiality.** Unless Student receives prior written authorization from Facility, Student agrees as follows:
 - (a) **No Use.** Student agrees to not use the Confidential Information in any way, except for the purpose set forth above.
 - (b) **No Disclosure.** Student agrees to use his/her best efforts to prevent and protect the Confidential Information, or any part thereof, from disclosure to any person or entity.
 - (c) **No Duplication.** Student agrees to not photocopy or duplicate the Confidential Information in any way, unless such duplication is within the express performance of his/her duties for Facility.
 - (d) **Protection of Secrecy.** Student agrees to take all steps reasonably necessary to protect the confidential nature of the Confidential Information, and to prevent the Confidential Information from falling into the public domain or into the possession of unauthorized persons.

Additional Definition of Confidential Information. Confidential Information shall also mean all confidential or proprietary information of Facility, including, but not limited to, all files, records, recordings, documents, specifications, accounts, client lists, candidate lists, sponsor lists, ideas, discoveries, job orders,

Facility training materials, Facility procedures, techniques, expertise, candidate resumes, referral slips, phone records, correspondence, any and all financial information, names, addresses, identities, and telephone numbers of clients, schedules, payment schedules.

2. **Limits on Confidential Information.** Confidential Information shall not be deemed proprietary and the Student shall have no obligation with respect to such information where the information:
 - (a) is publicly known through no wrongful act of Student;
 - (b) was received by Student without breach of this Agreement from a third party without restriction as to the use and disclosure of the information;
 - (c) was independently developed by Student without use of the Confidential Information; or
 - (d) was ordered to be publicly released by the requirement of a government agency.
3. **Ownership of Confidential Information.** Recipient agrees that all Confidential Information shall remain the property of Facility, and that Facility may use such Confidential Information for any purpose without obligation to Student. Nothing contained herein shall be construed as granting or implying any transfer of rights, license, or otherwise to Student in the Confidential Information, or any other intellectual property protecting or relating to the Confidential Information.
4. **Return of Confidential Information.** Student agrees to immediately return all Confidential Information, including all original documents and any authorized duplications thereof, upon any request by Facility or prior to the end of Student's Placement with Facility.
5. **Term and Termination.** The obligations of this Agreement shall be continuing until the Confidential Information disclosed or seen by Student is no longer confidential.
6. **Survival of Rights and Obligations.** This Agreement shall be binding upon, inure to the benefit of, and be enforceable by (a) Facility, its successors, and assigns; and (b) Student, his/her successors and assigns.
7. **Relationship of Parties.** Nothing in this Agreement obligates Facility to disclose any information to Student or creates any agency or partnership relationship between the

parties. Furthermore, the parties expressly understand and agree that Recipient is not an employee of Zuffa or any of its affiliates; rather, Recipient is either an employee for a third party hiring service not affiliated with Zuffa, or Recipient is an intern or extern, which does not create any employer-employee arrangement.

8. **Severability.** In the event that any provision contained in this Agreement should be found to be invalid, illegal or unenforceable in any respect by a court of competent jurisdiction, the validity, legality or enforceability of the remaining provisions contained in this Agreement shall not in any way be affected or impaired by such a finding.
9. **Waiver.** No waiver of any provision of this Agreement shall be valid unless the same is in writing and signed by the party against whom such waiver is sought to be enforced. No valid waiver of any provision of this Agreement at any time shall be deemed a waiver of any other provision of this Agreement. No delay or omission by either party in exercising any right under this Agreement will operate as a waiver of that or any other right. A waiver or consent given by either party on any one occasion shall be effective only in that instance and shall not be construed as a bar to or waiver of any right on any other occasion.
10. **Injunctive Relief.** Student agrees that should he/she breach or threaten to breach any provision of this Agreement, Facility will suffer irreparable damages and its remedy at law will be inadequate. Therefore, if Student threatens or actually breaches this Agreement, Facility shall be entitled, in addition to all other remedies available to it at law or in equity, to seek equitable relief, including specific performance and injunctive relief to enforce any provision hereof and to restrain Student from using or disclosing, in whole or in part, directly or indirectly, any Confidential Information.
11. **Governing Law; Venue.** This Agreement shall be deemed to have been fully entered into in the State of Utah, and shall be governed by, and interpreted in accordance with, the laws of the State of Utah without regard to the principles of conflict of laws thereof.
12. **Entire Agreement; Amendments.** This Agreement contains the entire agreement of the parties and supersedes any and all prior agreements, written or oral, between Facility and Student relating to the Confidential Information that is the subject matter of this Agreement. This Agreement may not be amended unless agreed to in writing by authorized representatives of both parties.
13. **Authorization.** Student, Facility, and the individuals signing below each warrant and represent that such individuals are authorized and empowered to enter into and execute this Agreement on behalf of Student and Facility, respectively.

14. **Counterparts.** This Agreement may be executed in multiple counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument. Facsimile copies hereof and facsimile signatures thereon shall have the same force and effect as originals.

[Signature page to follow]

IN WITNESS WHEREOF, the parties have executed this agreement effective as of the date first written above.

[Student's Name]

[Name of Entity]

By: _____

By: _____

Name: _____

Name: _____

Date: _____

Title: _____

Date: _____

Appendix H - Professional Project Proposal Defense Rubric
 Southern Utah University
 Doctorate of Psychology in Clinical Psychology (Psy.D.)
 Professional Project Proposal Defense

Date: _____

Student Name: _____

Title of Project:

Submitted at least TWO WEEKS prior to defense:

- Written Proposal:** In APA format, please include the following headings (additional headings may be added as deemed appropriate):
- Literature Review
 - Rationale for Project
 - Identified goals/outcomes
 - Agencies involved (if applicable)
 - Plan for participants, recruitment, intervention/assessment instruments
 - Plan for data analysis
 - Timeline for completion
 - Format of final submission of the project
- IRB Proposal**
- Agency endorsement documentation**

Committee evaluation:

- Approved as written**
- Approved upon completion of identified amendments**
- Revise the proposal as recommended and resubmit for review**
- Unacceptable proposal**

Committee feedback (included changes needed and timeline):

Faculty Project Chair: _____

Signature _____ Date _____

Professional Project Committee Member: _____

Signature _____ Date _____

Professional Project Committee Member: _____

Signature _____ Date _____

Professional Project Committee Member: _____

Signature _____ Date _____

Appendix I - Professional Project Final Defense

Southern Utah University

Psy.D. Program

Professional Project Final Defense

Date of Defense: _____

Student Name: _____

Title of Project:

Committee Evaluation:

- Acceptable**
- Acceptable with Minor Modifications**
- Acceptable with Major Modifications and a Repeat Defense**
- Unacceptable; Requires Formal Probation and/or recommendation for dismissal from the Program**

Committee feedback (changes required and timeline assigned):

Faculty Project Chair: _____

Signature _____ Date _____

Committee Member: _____

Signature _____ Date _____

Committee Member: _____

Signature _____ Date _____

Committee Member: _____

Signature _____ Date _____

Appendix J - SUU Psy.D. Community Agreement

The SUU Psy.D. Program aims to train students to become culturally and ethically competent generalists who engage in evidence-based practices in order to meet the needs of rural and underserved communities. The Program emphasizes a commitment to diversity, inclusive practices, social justice, and evidence-based systemic improvements.

In pursuit of achieving these goals and fostering an enriching and inclusive learning environment, the Program's community agreements are:

- Be respectful of the space, self, and others.
- Strive to maintain an assets-based approach.
- Be an engaged, active, nonjudgmental listener.
- Be curious and listen to understand.
- Take growth-promoting educational risks.
- Amplify marginalized voices.
- Actively work towards identifying and addressing personal biases.
- Consider how our social and institutional positionality affect the impact of what we say and our awareness of what the potential impact may be.
- Seek to expand and build upon existing ideas.
- Embrace conflict as a way to generate new solutions.
- Value the diverse strengths, perspectives, and experiences of those in the Psy.D. Program and surrounding communities.
- Actively seek to contribute to a cohesive, supportive community at the cohort- and community-level.

Appendix K - Grading Rubric for Clinical Competency Qualifying Exam

To be added October 1, 2023.

Appendix L - Remediation Plan & Report Template
Southern Utah University
Doctorate of Psychology (Psy.D.)
Remediation Plan Template

Student Name:

Date:

Year in Psy. D. Program:

Reason for Remediation Plan:

Necessary benchmarks to be met:

How progress/achievement of goals will be measured:

Timeline for completion of Remediation Plan:

Program contact for Remediation Plan:

Frequency/mode of monitoring:

Remediation Plan Resolution

Date:

Voting faculty present:

Following review of the student's progress using the measurement indicated in their Remediation Plan, the Psy.D. faculty determine that:

- Remediation plan has been completed
- Significant progress has been made, but the *Remediation Plan* will continue for a specific time period determined by the Core Faculty
- Significant progress has not been made, and *Formal Probation* is necessary
- Significant progress has not been made and the student is recommended for removal from the Program.

Signature of PD or DCT

Date

Appendix M - Formal Probation Report and Resolution Template
 Southern Utah University
 Doctorate of Psychology (Psy.D.)

Formal Probation Report template

To Whom it May Concern:

(Student, Department Chair, Program Faculty)

_____ is a student in the Psy.D. Program who was placed on Formal Probation on _____.
 This report is to advise you that _____ is:

- making satisfactory progress, complying with all Specific Corrective Actions, and has met designated Program contacts as scheduled. Successful completion of Formal Probation occurs after 3 consecutive semesters in which the student complies with all terms and conditions associated with Formal Probation. Scheduled review for resolution is: _[end of 3rd consecutive semester]_
- is not making satisfactory progress, is not complying with all specific corrective actions, and/or has failed to meet with designated Program contacts as scheduled. As such, the student is being referred for review for dismissal from the Program by the Clinical Training Committee (Psy.D. leadership and Core faculty).

With Respect,

 Signature of PD or DCT

 Date

Formal Probation Resolution Template

Date:

Voting faculty present:

Purpose of meeting:

- Review of Formal Probation Resolution
- Review for Dismissal from the Program

We have reviewed the initial Formal Probation notification letter and student Formal Probation Reports. Following review of the student's progress using the measurement indicated in their Formal Probation notification, the Psy.D. faculty determine that:

- The student has satisfactorily met all requirements of Formal Probation for 3 consecutive semesters and is no longer on probation
- The student has not met all requirements of Formal Probation and is being referred for a review of dismissal from the Program
- Due to failure to meet conditions of Formal Probation indicated in a Formal Probation Report, the student was referred for review for dismissal has not met all requirements of Formal Probation and it is the recommendation of the Psy.D. faculty that the student be dismissed from the Program

Signature of PD or DCT

Date

Appendix N - SUU Psy.D. Health and Technical Standards

March 2023

The Psy.D. Program at Southern Utah University seeks to produce highly skilled and competent clinical psychologists. Doctoral students are expected to develop a robust knowledge base and the requisite clinical skills, with the ability to appropriately apply their knowledge and skills, effectively interpret information, and contribute to client-centered decisions across a broad spectrum of clinical situations and settings in a timely way. In addition to required academic achievement and proficiency, these health and technical Standards described below set forth non-academic qualifications required to be admitted to, successfully progress through, and be approved for internship and subsequent graduation from the Clinical Psychology Doctoral Program. The terms “student” or “candidate” below apply to students applying for admission as well as currently enrolled students. SUU will attempt to coordinate reasonable accommodations with practical placement sites, including pre-doctoral internship placements, on reasonable accommodations to fulfill technical standards, but SUU cannot guarantee students will be able to fulfill the technical requirements of any specific pre-doctoral internship Program.

Students who are unable to meet these standards may be recommended for remediation or may be terminated from the Program, consistent with policies articulated in the Clinical Program Handbook. Formal assessment of these standards is unique to student circumstances and may be initiated by Psy.D. faculty, supervisors, or the DCT in response to student interactions or performance incongruent with the health and technical standards. A committee of Psy.D. faculty and the DCT, in collaboration with the student, other health care professionals or Student Services where possible, will establish an appropriate assessment of the student’s ability to meet the standards in the needed context. Based on assessment, the committee will make a determination regarding the need for a remediation plan, support and ongoing assessment as needed. In some cases, the committee may determine that the student is unable to meet the standards in a way that protects clients and ensures competence, in which case students may be dismissed from the Program.

Students with disabilities are encouraged to contact the Program and Disability Resource Center (DRC) early on to identify whether they are able and/or what accommodations may be needed to meet these standards. Reasonable accommodations will be made as required by law and all candidates must be able to meet all technical standards with or without reasonable accommodation. Please refer to the Americans with Disabilities Act. In cases where the use of a trained intermediary requires that a candidate’s judgment or decision-making in clinical service delivery be mediated by someone else’s power of selection and observation, the intermediary is not a permissible accommodation.

Observation

Psychological assessment, diagnosis, and in some cases psychological treatment, requires the ability to immediately assess both verbal and nonverbal information to allow for appropriate, well-focused follow-up and inquiry. Candidates must be able to evaluate clients accurately across contexts, including all relevant health, behavioral, and medical information in order to provide care and communicate with clients, supervisors and other health care providers. Candidates must be able to obtain and interpret information through a comprehensive assessment of clients, correctly interpret diagnostic information and accurately evaluate patients' conditions and responses. The use of a trained intermediary will fail to meet this requirement in any circumstance where functional limitations prohibit the student from independently making all interpretations and decisions in clinical service provision. Candidates must also be able to acquire information as presented through courses and practica.

Communication

Candidates must be able to communicate effectively with other students, faculty, supervisors, and clients. Candidates must be able to clearly and accurately record information and accurately interpret verbal and nonverbal information. The candidate must be able to process and communicate information on client's status with accuracy in a timely manner to relevant members of the healthcare team; this information needs to be communicated in a succinct yet comprehensive manner and in settings where time available is limited. A candidate must be able to communicate effectively and sensitively in verbal and written form with clients, supervisors and all other relevant members of the Program or healthcare team

Intellectual & Conceptual

Candidates must possess conceptual, integrative and quantitative abilities, including measurement, calculation, reasoning, analysis and synthesis. Problem solving, the critical skill demanded of psychologists, requires all of these intellectual abilities. Students must possess a range of intellectual skills that allows them to master the broad and complex body of knowledge that comprises clinical psychology education. Students must be able to analyze and synthesize information from a wide variety of sources and must demonstrate sophisticated critical thinking skills. They must be able to learn effectively through a variety of modalities including, but not limited to: classroom instruction, clinical supervision, small group discussions, individual study of materials, independent literature review, preparation and presentation of written and oral reports, and use of computer-based technology. Candidates must be able to participate in face-to-face courses, expected professional meetings, and service provision for a full-day and often into the evenings. The practice of psychology requires periods of distinct concentration in intake, therapy and assessment settings. Candidates must be capable of extended periods of intense concentration and attention.

Because the practice of psychology is governed by the ethical practices set forth in the current APA Ethical Principles of Psychologists and Code of Conduct and by current state and federal laws, a Psy.D. student must have the capacity to learn and understand these ethical standards and legal requirements and to perform consistent with those principles and mandates as a student the Clinical Science doctoral Program.

Behavior and Social Attributes

Candidates must exercise good judgment, promptly complete client care responsibilities, and develop mature, sensitive, and effective relationships with clients and other professionals. The skills required to do so include the ability to effectively handle and manage heavy workloads, function effectively under stress, adapt to changing environments, display flexibility, and learn to function in the face of the uncertainties inherent in the clinical settings in which they work. Candidates are expected to exhibit professionalism, personal accountability, compassion, integrity, concern for others, and interpersonal skills including the ability to accept and apply feedback and to respect boundaries and care for all individuals in a respectful and effective manner regardless of gender identity, age, race, sexual orientation, religion, disability, or any other protected status. Candidates should understand and function within the legal and ethical aspects of the practice of clinical psychology and maintain and display ethical behaviors commensurate with the role of a licensed psychologist in all interactions with clients, faculty, students, and the public. Interest and motivation throughout the educational processes are expected of all candidates.

Health

In the event of deteriorating physical or emotional functioning that impairs any of these abilities and consistent with the APA Ethical Principles of Psychologists and Code of Conduct, it is essential that a student be willing and able to recognize when physical, medical, or emotional concerns are impacting their ability to effectively deliver clinical services. In these cases, it is essential that students acknowledge the need for and accept professional help before the condition poses a risk to the student, clients, other students, faculty and staff members, the Program, or others.