

Southern Utah University
Doctorate of Psychology in Clinical Psychology (Psy.D.)
Pathways to Profession Wide Competencies

At SUU, we designed our Psy.D. Curriculum to provide students with developmentally appropriate coursework and educational activities that help ensure they have the profession-wide competencies needed for entry-level practice in clinical health psychology. A description of each is given below:

Research: The program is expected to provide opportunities for students to demonstrate that they have the substantial ability to independently formulate 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.

Minimum Level of Achievement (MLA)

1. Students must independently design and conduct research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects).
2. Students must be able to critically evaluate and use existing knowledge to solve problems.
3. Students must disseminate research or other scholarly activity via professional publication and/or presentation at the local (including the host institution), regional, or national level.

Program Pathways

Competencies in research begin from the very first semester of the Psy. D. program. Each course is grounded in scientific psychology, and relies on primary source materials, seminal and contemporary research articles, and a critical review of the existing literature. Many of our foundation courses are taught by experimental psychologists who organize learning activities relevant to the application of the scientific principles in health services psychology. All clinical intervention courses such as Foundations of Psychotherapy (PSY 6300, PSY 6310, and PSY 6320), Group Interventions (PSY 7250), Child and Adolescent Interventions (PSY 7350), and Addictions Treatment (PSY) focus on empirically supported and evidence-based practices. Moreover, each of the Assessment courses (PSY 6250, PSY 6255, PSY 6630) draw from the empirical psychometric literature, and best practices in the field.

Beginning in the second year, students take a two-semester course in research methods and statistics. Combining the two content areas into one course helps students recognize and appreciate the applicability of each to clinical practice in health services psychology. By the end of the second year, students have sufficient proficiency to begin writing a comprehensive scientific literature review paper (Qualifying Examination Phase I) supervised by a faculty mentor, and orally defended to the core clinical faculty.

In the third year, students take an Applied Research and Program Evaluation (PSY 7010) course that helps them further develop research skills in the areas of scientific outcome assessment and program development. Also in the third year, students formally propose, and take initial steps on their comprehensive and integrative professional project (PSY 7905). This work continues into the fourth year (PSY 7906), and culminates in a formal defense of the project by the end of the fourth year (PSY 7907). Projects must be scholarly in nature, and involve collecting and analyzing data. The Professional Project is a culminating work of the student's progression as a scientist and scholar, as well as a clinician, and is defended to the university community before the student leaves the program for their predoctoral internship. Students are also encouraged to consider presenting the results of their project to local, national, or international professional audiences in oral or written form.

Ethical and Legal Standards: Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Minimum Level of Achievement (MLA)

1. Students will be knowledgeable of, and act in accordance with the current version of the APA Ethical Principles and Psychologists and Code of Conduct
2. Students will be knowledgeable of, and act in accordance with relevant laws, regulations, rules, and policies governing health services psychology at the organizational, local, state, regional, and federal levels.
3. Students will be knowledgeable of, and act in accordance with relevant professional standards and guidelines
4. Students will recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas and comply with laws
5. Students will conduct themselves in an ethical manner in all professional activities

Program Pathways

Becoming an ethical professional is a priority of the SUU Psy. D. program. Professional and ethical behavior are fundamental demands in clinical settings, but we also recognize the importance of these concepts in all aspects of psychological training and practice; including professional competence, human relations, social practices, conducting research, education, etc. As such, ethical principles and professional standards are infused throughout our program.

Professional ethics and standards are introduced as a matter of professional identity in the Ethics, Law, and Professional Practices course (PSY 6100) during the first semester of the first year in the program. The APA Ethical Principles of Psychologists and Code of Conduct is the guiding set of principles for this course, and is reinforced in every other program activity. In this initial foundational course students gain knowledge of professional ethics and standards. Next, they practice recognizing legal demands and ethical dilemmas that occur in clinical settings, and learn to apply ethical decision-making to resolve these dilemmas. Moreover, the APA Ethical Standards are extensively reviewed in each of the intervention courses (Foundations of Psychotherapy PSY 6300, PSY 6310, and PSY 6320), Group Interventions PSY 7250, Child and Adolescent Interventions PSY 7350, and Addictions Treatment PSY), in the assessment

courses (PSY 6250, PSY 6255, PSY 6630), and in the Research Methods and Statistics course sequence (PSY 6700, PSY 6705). Ethical practices are first put to an applied test in the Pre-Practicum (PSY 6510) course during the first summer, where students begin to see volunteer student “clients” from an undergraduate Theory of Psychotherapy course.

Beginning in the second year, students begin to demonstrate more advanced levels of professional ethics and ethical decision-making as they are placed in applied clinical settings (PSY 6520, PSY 6521, PSY 6522, PSY 6530, PSY 6531, PSY 6532, PSY 6540, PSY 6541, PSY 6542). These practicum experiences are scheduled to involve progressively more independent functioning, while students are still supervised by qualified professionals. Beginning in their second year, students are placed in the program’s Community Training Clinic and work under the close supervision of licensed psychologists and core faculty members. During the third year, students continue to work in the training clinic, but are also placed at the University’s Counseling Center under the supervision of licensed professional practitioners. In the fourth year, students gain practical experience at community placements in local and regional communities. In the second and third year of the program, students spend summers in supervised practicum placements at external training sites, again, supervised by licensed and qualified professionals. Assessment of students’ ethical identity and their ability to respond ethically to increasingly complex scenarios is continually assessed.

By the end of their third year, students must demonstrate extensive knowledge of professional ethics by passing a comprehensive examination at a 75% rate or higher (Qualifying Examination Phase 2). This examination serves as a measure of foundational knowledge in health services psychology, and contains an extensive section on professional ethics and ethical decision-making. Students are also required to display ethical proficiency as they begin designing their Comprehensive and Integrative Professional Project and secure approval from the Institutional Review Board (IRB) for ethical research with human subjects under the mentorship of a faculty member.

In the fourth year, students take the Advanced Ethics and Professional Practice course (PSY 7901) to help them refine their ethical identities and begin making plans for predoctoral internship and ethical career practices. By the end of the fourth year, students demonstrate their ability to integrate knowledge, skills, and ethical practices gleaned throughout the program by presenting a comprehensive case conceptualization (Qualifying Exam Phase III) to the campus community.

Students’ professional behavior, ethical knowledge, skill, attitude, and ability to engage in ethical decision-making is monitored in classrooms, and occurs in all annual performance evaluations, and in each clinical practicum assessment and predoctoral internship supervisor evaluation. In addition, students formally reflect on their work in this area in their [annual self-reflection](#).

Individual and Cultural Diversity: Effectiveness in health service psychology requires that trainees develop the ability to a) conduct all professional activities with sensitivity to human

diversity, b) deliver high quality services to an increasingly diverse population, and c) demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics (including, but not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status). The development of competence in working with individuals of every variation of cultural or individual difference is not reasonable or feasible, but programs must have policies and learning experiences that provide for an inclusive environment that allows opportunity for the development of this competency.

Minimum Level of Achievement ((MLA)

1. Trainees must Demonstrate 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. Trainees must demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service delivery. Students must describe a framework for working with individuals and groups that are diverse. In addition, students are expected to be able to apply this framework to areas not previously encountered . Also students are expected to be able to work with groups or individuals whose demographics, characteristics, or world views create conflict with their own.
3. Trainees must demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
4. Students must demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

Program Pathways:

As central program values, diversity, equity, and inclusion issues are infused into all courses in the curriculum. For every [course proposal](#), faculty must document how cultural and individual diversity are incorporated into learning activities. In the fall of the first year, students take Individual and Cultural Diversity (PSY 6620) as an empirically-based foundation to help them develop a theoretical and conceptual framework for working with those who might have different backgrounds, ideologies, races, nationalities, capabilities, disabilities, ages, cultural beliefs, family constellations, gender identities, sexual orientations, religious beliefs, political frameworks, etc. from themselves. This framework allows for developmentally appropriate attention to cultural context in behavior that is reinforced and practiced in all intervention courses (Foundations of Psychotherapy PSY 6300, PSY 6310, and PSY 6320, Group Interventions PSY 7250, Child and Adolescent Interventions PSY 7350, and Addictions

Treatment PSY), in psychological assessment courses (PSY 6250, PSY 6255, PSY 6630), in all applied practicum settings (PSY 6510, PSY 6520, PSY 6530, PSY 6540, PSY 6520, PSY 6521, PSY 6522, PSY 6530, PSY 6531, PSY 6532, PSY 6540, PSY 6541) and in the predoctoral internship (PSY 7990). Particular attention to individual and cultural diversity will be relevant in Psychopathology (PSY 6450) as considering behavior within cultural context can help differentiate pathology and the need for intervention from adaptive and culturally relevant behavioral strategies.

Available practicum sites include agencies who specialize in working with underserved and underserved and underrepresented groups including Native Americans, African Americans, Hispanics, members of the LGBTQ+ community, adherents to fundamentalist religions, and people living in rural/frontier regions of the Southwest.

In their fourth year, students will present a formal case conceptualization (Qualifying Exam Phase III), in which they explicitly identify cultural and individual factors involved in their clinical work within a specific case.

Students' capabilities in recognizing and working with those who are different from themselves are assessed in every annual student evaluation, every practicum supervisor evaluation, and in the predoctoral internship supervisor evaluation. In addition, students formally reflect on their work in this area in their [annual self-reflection](#).

Professional Values and Attitudes: Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Minimum Levels of Achievement (MLA)

1. Students are expected to behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
2. Engage in self-reflection regarding one's personal and professional functioning;
3. Engage in activities to maintain and improve performance, well-being, and professional effectiveness
4. Actively seek and demonstrate openness and responsiveness to feedback and supervision

Program Pathways:

Professional values, attitudes, behaviors, ideologies, and ethical standards are introduced in Ethics, Law, and Professional Practices (PSY 6100) and reinforced throughout program activities. Students are mentored and supervised by competent, qualified, capable, and ethical psychologists throughout their training experiences. Upon admission to the program, students are assigned an Onboarding Mentor, a full-time member of the psychology department faculty who volunteers to be a mentor and to shepherd this student into the program and through their first Qualifying Examination (Phase I). As students refine their topic for the Comprehensive and Integrative Professional Project, they select a mentor with related skills and

experience. This mentor guides the student through the remainder of their project, and through the rest of their professional training experience.

Professional conduct, attitudes and values are reviewed and reinforced in the intervention courses (Foundations of Psychotherapy PSY 6300, PSY 6310, and PSY 6320), Group Interventions PSY 7250, Child and Adolescent Interventions PSY 7350, and Addictions Treatment PSY), in the assessment courses (PSY 6250, PSY 6255, PSY 6630), in the Statistics and Research Design course sequence (PSY 6700, PSY 6705), and in the Advanced Ethics and Professional Practice (PSY 7901) course.

Self-Care is an essential component of professional values, attitudes, and behaviors. We recognize that appropriate self-care is an ethical mandate, and faculty strive to model healthy lifestyle balance for students in the Psy. D. program. SUU is located in a beautiful setting with myriad outdoor activities at the doorstep. Over 20 National Parks, Monuments, and Recreation areas are within a half-days drive, and dozens of breathtaking natural settings are minutes away/.

Students' professional values and attitudes are also assessed in each annual student assessment, practicum placement supervisor evaluation, and predoctoral internship supervisor evaluation. In addition, students formally reflect on their work in this area in their [annual self-reflection](#).

Communication and Interpersonal Skills: Communication and interpersonal skills are foundational to education, training, and practice in health service psychology (HSP). These skills are essential for any service delivery/activity/interaction, and are evident across the program's expected competencies (PWC). Trainees are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training.

Minimum Levels of Achievement (MLA):

1. Trainees must develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
2. Trainees must produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
3. Trainees must demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Program Pathways

Communicating effectively both orally and in writing are hallmarks of health services psychologists. Learning activities are infused throughout the Psy.D training program designed to help students refine their professional communication skills. Most courses will be seminar-format, with regular writing assignments as part of the curriculum. Students will have myriad opportunities to prepare for, lead, and facilitate class discussions. Faculty will provide

regular feedback regarding their level of competence in the classroom, and in annual student evaluations. .

Upon admission to the program, students are assigned an onboarding mentor, a member of the Psychology faculty who shepherds them through the first year of the program. Students learn professional relationship skills through the modeling of their mentor, and through their verbal and written conversations.

Students learn, practice, and master the skills necessary to establish and maintain therapeutic relationships in each of the intervention courses (Foundations of Psychotherapy PSY 6300, PSY 6310, and PSY 6320), Group Interventions PSY 7250, Child and Adolescent Interventions PSY 7350, and Addictions Treatment PSY). In the assessment courses (PSY 6250, PSY 6255, PSY 6630), students learn and practice writing increasingly complex assessment reports, and provide appropriate professional feedback to assessment participants and referring parties. These reports are progressively more informative, well-integrated, and show an increasingly thorough grasp of professional language and concepts. In the Applied Research and Program Evaluation course (PSY 7010) students further learn about establishing and maintaining professional relationships with community agencies or organizations.

Students learn theoretical and applied techniques for establishing and maintaining a supervisory relationship in the Supervision and Consultation course (PSY 7900). Skills in maintaining professional relationships are reinforced, practiced, and mastered through increasingly complex practicum placements beginning in the summer of year 1, and preceding through the second semester of the fourth year (PSY 6520, PSY 6521, PSY 6522, PSY 6530, PSY 6531, PSY 6532, PSY 6540, PSY 6541, PSY 6542), culminating in the year-long predoctoral internship (PSY 7990). Interacting with, and working jointly alongside professionals from different disciplines will be an important part of all clinical placements.

By the end of the second year, students will complete the first phase of their qualifying exam, writing an acceptable comprehensive literature review, using APA formatting and writing style. In their third year, students will complete a written application for their Comprehensive and Integrative Professional Project, which will also include a written proposal for the Institutional Review Board for research with human subjects. By the end of the fourth year, students write an acceptable Comprehensive and Integrative Professional Project report, orally defend the report to the project committee, and deliver a project summary presentation to the campus community. By the end of the fourth year, students complete Phase III of their Qualifying Examination, presenting a comprehensive case conceptualization to fellow students, core faculty, and community professionals. Rubrics evaluating the sophistication of their presentations and level of professional communication document students' proficiency.

Competency in communication and interpersonal skills are assessed in each annual student assessment, in each clinical practicum supervisor assessment, in the predoctoral internship supervisor assessment, and in the yearly student self-reflection document.

Assessment: Trainees must demonstrate competence in conducting evidence-based assessment consistent with the scope of Health Service Psychology (HSP)

Minimum Levels of Achievement (MLA):

1. Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
2. Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).
3. Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
4. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics;
5. Students must collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
6. Interpret 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.
7. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Program Pathways

Learning to ethically and professionally engage in assessment and diagnosis is foundational to professional practice in health services psychology. Assessment theories and methods are covered in each of the assessment courses (PSY 6250, PSY 6255, PSY 6630), beginning with cognitive and intellectual assessment, then personality and psychopathology assessment, and finally in assessment across the lifespan. In these courses, students demonstrate the ability to accurately select, administer, score, interpret, and report on assessment procedures. Failure to demonstrate these competencies may delay a student's progression in the program.

Applying assessment skills is further reinforced in the psychopathology course (PSY 6450), Child and Adolescent Interventions (PSY 7350), Industrial and Organizational Psychology (PSY), Applied Clinical Neuropsychology (PSY 7400), Applied Research and Program Evaluation (PSY 7010), and in Addictions Treatment (PSY).

Students demonstrate the ability to utilize professional assessment in each of their clinical practicum placements (PSY 6520, PSY 6521, PSY 6522, PSY 6530, PSY 6531, PSY 6532, PSY 6540, PSY 6541, PSY 6542), culminating in their predoctoral internship (PSY 7990).

By the end of the fourth year, students demonstrate their ability to integrate assessment data and multicultural considerations into case conceptualization, treatment planning, and service delivery as they pass Phase III of their Qualifying Examination. Students may also opt for a

Comprehensive and Integrative Professional Project that involves appropriate use of formalized assessments or measures.

Measures of students' competency in Assessment is derived from course grades in relevant classes, feedback from practicum and internship supervisors, annual student assessments, completion of their Qualifying Examinations, successful defense of their Comprehensive and Integrative Professional Project, and annual student self-reflection.

Intervention: Trainees demonstrate competence in evidence-based interventions consistent with the scope of Health Service Psychology (HSP). Intervention includes but is not limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention includes those directed at an individual, a family, a group, an organization, a community, a population or other systems.

Minimum Level of Achievement

1. Students must demonstrate the ability to establish and maintain effective relationships with the recipients of psychological services.
2. Students must demonstrate the ability to develop evidence-based intervention plans specific to the service delivery goals.
3. Students must demonstrate the ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
4. Students must demonstrate the ability to demonstrate the ability to apply the relevant research literature to clinical decision making
5. Students must demonstrate the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking
6. Students must demonstrate the ability to evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

Program Pathways

In each of the intervention courses; Foundations of Psychotherapy (PSY 6300, PSY 6310, and PSY 6320), Group Interventions (PSY 7250), Child and Adolescent Interventions (PSY 7350), and Addictions Treatment (PSY) students are introduced to conceptual, theoretical, culturally relevant, and evidence-based approaches to psychotherapy. Students review literature on treatment efficacy and learn to critically evaluate newly developed approaches and theoretical strategies. In the Foundations of Psychotherapy course (PSY 6300) students are introduced to essential counseling skills, common factors research, and approaches to outcome assessment; along with theoretical introductions to classic psychotherapy theories (Analytic, Behavioral, Cognitive, and Person-Centered). In the second foundations of psychotherapy course (PSY 6310) students learn about second-wave theories, suicide diversion, and mindfulness-based approaches. In the third course in the series (PSY 6320) the class introduces trauma-focused approaches and contemporary evidence-based and manualized practices (DBT, ACT, etc.). In the Child and Adolescent Interventions course (PSY

7350) students will review family systems approaches, Emotion Coaching, CBT, mindfulness, behavioral approaches, caregiver therapy, etc. specifically applied to children and adolescents.

Students will also demonstrate capacity with culturally informed, evidence-based interventions through passing the sections of Phase II of their Qualifying Examination (Professional Knowledge Exam) directly relevant to intervention theory and practice; and by passing Phase III of their Qualifying Examinations, their Comprehensive Case Conceptualization presentation.

Student competencies in intervention will be established by passing grades in all intervention courses, feedback from practicum and internship supervisors, annual student assessments, and annual student self-reflection.

Supervision: Supervision is grounded in science and integral to the activities of health service psychology. Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee

Minimum Levels of Achievement:

1. Students must demonstrate knowledge of supervision models and practices

Program Pathways

Students learn supervision styles and techniques by being regularly supervised in clinical practicums. This in-situ learning is further solidified conceptual and theoretical knowledge gleaned through the Supervision and Consultation course (PSY 7900) where models of supervision, and efficacy research are thoroughly reviewed. Students demonstrate knowledge of supervision models and practices through effectively seeking and receiving supervision, and practicing supervision with more junior students.

Student training work is closely supervised in each intervention course (Foundations of Psychotherapy PSY 6300, PSY 6310, and PSY 6320), Group Interventions (PSY 7250), Child and Adolescent Interventions (PSY 7350), and Addictions Treatment (PSY); and in the assessment courses (PSY 6250, PSY 6255, PSY 6630). Students are mentored and supervised in Phase I of their Qualifying Examination (Comprehensive Literature Review), in all aspects of their Comprehensive and Integrative Professional Project, and in Phase III of their Qualifying Examination (Comprehensive Case Conceptualization). Moreover, they are clinically supervised in each of their Clinical Practicum placements (PSY 6520, PSY 6521, PSY 6522, PSY 6530, PSY 6531, PSY 6532, PSY 6540, PSY 6541, PSY 6542), and in in the year-long predoctoral internship (PSY 7990).

To give students additional experience with supervision, beginning in the first year, students are assigned to a vertical supervision team comprised of a first-year student, a second-year student,

a third-year student, a fourth-year student, and supervised by a core faculty member. These supervision teams meet once a week, and discuss clinical cases typically being seen by the second and third-year student. The fourth year student supervises the discussion, using supervision models and styles they learned in PSY 7900). The faculty member/supervisor oversees this process. Joint meetings of each vertical team with another vertical team occur monthly, and a grand-rounds meeting with all vertical teams occurs Every semester. In these meetings, each team selects a case they may be called upon to present in the meeting. The case discussion is conducted by all members of the team.

Student competencies in supervision are demonstrated by a passing grade in PSY 7900, and successful participation in all phases of the vertical team. Additional assessment of supervision competencies is gleaned from feedback from practicum and internship supervisors, annual student assessments, and annual student self-reflection

Consultation and Interprofessional Skills: Consultation and interprofessional/interdisciplinary interaction are integral to the activities of health service psychology. Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service psychology (HSP) with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities

Minimum Levels of Achievement

1. Students must demonstrate knowledge and respect for the roles and perspectives of other professions
2. Students must demonstrate knowledge of consultation models and practices

Program Pathways

Consultation skills are modeled by clinical and faculty supervisors throughout the training program. Key theoretical and practical considerations are reinforced and detailed in the Supervision and Consultation course (PSY 7900). Students demonstrate competencies in consultation in all clinical practicum placements (PSY 6520, PSY 6521, PSY 6522, PSY 6530, PSY 6531, PSY 6532, PSY 6540, PSY 6541, PSY 6542), and in in the year-long predoctoral internship (PSY 7990).

Students competencies in consultation and interpersonal skills are assessed by a passing grade in PSY 7900, feedback from practicum and internship supervisors, annual student assessments, and annual student self-reflection.