

Southern Utah University
 Doctorate of Psychology in Clinical Psychology (Psy.D.)
 Faculty Handbook
 Academic Year 2022-2023 (Date: 04/04/2022)
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Faculty Handbook Introduction

Faculty are the heart and soul of the Psy.D. Program at Southern Utah University. Dedicated professionals devoted to training the next generation of psychologists contribute countless hours preparing and facilitating course discussions, designing rigorous and relevant curriculum, supervising scholarly projects, and facilitating all aspects of students' clinical training. All are terminally qualified and expert in their content specialty area. This manual outlines policies and procedures relevant to our faculty.

Faculty Diversity Statement

The faculty in the Southern Utah University Doctorate of Psychology in Clinical Psychology (Psy.D.) program recognizes the importance of cultural and individual differences in the training of psychologists. We recognize that diversity includes, but is not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status. The faculty engages students in conversations about diversity, equity, and inclusion in their classes and in extracurricular interactions, and acts to ensure a supportive and encouraging learning environment for students from all groups and backgrounds. We actively seek opportunities to advance equity and inclusion within the department, college, university, community, region, and beyond. The faculty works to prepare graduates to "navigate cultural and individual differences in research and practice, including those that may produce value conflicts or other tensions arising from the intersection of different areas of diversity" (APA SoA, p. 7).

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 the faculty while maintaining a commitment to high quality, hands-on, community-oriented, mentorship-based undergraduate education. The program climate has long valued diversity, and the tone among our faculty is respectful and supportive. 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.

In 2020, our job advertisement clearly articulated an invitation to applicants from diverse backgrounds, 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 plan to mirror this language in future job advertisements.

In an effort to actively recruit from diverse pools of applicants, 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 who work in higher education. We plan to continue using 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

To gauge the impact of our efforts, we will conduct post-recruitment surveys with faculty of color or from other diverse populations who participated in position interviews.

Psy.D. Program Leadership and Administrative Positions

Program Leadership: The program has stable and consistent leadership, with designated leadership (e.g., Program Director, Director of Clinical Training) who is/are a doctoral-level psychologist(s), and a member(s) of the core faculty. The program leader's credentials and experience are in an area covered by HSP accreditation and consistent with the program's aims. Program leadership includes the following positions and responsibilities:

Program Director (PD)-The Program Director is a psychologist, licensed to practice health services psychology in the state of Utah. The PD is a tenured member of the Psychology Department at Southern Utah University and a core faculty member of the Psy D program. 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 to collect and organize relevant data on student achievement and learning outcomes.

The *Program Director* is responsible for developing relevant policies and operating procedures for the program, coordinating program meetings, arranging for annual student reviews, overseeing student application processes and admission decisions. The Program Director develops and updates the Student Handbook, the Faculty Handbook, and 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 oversees faculty recruitment, hiring, and retention efforts..

The Program Director oversees the development and execution of student Comprehensive Examinations and Integrative Professional Projects, and ensures instruction manuals for these learning activities are available and regularly updated. The PD, in conjunction with the Director of Clinical Training and Department Chair, assigns faculty mentors to each incoming Psy D student.

The Program Director works with the Department Chair to; develop faculty teaching schedules, make relevant faculty workload adjustments, conduct relevant faculty reviews, establish the operations budget, and balance the needs of the graduate program with those of the undergraduate 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.

Director of Clinical Training (DCT)-The Director of Clinical Training is a psychologist, licensed to practice health services psychology in the state of Utah, and who is either a full-time, tenured, or tenure track member of the Psychology Department at Southern Utah University.

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. 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.

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, who typically serves a three-year term. 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.

Clinic Director -The Clinic Director is a clinical faculty member whose primary responsibility is to supervise student clinical training, and manage day-to-day operations of the SUU Community Clinic. The clinic director must be terminally qualified and hold a current license to practice health services psychology in the state of Utah.

Faculty Roles and Qualifications

Core Faculty

The program has a core faculty responsible for activities, educational offerings, and their quality. 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. Specific qualifications and characteristics of core faculty include:

- Education, training, and experience are consistent with their roles in the program
- Employed at least half-time by the institution in which the program is housed
- At least 50% of their professional time is devoted to program-related activities
- Core faculty are centrally involved in program development, decision making, and student training; and are recognized as core faculty by students and the institution
- Core faculty activities are directly related to the doctoral program, and include, but are 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.
- At least one, but preferably all core faculty are licensed to practice psychology in the state of Utah.
- Core faculty engage in activities demonstrating the skills they endeavor to teach their students. They deliver psychological services, conduct psychological research, publish scholarly work, present at professional conferences/meetings, teach classes/workshops, and supervise 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. Clinical Faculty's primary function is the supervision of students in clinical practicum, residency, and internship on-site settings, and may serve on committees or represent their program in governance processes. While clinical faculty have no significance for holding 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). To be eligible for ongoing employment, clinical faculty are expected to be actively licensed for 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.

Clinical Faculty

Professionally licensed and/or credentialed individuals whose primary instructional contribution is supervising students in clinical practicum, residency, and intern on-site

programs. Clinical Faculty provide course instruction as deemed necessary by the department, and maintain some engagement in professional clinical practice. Part-time clinical faculty are appointed to the rank of Clinical Instructor, and have no expectation of rank advancement. Full-time clinical faculty are appointed to the rank of Assistant Clinical Professor, Associate Clinical Professor, or Clinical Professor depending on their professional experience and qualifications, years of service to SUU, and departmental criteria. Clinical faculty ranks are awarded by the department chair, in consultation with program faculty, the dean, and the provost's office. Applications for rank advancement follow departmental policies. Adjunct Clinical Professors are appointed to temporary contracts, based on departmental need.

Clinical faculty appointments do not lead to tenure but those holding part time or full time positions may serve on committees, and represent their departments in governance proceedings. Examples of clinical faculty may include student teacher supervisors, cooperative teachers, clinical supervisors, etc. Clinical faculty have an expectation of ongoing employment, with an initial appointment of up to three years. Contracts for the rank of assistant clinical professor shall not exceed three years. Contracts for individuals at the rank of associate clinical professor, or clinical professor should not exceed 5 years. Annual reviews and promotion decisions for clinical faculty are made at the department level within their program, in consultation with the dean of the academic department or school. The expectation of licensure is requisite for continued employment.

Adjunct Faculty

Qualified and credentialed faculty who are hired on an ad hoc basis to teach one or two courses per semester, provide supervision, conduct specific clinical trainings, etc.

Mentorship and Supervision

Onboarding Mentors

By May 1 of each year, during a regularly scheduled Psychology Department meeting, the faculty will review the applications of students accepted for admission for the following Fall Semester. During this meeting, a Faculty Onboarding Mentor will be selected and assigned to each of the students. If students accept enrollment after May 1, Faculty Onboarding Mentors will be assigned at the opening Psychology Department Meeting after August 16.

Faculty Onboarding Mentor Duties and Responsibilities:

1- Contact assigned doctoral student by June 1 of the academic year (if assigned)

- Welcome to the program
- Answer questions
- Share contact information and preferences
- 2- Work with Graduate and Online Studies to assist student with matriculation procedures
- 3- Ensure student has the program orientation schedule
- 4- Meet with the student at least twice monthly regarding their adjustment to the program
- 5- Be available to answer questions or engage the student in dialogue
 - Provide information about university/community resources
 - Answer questions about program/training policies
 - Attend to student concerns or complaints
- 6- Supervise student work on Phase I of the Comprehensive Examination (APA-Style Comprehensive Literature Review)
 - Review and approve topic proposal
 - Provide formative review of at least one draft of the Comprehensive Literature Review
 - Help student organize and hold an oral defense of their Comprehensive Literature Review
 Review at one or both of the following venues:
 - Department Research Symposium
 - S.U.U.'s Festival of Excellence
- 7- Support student transition to a Comprehensive and Integrative Professional Project Supervisor
 - (Topic expert)

Faculty shall serve as the Onboarding Mentor to no more than three doctoral students at a time.

Onboarding mentorship is a recognized area of non-credit bearing contribution in the Faculty Engagement and Contribution Plan (FECP, SUU Policy 6.1).

Professional Project Supervision

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. Prior to beginning their predoctoral internship, 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).

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 three to five specific learning objectives that reflect alignment with APA Discipline Specific Knowledge and Profession Wide Competencies for Health Services Psychology, and/or outcome goals for the project, a general pathway for completion, and a plan for dissemination (agency briefing, university forum, conference presentation, publication, etc.). Next, students complete the Professional Project Application.

Prior to completing their Professional Project Application, students will arrange a Faculty Project Chair to guide them through their professional project. In consultation with the chair, each student will invite two to three additional faculty members (Core or Associated Faculty) to serve on the Professional Project Committee. Students should choose faculty who have knowledge and expertise related to the scope of their professional project. 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. All such members must be approved by the Project Chair. Each faculty member should be listed on the Professional Project Application form, with an endorsement stating their willingness to serve.

The student submits the completed Professional Project Application and faculty/committee endorsements to the Program Director for review. The review involves the Program Director, the Director of Clinical Training, and the Faculty Project Chair. This review committee completes a feasibility analysis of the proposed project, and determines the project is:

- Approved as written**
- Approved upon completion of identified amendments**
- Revise the proposal as recommended and resubmit for review**
- Unacceptable 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. Begin identifying Project Chair.

Year 3 - Continue literature review and project implementation plan/pathway for completion. In consultation with your Project Chair, begin selecting Committee Members. Review faculty specializations and research interests to align with your own. Have a completed proposal, and appropriate IRB application submitted for approval by the end of Spring semester. Submit Comprehensive and Integrative Project Proposal to the Program Director and Director of Clinical Training for review.

Year 4 -Collect and analyze data, begin writing final project summary, complete the peer review/defense process, and dissemination by the end of Spring semester. Extra time can be extended into the Summer semester, prior to departure for predoctoral internship, but the student will need to register for PSY 7906 for at least one credit hour. Program approval of the Comprehensive and Integrative Professional Project Application is required before the program will endorse your application for Internship. Unless a formal variance has been granted, students are expected to have completed, defended, and disseminated the results of their Comprehensive and Integrative Professional Project prior to departure for Internship.

Once the Comprehensive and Integrative Professional Project has been completed, the student will schedule a mentor review meeting consisting of the Project Chair, and members of the Project Committee. The student must be prepared to 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 is

- Acceptable**
- Acceptable with Minor Modifications**
- Acceptable with Major Modifications and a Repeat Defense**
- Unacceptable**

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. According to SUU Policy 6.13, the final grade for the Project will be either Pass or Fail.

American Psychological Association (2019) *Standards of Accreditation for Health Services Psychology*. P. 4.

Clinical Supervision

Supervising the clinical training of Psy.D. Students is the most important role and responsibility of our clinical faculty. Qualified clinical supervisors must hold a valid license to practice health service psychology in the State of Utah, have been licensed as a psychologist in good standing for at least two years, and must follow all rules and guidelines outlined in Utah law (DOPL, R156-61-302e). Clinical supervisors remain current in the field of supervision through trainings, self-directed readings, or scholarly contributions in the field.

Clinical supervisors in the SUU, Psy.D. program coordinate and conduct supervision within a vertical supervision team model. Each Vertical Supervision Team consists of the clinical supervisor, a fourth-year student, a third-year student, a second-year student, and a first-year student observer. Clinical placements of the student trainees are outlined in the program's Practicum Policy. The Vertical Supervision Teams hold weekly group supervision meetings designed to connect educational content to practical competencies and real-world application. Team members actively seeing clients (2nd-year, 3rd-year, and 4th-year students) also receive weekly individual supervision of their clinical cases. As students develop additional competencies and content knowledge, the complexity of the cases they see increase, and the need for more frequent supervision may arise. The primary responsibility of the clinical supervisor is the safety and welfare of clients, with quality training and professional development of students an equal priority.

Clinical supervisors serve as the primary instructor of record for the Clinical Practicum course section in which the members of that vertical team enroll. The supervisor provides trainees with formative feedback through informal and formal mechanisms throughout the semester/academic year, and completes a Clinical Practicum Supervisor Feedback Form for all second-year students at the conclusion of each semester. Finally, the clinical supervisor assigns course grades for 2nd-year, 3rd-year, and 4th-year students. Clinical supervisors also participate in the Annual Student Feedback process for each member of their vertical team.

Faculty supervisors receive one ICH for each member of the Vertical Supervision Team actively seeing clients (2nd-year, 3rd-year, and 4th-year students). First-year students are learning observers, and typically do not require additional supervision time. Because complete Vertical Supervision Teams will not be fully composed until the fifth year of the Psy.D. program (AY 2026-2027), a Vertical Team Supervision Phase-In-Plan has been developed.

Faculty Workload

The faculty of the SUU Psy. D. Program in Clinical Psychology are conscientious, and hard working professionals. Faculty involved in program activities have different roles and responsibilities, including Core Faculty, Clinical Faculty, Associated Faculty, Adjunct Faculty, and Program Leadership.

Fulfilling the educational and administrative demands of a doctoral program are fundamentally different from those of an undergraduate program. As such, accommodations for increased demands on faculty time, professional development, and skill competencies must be accounted for.

As per SUU Policy 6.27 and Regents Policy R485, the institutional average teaching workload for SUU faculty is 24 credit hour equivalents with approximately 13 contact hours per week. At SUU each credit hour equivalent is referred to as an Institutional Credit Hour (ICH), which is calculated based on the type of course, contact hours, and number of credits.

Teaching Load:

Each three-credit Psy D course taught equates to three ICH's of a faculty member's load.

Credit for supervising clinical training experiences (Practicum Course) is calculated to be three ICH's for each vertical supervision team (four students), with one-hour of group supervision, and one hour of individual supervision for 2nd, 3rd, and 4th-year practicum students per week.

Credit equivalents are also granted to some non-credit bearing activities deemed essential to the Psy D program. Faculty engaging in these activities should work with the Department Chair, and Program Director for schedule adjustments, or overload considerations. Other workload expectations are included in faculty's annual Faculty Engagement and Contribution Plan.

Faculty may serve as Faculty Onboarding Mentor to no more than three doctoral students at any one time. Faculty Onboarding Mentors/Phase I Qualifying Exam Supervisor receive 1 Credit Hour per year per student per year, granted as the student completes Phase I of the Qualifying Examination.

Administrative course reassignments are provided to Psy D Program Leadership as follows:

Program Director -6 ICH reassignment per semester

Director of Clinical Training --6 ICH reassignment per semester

Non-Credit Bearing Activities

- Open House/Interview Coordinator -0.5 IC/Semester
- Applications and Admissions Chair -1.5 ICHs' per year

- Applications and Admissions's Committee -0.5 ICH per year
- Onboarding Mentor/Comprehensive Exam Phase I Supervisor -1 ICH per Mentee/year
- Comprehensive Examination Phase I Grader -FECF
- Comprehensive Examination Phase II Grader -N/A
- Comprehensive Examination Phase III Grader -1 ICH/Year, or credit from PSY 7905
- Self Study/Accreditation Support -0.5-1.5 ICH
- Marketing and Recruiting Support -0.5 ICH/year
- Student Remediation Reviewer -0-1 ICH per year
- Teaching Fellowship Supervisor 1 ICH Spring Seminar, 0.5 ICH Fall Teaching
- Supervision
- Professional Project Reviewer -FECF
- Graduate Assistant Coordinator -3 ICH per Academic Year

Faculty Committees and Charges

Psy.D. Clinical Training Committee

The Clinical Training Committee (CTC) is comprised of all Core clinical faculty members and the chair of the Psychology Department. The CTC is chaired by the Director of Clinical Training (DCT), or, if the DCT is absent, by the Associate DCT. The committee ensures program goals are met and professional competence is achieved by all students. To these ends the CTC creates, approves, and refines all Psy.D. program policies and approves any substantive programmatic changes. The DCT, Associate DCT, Program Director, and Clinical Training Committee design and evaluate the Psy.D. curriculum, transfer of course credits, and Remediation with Disciplinary Action plans. In addition, decisions regarding dismissal and leaves of absence are made by the CTC. The Clinical Training Committee also approves any substantive changes to policies and procedures at the Southern Utah University Psychology Clinic.

Psy.D. Planning Committee

The Psy.D. Planning Committee meets twice per month during the formative stages of the planning process. The committee is charged with reviewing documents, policies, and procedures, and providing formative input. The Program Director is responsible for setting an agenda, and for facilitating the meetings.

Workload Estimation Working Group

The Workload Estimation Group is charged to review non-credit-bearing activities associated with faculty involved with the Psy D program, and create a workload allocation for said activities.

Applications and Admissions Committee

Using the currently approved Admissions Scoring Rubric, the Psy.D. Applications and Admissions Committee reviews and ranks all completed Psy.D. applications. The committee is responsible to arrange and carry out interviews with Tier 1 Candidates, and then develop a rank-ordered list of 10 students to whom invitations to join the program will be extended. The committee also develops a rank-ordered list of 10 qualified applicants who are Alternates for admission. The Committee Chair works with the Program Director to ensure all applicants are notified, as early as possible, of their status in the review process. The Applications and Admissions Committee Chair helps coordinate the Fall Open House, and Spring Invited Campus Visits. The Applications and Admission Committee also decides on scholarship awards for incoming students. ICH Credit for committee members is allocated as follows:

Applications and Admissions Chair -1.5 ICHs' per year
 Applications and Admissions's Committee -0.5 ICH per year

Non Discrimination Statement

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 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, staff, and faculty are invited to visit the SUU Title IX Office for more information and processes about filing a complaint.

Program Policies and Practices

Philosophy and Aims

The Doctorate of Psychology (PsyD) 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.

Specifically, the PsyD 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 who are committed to diversity, inclusive practices, social justice, and working with rural communities.

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. Extensive practical placements afford professional experience in a variety of settings, including schools, residential treatment centers, community mental health settings, substance abuse treatment programs, native health centers, homeless resource centers, crisis centers, community clinics, public hospitals, and government agencies (see Practicum Manual). The scientific foundations of psychology provide 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, educators, and skilled clinicians.

The program is a full-time program offering a course of study leading to the Psy.D. degree. Coursework and practical training prepare students for licensure as psychologists, with an emphasis on educating emerging psychologists for the underserved areas of rural and frontier southern Utah, and adjoining regions. 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.

Academic 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 113 required credit hours which include
 - 24 Credit hours of required foundation courses in scientific psychology as listed below (each course is 3 credit hours unless otherwise specified)
 - Human development
 - Memory and cognition

- Biological bases of behavior
 - Advanced social psychology
 - Motivation and emotion
 - History and Systems
 - Industrial and organizational psychology
 - Neuropharmacology
- 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 Addictions Treatment)
- 3 credit hours of group theory and interventions (PSY 7250)
- 11 credit hours of assessment theory and practice (PSY 6250, PSY 6255, 7400)
- 9 credit hours of research and statistics (PSY 6700, 6705, 7010)
- 3 credit hours of supervision and consultation (PSY 7900)
- 5 credit hours of integrative professional project (PSY 7905-1CH, PSY 7906-1CH, PSY 7907)
- 25 credit hours of clinical practicum experience (PSY 6510, 6520, 6521, 6522, 6530, 6531, 6532, 6540, 6541)
- 3 credit hours of clinical internship (PSY 7990)
- Successful completion of the Qualifying Examinations
 - Phase I (Literature Review)
 - Phase II (Foundational Knowledge Exam)
 - Phase III (Comprehensive Case Conceptualization)
- 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

Clinical Training Requirements

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 APPIIC 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.

Practicum Plan and Phase-In Policy

Practicum Policy: This policy outlines the practicum training plan for the Psy.D. Program at Southern Utah University. The plan covers the requirements and expectations by students' year in the program.

Practicum Plan YEAR ONE

With the exception of the phase-in period, during the initial 3 years of the Program, the following describes the Practicum Policy for the Clinical Training Program. Please see the Vertical Supervision Team Phase-In Plan, for details related to clinical training during this time period. During the first year of training, 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. Vertical Team assignments will be based on expressed student interest and supervisor expertise. 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. The Vertical Team Supervisor will be responsible for assigning grades for the course component (i.e., PSY 6510), which will be based on the student's performance on the Clinical Practicum Supervisor Feedback Form.

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 in the SUU Program Training Clinic (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.

Practicum Plan YEAR TWO

During the second year of the training program, students will be assigned to a Vertical Team composed of student trainees from each academic year (i.e., first, second, third, and fourth year students). Again, Vertical Team assignments will be based on expressed student interest and supervisor expertise. Second-year students are expected to see clients in the Program Training

Clinic, which will consist of both assessment and treatment cases. Each student is expected to devote a minimum of 10-hours per week to this practicum experience, including documentation and supervision time. This equates to approximately 6 direct contact hours with clients per week. Clients will be assigned based on need, fit with the specific Vertical Team, and trainee availability. Case assignments will be made by the Clinic Director of the Program Training Clinic, after consultation with the Vertical Team Supervisor. Students are expected to attend weekly 1-hour group supervision sessions with their Vertical Team, and a weekly one-hour individual supervision with their Vertical Team Supervisor. For the second year practicum training in the Program Training Clinic, all client sessions are to be recorded (i.e., video preferably) after obtaining informed consent from the client and/or legal guardian(s) of each client. During individual supervision meetings, students will review recordings with their Vertical Team Supervisor, and will review documentation related to each case (e.g., treatment case-notes, assessment reports). Finally, students will be required to obtain, and provide documented evidence of, liability insurance prior to their practicum placement. The Vertical Team Supervisor will be responsible for assigning grades for the course component (i.e., PSY 6520, PSY 6521), which will be based on the student's performance on the Clinical Practicum Supervisor Feedback Form.

During the second summer, second-year students will be placed in an external clinical practicum. 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 or Psychological Associate, students will receive weekly supervision sessions from an on-site supervisor. For sites where there are Master's level therapists, but no Licensed Psychologist or Psychological Associate, primary supervision will be provided by Program faculty. Examples of placement sites may include public and/or private settings, such as residential treatment facilities, hospital settings, community mental health clinics, etc. Practicum assignments will be made by the Director of Clinical Training, who will consult with each site to determine need and other factors important to assignments. Students will be provided with a comprehensive list of the external practica sites (Practicum Site Preference Application), 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. Some placement sites 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 or Psychological Associate on-site, this supervisor will work in coordination with the Director of Clinical Training 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 Clinical Practicum Supervisor Feedback Form.

Practicum Plan YEAR THREE

During the third year of the training program, students will be assigned to a Vertical Team, again, composed of student trainees from each academic year (i.e., first, second, third, and fourth year students). Vertical Team assignments will be based on expressed student interest and supervisor expertise. In addition to maintaining two to three clinical cases in the Program Training Clinic, third-year students will spend a minimum of 10-hours per week seeing clinical clients and/or performing assessments in the Southern Utah University Counseling and Psychological Services clinic (CAPS). Third-year students will be expected to attend weekly one-hour supervision sessions with their CAPS supervisor, a weekly 1-hour group supervision with their Vertical Team, and a weekly one-hour supervision session with their Vertical Team supervisor. Case assignments will be made by the Clinic Director of the CAPS, after consultation with the Director of Clinical Training. During individual supervision meetings, students will review recordings with their Vertical Team Supervisor, and will review documentation related to each case (e.g., treatment case-notes, assessment reports). Finally, students will be required to maintain, and provide documented evidence of, liability insurance obtained prior to their practicum placement. The Vertical Team Supervisor will be responsible for assigning grades for the course component (i.e., PSY 6530, PSY 6531), which will be based on the student's performance on the Clinical Practicum Supervisor Feedback Form.

During the third summer students will be placed in a full-time external clinical practicum (Practicum Site Preference Application). As with the initial second year summer placement, 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 or Psychological Associate, students will receive weekly supervision sessions from an on-site supervisor. For sites where there are Master's level therapists, but no Licensed Psychologist or Psychological Associate, primary supervision will be provided by Program faculty. Examples of placement sites may include public and/or private settings, such as residential treatment facilities, hospital settings, community mental health clinics, etc. Practicum assignments will be made by the Director of Clinical Training, who will consult with each site to determine need and other factors important to assignments. Students will be provided with a comprehensive list of the 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. Some placement sites 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 or Psychological Associate on-site, this supervisor will work in coordination with the Director of Clinical Training to assign grades for the course component of the training (i.e., PSY 6532), which will be based on the student's performance on the Clinical Practicum Supervisor Feedback Form.

Practicum Plan YEAR FOUR

During the fourth year of the training program, students will be assigned to a Vertical Team, composed of student trainees from each academic year (i.e., first, second, third, and fourth year

students). Vertical Team assignments will be based on expressed student interest and supervisor expertise. Fourth-year students will take a lead role in the weekly one-hour group supervision, in conjunction with the Vertical Team supervisor. As with the second and third years of training, students will be required to maintain, and provide documented evidence of, liability insurance obtained prior to their practicum placement. Fourth-year students will be placed in clinical settings, within the immediate community (e.g., Cedar City, St. George, etc.) for at least 10 hours per week. Students will also be expected to maintain two to three clinical or assessment clients in the Program Training Clinic, to help contribute to their clinical training, as well as the supervisory role they will play on the Vertical Team. In instances where there is a Licensed Psychologist or Psychological Associate at the practicum site, students will receive weekly supervision sessions from an on-site supervisor. For sites where there are Master's level therapists, but no Licensed Psychologist or Psychological Associate, primary supervision will be provided by Program faculty. Examples of placement sites may include public and/or private settings, such as residential treatment facilities, hospital settings, community mental health clinics, etc. As with prior years external placements, practicum assignments will be made by the Director of Clinical Training, who will consult with each site to determine need and other factors important to assignments. Students will be provided with a comprehensive list of the external practica sites, and will rank their preferences in order from most preferable to least preferable (Practicum Site Preference Application). Student rankings will be considered, in addition to site need, developmental appropriateness of the student's training, and time commitment. Some placement sites may require temporary relocation for the duration of the experience, and an application/interview for that site. The Vertical Team Supervisor will be responsible for assigning grades for the course component (i.e., PSY 6540, PSY 6541, PSY 6542), which will be based on the student's performance on the Clinical Practicum Supervisor Feedback Form, in coordination with the on-site supervisor for sites where there is a Licensed Psychologist or Psychological Associate. For sites with Master's level supervisors, the Vertical Team Supervisor will consult with the Director of Clinical Training to assign final grades.

Vertical Supervision Team Phase-In Plan

Program Year 1 (Academic Year 2022-2023)

Beginning the first year of the program, students will be engaged in pedagogical clinical (assessment and intervention) training within the scope of their courses. Course instructors are expected to provide the necessary supervision for these types of activities. In the Summer Semester, students engage in a Pre-Practicum training experience within the context of the PSY 6510 course. The clinical practicum consists of various clinical activities in the SUU Program Training Clinic (e.g., shadowing), clinical simulations with undergraduate students, and an introduction to clinical supervision. The main goals of this course 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.

Supervision Course Assignments: DCT 1 course

Program Year 2 (Academic Year 2023-2024)

Beginning the second year of the program, we will have three “Vertical Teams,” two with six members (three second-year students-clinical services trainees, and three first year observers) and one with 8 members (four second-year students -clinical services trainees and four first year observers). Second-year students will see clients in the Program Training Clinic (PTC). The Clinic Director will be responsible for overseeing two of the teams, and the Director of Clinical Training will be responsible for the third. Each team will meet for weekly 1-hour group supervision, with a one-hour individual supervision session for each second-year student with the team supervisor. Each supervisor will receive one course credit (3 ICH's) to oversee one vertical team.

Supervision Course Assignments

Clinic Director -2 Vertical Teams Regular Workload

DCT 1 Course

Year 2 Summertime supervision will be carried out by an external practicum placement supervisor, when available, with at least one supervision visit by program faculty. Summer practicum students assigned to agencies with no psychologist for supervision will receive weekly supervision from program faculty.

Year 3 (Academic Year 2024-2025)

Beginning the third year of the program, we will have 10 vertical supervision teams. Each supervision team will consist of a first-year student (observer), a second-year student -clinical services trainee (PTC), and a third-year student -clinical services trainee (SUU Counseling and Psychological Services-CAPS+PTC). Each vertical team will hold one-hour group supervision sessions, with all three members present, per week and each clinical services team member (2nd and 3rd-year students) will receive one-hour of individual supervision with the faculty supervisor. The Clinic Director is responsible to supervise two vertical teams, leaving 7 teams to be supervised by clinical faculty. Each supervisor will receive one course credit (3 ICH's) to oversee one vertical team.

Supervision Course Assignments

Clinic Director -2 Vertical Teams Regular Workload

DCT 1 Course

Clinical Faculty 7 Courses (21 ICH's)

Year 4 Summertime supervision will be carried out by an external practicum placement supervisor, with at least one supervision visit by program faculty. Summer practicum students assigned to agencies with no psychologist for supervision will receive weekly supervision from program faculty.

Year 4 (Academic Year 2025-2026)

Beginning the fourth year of the program, we will have 10 vertical supervision teams, each consisting of a first-year student (observer), a second-year student (Program Training Clinic-PTC), a third-year student (Counseling and Psychological Services -CAPS, and PTC), and a fourth-year students (Community Practicum -CP, and PTC). Each vertical team will hold a 1-hour group supervision session per week with all four student members present, and each clinical services trainee member (2nd, 3rd, 4th-year students) will receive one-hour of individual supervision with the faculty supervisor. Each supervisor will receive one course credit (3 ICH's) to oversee one vertical team. The Clinic Director is expected to supervise two complete vertical teams, leaving 7 teams to be supervised by clinical faculty.

Supervision Course Assignments

Clinic Director -2 Vertical Teams Regular Workload

DCT 1 Course

Clinical Faculty 7 Courses (21 ICH's)

Curriculum Documents

Course Application Procedures

Faculty proposing new courses for the Psy.D. Program in Clinical Psychology should submit the following documentation:

- Course Syllabus
- Current Curriculum Vitae
- Course Proposal Checklist with all accompanying documents
- Discipline Specific Knowledge Table
- Profession Wide Competencies Table

Faculty should also specifically identify the way Cultural and Individual Diversity is infused throughout the course, how the proposed course aligns with the developmental progression of students' training, a description of the formative and summative assessment method used in the course, and the unique qualifications of the faculty to teach the proposed course.

Course proposals are reviewed and approved by the Psy.D. Executive Team (Program Director and the Director of Clinical Training). Faculty will also submit the proposal through official department, college, and university curriculum approval processes.

Course Requirements

General Course Requirements

Courses in the Psy D program must be appropriately rigorous for doctoral students, science-based, and rely on primary source materials. Course activities emphasize critical thinking and communication at advanced levels. Course activities must be consistent with the developmental level of doctoral students, and integrate course content with clinical psychology. Course learning objectives must align with the SUU Essential Learning Outcomes, with the APA's Discipline Specific Knowledge areas, and must contribute to the APA's Profession Wide Competencies. The course syllabus must reference the program Grade Policy, and the Grievance Process.

Courses in the Psy D program must incorporate information, discussion, and learning activities infused with information related to cultural and individual differences. Courses must draw from previous coursework in the program (if relevant) and provide content knowledge and

experiences necessary for success in future courses (if relevant). Courses must be taught by appropriately trained, qualified, and credentialed faculty with those qualities readily available for student review.

Specific Requirements for Statistics

APA CoA Requirements for Specific Courses COA IR Section C includes Domain Specific Knowledge areas and Profession-Wide Competencies in statistics as follows:

- Quantitative, mathematical modeling and analysis of psychological data
- Statistical description and inference
- Univariate and multivariate analysis
- Null hypothesis testing and its alternatives
- Power
- Estimation

Specific Requirements for Research Methods

APA CoA Requirements for Specific Courses COA IR Section C includes Domain Specific Knowledge areas and Profession-Wide Competencies in Research Methods are as follows:

- Strengths, limitations, interpretation, and technical aspects of rigorous case study
- Correlational, experimental, and quantitative research designs
- Measurement techniques
- Sampling
- Replication
- Theory testing
- Qualitative methods
- Mixed Methods
- Meta-Analysis
- Quasi Experimentation

Specific Requirements for Psychometrics

APA CoA Requirements for Specific Courses for Psychometrics are as follows:

- Theory and techniques of psychological measurement
- Scale and inventory construction
- Reliability
- Validity
- Evaluation of measurement quality
- Classical and contemporary measurement theory
- Standardization

Documentation of Discipline Specific Knowledge Areas, and Documentation of Profession Wide Competencies, Minimum Levels of Achievement:

According to the APA's Council on Accreditation's (CoA) Implementation Regulations, trainees who complete accredited training programs develop certain competencies as part of their preparation for practice in health services psychology (HSP). All profession wide competencies (PWC's) are grounded in the existing empirical literature and in a scientific orientation toward psychological knowledge and methods, and will incorporate attention to individual and cultural diversity (IR C-8 D).

Level of competence in PWC's differs according to the level of training. Trainees are expected to demonstrate each profession-wide competency with increasing levels of independence and complexity as they progress across levels of training (IR C-8 D).

Trainee's competence in each required PWC will be an integral part of the curriculum and other program elements with evaluations consistent with best practices in student competency assessment

Trainee's profession wide competencies will be demonstrated by them exhibiting specific skills or tasks that equate to minimum levels of performance within each competency area

Profession Wide Competencies:

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 Levels of Achievement (MLA)

1. Students must demonstrate the substantially independently ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
2. Conduct research or other scholarly activity

3. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

Minimum Levels of Achievement (MLA) Year #1

Relevant empirically-based courses: PSY 6250 (Applied Assessment II), PSY 6255 (Applied Assessment I), PSY 6300 (Foundations of Psychotherapy I), PSY 6310 (Foundations of Psychotherapy II), PSY 6320 (Foundations of Psychotherapy III), PSY 6620 (Individual and Cultural Diversity) PSY 7250 (Group Interventions), PSY 6450 (Psychopathology), PSY 6610 (Human Development Through the Lifespan), PSY 7100 (Memory and Cognition),

Other Related Program Activities: Students work with Onboarding Mentors to develop a topic for Comprehensive Exam Phase I, Literature Review.

Minimum Levels of Achievement (MLA) Year #2

Relevant empirically-based courses: PSY 6400 (Advanced Social Psychology), PSY 7450 (Biological Bases of Behavior), PSY 6470 (Motivation and Emotion), PSY 6630 (Psychopathology and Assessment Across the Lifespan)

Relevant research-based courses: PSY 6700 (Statistics and Research Design I), PSY 6705 (Statistics and Research Design II)

Other Related Program Activities: Phase I Comprehensive Exam, Comprehensive Literature Review

Minimum Levels of Achievement (MLA) Year #3

Relevant empirically-based courses: PSY 7900 (Supervision and Consultation), PSY (Industrial and Organizational Psychology), PSY 7400 Applied Clinical Neuropsychology, PSY 7350 (Child and Adolescent Interventions and Family Systems), PSY 7010 Applied Research and Program Development/Evaluation, PSY 7300 Neuropharmacology

Research-based professional project courses: PSY 7905 Professional Project (I,II, III)

Other Related Program Activities: Phase II Comprehensive Exam, Professional Knowledge Exam (Foundational Knowledge Exam, with section on Research Design and Statistics)

Minimum Levels of Achievement (MLA) Year #4

Relevant empirically-based courses: PSY 6810 (Addictions Treatment),

Other Related Program Activities: Phase III Comprehensive Exam, Case Conceptualization

Minimum Levels of Achievement (MLA) Year #5

Relevant courses: PSY 7990 (Predoctoral Internship)

Other Related Program Activities: Positive Supervisor Evaluations (Summary Score of 3 or higher)

Minimum Level of Performance	Assessment Methods
<p>MLA #1 Student independently designed and conducted research or other scholarly activities.</p>	<p>1). Passing Grade in: PSY 6700, PSY 6705, PSY 7905 (I, II, III).</p> <p>2). Successful completion of Phase I Qualifying Exam (Comprehensive Literature Review)</p> <p>3). Successful completion of Professional Project</p>
<p>MLA #2 Student successfully completed all assigned research-based work, and earned a passing grade in relevant science-based courses.</p>	<p>1). Passing Grade in: PSY 6250, PSY 6255, PSY 6300, PSY 6310, PSY 6320, PSY 6620, PSY 7250, PSY 6450, PSY 6610, PSY 7100, PSY 6400, PSY 7450, PSY 6470, PSY 6630, PSY 7900, I/O Psychology, PSY 7400, PSY 7350, PSY 7010, PSY 7300, PSY 7901, PSY (Addictions Treatment Course Number)</p>
<p>MLA #3 Student disseminated results of at least one scholarly project to a professional audience.</p>	<p>1). Successfully passing Phase III of Qualifying Exam (Defense of Professional Project)</p> <p>2). Passing grade in PSY 7905</p> <p>3). Presentation made at a regional or national conference (Optional)</p>

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 Levels 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.

Minimum Levels of Achievement (MLA) Year #1

Relevant courses: PSY 6100 (Ethics, Law, and Professional Practices, PSY 6250 (Applied Assessment I), PSY 6255 (Applied Assessment II), 6510 (Clinical Practicum I)

Other Related Program Activities: Annual Student Assessment, Ethical Self-Reflection, Positive Supervisor(s) Evaluation

Minimum Levels of Achievement (MLA) Year #2

Relevant courses: PSY 6700 (Statistics and Research Design I), PSY 6705 (Statistics and Research Design II), PSY 6529 Clinical Practicum II

Other Related Program Activities: Annual Student Assessment, Ethical Self-Reflection, Positive Supervisor(s) Evaluation (Summary Score of 3 or higher).

Minimum Levels of Achievement (MLA) Year #3

Relevant courses: 7900 (Supervision and Consultation), PSY 7010 (Applied Research and Program Development/Evaluation), PSY 7905 (Comprehensive Professional Project I, II, III), PSY 6530 (Clinical Practicum III)

Other Related Program Activities: Annual Student Assessment, Ethical Self-Reflection, Positive Supervisor(s) Evaluation (Summary Score of 3 or higher), Pass Qualifying Exam Phase II (Comprehensive Examination)

Minimum Levels of Achievement (MLA) Year #4

Relevant courses: PSY 7901 (Advanced Ethics, Professional Practice, and Internship Prep), PSY 6540 (Practicum III)

Other Related Program Activities: Annual Student Assessment, Ethical Self-Reflection, Positive Supervisor(s) Evaluation (Summary Score of 3 or higher).

Minimum Levels of Achievement (MLA) Year #5

Relevant courses: PSY 7990

Other Related Program Activities: Annual Student Assessment, Ethical Self-Reflection, Positive Supervisor(s) Evaluation (Internship)(Summary Score of 3 or higher)

Minimum Level of Performance	Evaluation Tools Used
<p>MLA #1 Student learned and adhered to the APA Ethical Principles and Psychologist Code of Conduct in all their training endeavors</p>	<ol style="list-style-type: none"> 1). Passing Grade in PSY 6100, PSY 7901, PSY 6250, PSY 6255, PSY 6510, PSY 6520, PSY 6530, PSY 7990, PSY 6700, PSY 6705 2). Positive Practicum Supervisor Evaluations 3). Positive Internship Supervisor Evaluation 4). Students will adhere to all ethical guidelines in

	<p>conducting their Professional Project (PSY 7905)</p> <p>5). Students will pass a multiple choice comprehensive examination with a section on Professional Ethics</p>
<p>MLA #2 Student learned and acted in accordance with all laws, rules and relevant policies in all training endeavors</p>	<p>1). Passing Grade in PSY 6100, PSY 7901, PSY 6250, PSY 6255, PSY 6510, PSY 6520, PSY 6530, PSY 7990</p> <p>2). Positive Practicum Supervisor Evaluations</p> <p>3). Positive Internship Supervisor Evaluation</p> <p>3). Students will adhere to all laws, rules, and institutional policies in conducting their Professional Project (PSY 7905 I, II, III)</p>
<p>MLA #3 Student was aware of, and adhered to all professional policies or guidelines in practical training placements</p>	<p>1). Passing grade in PSY 6510, PSY 6520, PSY 6530</p> <p>2). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher)</p> <p>3). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher)</p>
<p>MLA #4 Student recognized ethical dilemmas, and engaged in ethical decision making in all training endeavors</p>	<p>1). Passing grade in PSY 6100, PSY 6255, PSY 6250, PSY 6300, PSY 6310, PSY 6320, PSY 7250, PSY 6510, PSY 6520, PSY 6530, PSY 6700, PSY 6705, PSY 6630, PSY 7350, PSY 7910, PSY 7901, Psy 7990</p> <p>2). Positive clinical practicum supervisor evaluation (Summary Score of 3 or higher)</p> <p>3). Positive Clinical Internship supervisor feedback (Summary Score of 3 or higher)</p> <p>4). Positive annual student feedback evaluation (Summary Score of 3 or higher)</p>
<p>MLA #5 Student behaved ethically in all training endeavors</p>	<p>1). Positive supervisor evaluations (Summary Score of 3 or higher)</p> <p>2). Positive Annual Student Assessment (Summary Score of 3 or higher)</p> <p>3). Positive Ethical Self-Reflection</p>

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 Levels 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.

Minimum Levels of Achievement (MLA) Year #1

Relevant courses: PSY 6620 (Individual and Cultural Diversity), PSY 6250 (Applied Assessment I), PSY 6255 (Applied Assessment II), PSY 6510 (Clinical Practicum I), PSY 6300 (Foundations of Psychotherapy I), PSY 6310 (Foundations of Psychotherapy II), PSY 6320 (Foundations of Psychotherapy III), PSY 7250 (Group Interventions), PSY 6450 (Psychopathology), PSY 6400 (Advanced Social Psychology)

Other Related Program Activities: Individual and Cultural Diversity Self-Reflection, Annual Student Evaluation

Minimum Levels of Achievement (MLA) Year #2

Relevant courses: PSY 6400 (Advanced Social Psychology), PSY 6520 (Clinical Practicum II), PSY 6630 (Psychopathology and Assessment Across the Lifespan)

Other Related Program Activities: Individual and Cultural Diversity Self-Reflection, Practicum Supervisor Evaluation, Annual Student Evaluation

Minimum Levels of Achievement (MLA) Year #3

Relevant courses: PSY 6530 (Clinical Practicum III), PSY 7350 (Child and Adolescent Interventions and Family Systems)

Other Related Program Activities: Individual and Cultural Diversity Self-Reflection, Practicum Supervisor Evaluation, Annual Student Evaluation

Minimum Levels of Achievement (MLA) Year #4

Relevant courses: PSY 7901 Advanced Ethics, Professional Practice, and Internship Prep, Addictions Treatment

Other Related Program Activities: Individual and Cultural Diversity Self-Reflection, Practicum Supervisor Evaluation, Annual Student Evaluation

Minimum Levels of Achievement (MLA) Year #5

Relevant courses: PSY 7990

Other Related Program Activities: Individual and Cultural Diversity Self-Reflection, Practicum Supervisor Evaluation, Annual Student Evaluation

Minimum Level of Performance	Evaluation Tools Used
<p>MLA #1 Student appropriately reflected on how their own personal culture/history, attitudes, and biases may have impacted how they interacted with people different from themselves.</p>	<p>1). Passing grade in PSY 6620, PSY 6250, PSY 6255, PSY 6510, PSY 6520, PSY 6530, PSY 6300, PSY 6310, PSY 6320, PSY 7250, PSY 6450, PSY 6400, Addictions Treatment, PSY 7350</p> <p>2) Annual Individual and Cultural Diversity Self-Reflection</p> <p>3), Annual Feedback</p> <p>4). Internship Supervisor Feedback (Summary Score of 3 or higher)</p>
<p>MLA #2 Student identified and used an empirically supported cultural and individual diversity framework in all aspects of their training and</p>	<p>1). Passing grade in PSY 6620, PSY 6300, PSY 6310, PSY 6320, PSY 7901, PSY 7350</p>

professional work.	
MLA #3 Student effectively worked with individuals of diverse backgrounds that may have been in conflict with their own world views in all professional training activities.	<ol style="list-style-type: none"> 1). Passing grade in PSY 6620, PSY 7901, PSY 7350 2). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher) 3). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher) 4). Annual Individual and Cultural Diversity Self-Reflection
MLA #4 Student demonstrated the requisite knowledge base and ability to articulate an approach to working effectively with diverse groups and individuals	<ol style="list-style-type: none"> 1). Passing grade in PSY 6620, 2). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher) 3). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher)

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
5. Respond professionally in increasingly complex situations with greater degree of independence as they progress across levels of training.

Minimum Levels of Achievement (MLA) Year #1

Relevant courses: PSY 6100 Ethics, Law and Professional Practice, PSY 7250 Group Interventions, Psy 6250 Applied Assessment I, PSY 6255 Applied Assessment II, PSY 6300 Foundations of Psychotherapy I, PSY 6310 Foundations of Psychotherapy II, PSY 6320

Foundations of Psychotherapy III, PSY 6450 Psychopathology, IPSY 6510 Professional Practicum I

Other Related Program Activities: Annual Self-Reflection, Annual Feedback

Minimum Levels of Achievement (MLA) Year #2

Relevant courses: PSY 6700 Statistics and Research Design I, PSY 6705 Statistics and Research Design II, PSY 6520 Professional Practicum II

Other Related Program Activities: Annual Self-Reflection, Qualifying Exam Phase I (Lit Review)

Minimum Levels of Achievement (MLA) Year #3

Relevant courses: PSY 7900 Supervision and Consultation, PSY 7010 Applied Research and Program Development/Evaluation, PSY 7905 Comprehensive Professional Project, PSY 6530 Professional Practicum III

Other Related Program Activities: Annual Self-Reflection

Minimum Levels of Achievement (MLA) Year #4

Relevant courses: PSY 7901 (Advanced Ethics, Professional Practice, and Internship Prep), PSY 6450 Clinical Practicum IV

Other Related Program Activities: Annual Self-Reflection, Qualifying Examination Phase III (Comprehensive Case Conceptualization Presentation)

Minimum Levels of Achievement (MLA) Year #5

Relevant courses: PSY 7990 Pre-Doctoral Internship

Other Related Program Activities: Annual Self-Reflection, Internship Supervisor Evaluation

Minimum Level of Performance	Evaluation Tools Used
<p>MLA #1 Student demonstrated the values and attitudes of psychologists in all aspects of behavior</p>	<p>1). Passing grade in PSY 6100, PSY 7901, PSY 6450, PSY 7900, PSY 7905 2). Annual Feedback 3). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher) 4). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher) 5). Student Professional Values and Attitudes self-reflection</p>
<p>MLA #2 Student engaged in</p>	<p>1). Passing grade in PSY 7520, PSY 7900</p>

<p>formative self-reflection regarding personal and professional functioning</p>	<ol style="list-style-type: none"> 2). Annual Professional Values and Attitudes Self Reflection 3). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher) 4). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher)
<p>MLA #3 Student engaged in self-care activities that maintain and improve personal and professional functioning.</p>	<ol style="list-style-type: none"> 1). Passing Grade in PSY 6100, PSY 7901 2). Annual Self-Care Plan Self-Reflection 3). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher) 4). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher)
<p>MLA #4 Student actively and openly sought feedback</p>	<ol style="list-style-type: none"> 1). Passing Grade in PSY 6250, PSY 6255, PSY 6300, PSY 6310, PSY 6320, PSY 6510, PSY 6520, PSY 6530, PSY 6540, PSY 7900, PSY 7010, PSY 7990, PSY 7905 2). Annual Supervision Self-Reflection 3). Annual Student Assessment Feedback (Summary Score of 3 or higher) 4). Qualifying Exam Phase III (Comprehensive Case Conceptualization Presentation) 5). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher) 6). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher)

Communication and Interpersonal Skills

Communication and interpersonal skills as 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.

Minimum Levels of Achievement (MLA) Year #1

Relevant courses: PSY 6100 Ethics, Law, and Professional Practices, PSY 6510 Clinical Practicum I, PSY 6250 Applied Assessment I, PSY 6255 Applied Assessment II, PSY 6510 Clinical Practicum I, PSY 6300 Foundations of Psychotherapy I, PSY 6310 Foundations of Psychotherapy II, PSY 6320 Foundations of Psychotherapy II

Other Related Program Activities: Annual Student Assessment Feedback, Annual Student Self-Reflection,

Minimum Levels of Achievement (MLA) Year #2

Relevant courses: PSY 6520 Clinical Practicum II, PSY 6630 Psychopathology and Assessment across the Lifespan,

Other Related Program Activities: Qualifying Exam Phase I (Literature Review Defense)

Minimum Levels of Achievement (MLA) Year #3

Relevant courses: PSY 6530 Clinical Practicum III, PSY 7350 Child and Adolescent Interventions and Family Systems, PSY 7905 Comprehensive Professional Project

Other Related Program Activities:

Minimum Levels of Achievement (MLA) Year #4

Relevant courses: PSY 6540 Clinical Practicum IV

Other Related Program Activities:

Minimum Levels of Achievement (MLA) Year #5

Relevant courses: PSY 7990 Predoctoral Internship

Other Related Program Activities:

Minimum Level of Performance	Evaluation Tools Used
MLA #1 Student developed and maintained effective professional	1). Passing grade in PSY 6100, PSY 6510, PSY 6520, PSY 7900, PSY 6530, PSY 6540, PSY 7990

relationships	<p>2). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher)</p> <p>3). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher)</p>
<p>MLA #2 Student displayed professional and effective communication in written, verbal, and nonverbal forms (assessment reports, verbal assessment feedback, clinical case notes, consultation notes, presentations, class papers, etc).</p>	<p>1). Passing grade in PSY 6250, PSY 6255, PSY 6300, PSY 6310, PSY 6320, PSY 6510, PSY 6520, PSY 6530, PSY 6630, PSY 7350, PSY 7905</p> <p>2). Comprehensive Exam Phase I Defense</p> <p>3). Comprehensive Exam Phase III Comprehensive Case Conceptualization Presentation</p> <p>4). Comprehensive Professional Project Presentation</p> <p>5). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher)</p> <p>6). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher)</p>
<p>MLA #3 Student maintained effective interpersonal relationships in all training endeavors</p>	<p>1). Feedback from Clinical Practicum Supervisors</p> <p>2). Annual Communication and Interpersonal Skills Self-Reflection</p> <p>3). Annual Student Assessment Feedback (Summary Score of 3 or higher)</p> <p>4). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher)</p> <p>5). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher)</p>

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.

Minimum Levels of Achievement (MLA) Year #1

Relevant courses: PSY 6250 Applied Assessment I, PSY 6255 Applied Assessment II, PSY 6450 Psychopathology, 6620 Individual and Cultural Diversity

Other Related Program Activities: Annual student assessment, annual student self-reflection

Minimum Levels of Achievement (MLA) Year #2

Relevant courses: PSY 6630 Psychopathology and Assessment Across the Lifespan, PSY 6520 and PSY 6521) Clinical Practicum II

Other Related Program Activities: Positive clinical practicum supervisor evaluations, annual student assessment, annual student self-reflection

Minimum Levels of Achievement (MLA) Year #3

Relevant courses: PSY 7350 Child and Adolescent Interventions and Family Systems, PSY 7400 Applied Clinical Neuropsychology, PSY 7905 Comprehensive Professional Project, PSY 6530 Clinical Practicum III

Other Related Program Activities: Positive clinical practicum supervisor evaluations, successfully passing Assessment portion of Qualifying Examination Phase II), annual student assessment, annual student self-reflection

Minimum Levels of Achievement (MLA) Year #4

Relevant courses: Addictions Treatment, PSY 6540 Clinical Practicum IV

Other Related Program Activities: Qualifying Examination Phase III (Comprehensive Case Conceptualization), positive practicum supervisor evaluation, annual student assessment, annual student self-reflection

Minimum Levels of Achievement (MLA) Year #5

Relevant courses: PSY 7990 Predoctoral Internship

Other Related Program Activities: Positive internship supervisor evaluation, annual student assessment, annual student self-reflection

Minimum Level of Performance	Evaluation Tools Used
<p>MLA #1 Student displayed proficiency in the current classification of psychopathology and diagnostic accuracy</p>	<ol style="list-style-type: none"> 1). Students will achieve a passing grade in PSY 6450, PSY 6250, PSY 6255, PS 6630, PSY 7350, PSY 6510, PSY 6520, PSY 6530, PSY 6540, Addictions Treatment, PSY 7990 2) Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher) 3). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher) 4) Positive Annual Student Evaluation (Summary Score of 3 or higher) 5) Positive Annual Self-Reflection
<p>MLA #2 Student demonstrated understanding of human behavior in the appropriate context</p>	<ol style="list-style-type: none"> 1). Passing grade in PSY 6620, PSY 7990 2). Comprehensive Case Conceptualization Presentation 3). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher) 4). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher) 5). Positive Annual Student Evaluation (Summary Score of 3 or higher) 6). Positive Annual Self-Reflection
<p>MLA #3 Student applied knowledge of functional and dysfunctional behaviors in diagnostic decision-making</p>	<ol style="list-style-type: none"> 1). Passing grade in SY 6450, PSY 6250, PSY 6255, PS 6630, PSY 7350, PSY 6510, PSY 6520, PSY 6530, PSY 6540, Addictions Treatment, PSY 7990 2). Positive Practicum Supervisor Evaluations

	<p>(Summary Score of 3 or higher)</p> <p>3). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher)</p> <p>4). Positive Annual Student Evaluation (Summary Score of 3 or higher)</p> <p>5). Positive Annual Self-Reflection</p>
<p>MLA #4 Student selected and applies psychometrically sound and situationally appropriate assessment methods</p>	<p>1). Passing grade in PSY 6510, PSY 6520, PSY 6530, PSY 6540, PSY 7990</p> <p>2). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher)</p> <p>3). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher)</p> <p>4). Positive Annual Student Evaluation (Summary Score of 3 or higher)</p> <p>5). Positive Annual Self-Reflection</p>
<p>MLA #5 Student collected culturally relevant data from multiple sources appropriate to the goals of the assessment process</p>	<p>1). Students will achieve a passing grade in PSY 6450, PSY 6250, PSY 6255, PS 6630, PSY 7350, PSY 6510, PSY 6520, PSY 6530, PSY 6540, Addictions Treatment, PSY 7990</p> <p>2). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher)</p> <p>3). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher)</p> <p>4). Positive Annual Student Evaluation (Summary Score of 3 or higher)</p> <p>5). Positive Annual Self-Reflection</p>
<p>MLA #6 Student appropriately (objectively) interpreted assessment results to inform case conceptualization, classification, and recommendations</p>	<p>Students will achieve a passing grade in PSY 6450, PSY 6250, PSY 6255, PS 6630, PSY 7350, PSY 6510, PSY 6520, PSY 6530, PSY 6540, Addictions Treatment, PSY 7990</p> <p>2). Comprehensive Case Conceptualization</p> <p>3). Positive Practicum Supervisor Evaluations (Summary Score of 3 or higher)</p>

	<p>4). Positive Internship Supervisor Evaluation (Summary Score of 3 or higher)</p> <p>5). Positive Annual Student Evaluation (Summary Score of 3 or higher)</p> <p>6). Positive Annual Self-Reflection</p>
<p>MLA #7 Student appropriately communicated orally and in writing, the results of assessment procedures in a way that shows sensitivity to a wide range of audiences</p>	<p>1). Passing grade in PSY 6250, PSY 6255, PSY 6510, PSY 6520, PSY 6530, PSY 6540, PSY 7990</p> <p>2). Positive practicum supervisor evaluation (Summary Score of 3 or higher)</p> <p>3). Positive internship supervisor evaluation (Summary Score of 3 or higher)</p> <p>4). Positive Annual Student Evaluation (Summary Score of 3 or higher)</p> <p>5). Positive Annual Self-Reflection</p>

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 Levels 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.

Minimum Levels of Achievement (MLA) Year #1

Relevant courses: PSY 6510 Clinical Practicum I, PSY 6250 Applied Assessment I, PSY 6255 Applied Assessment II, PSY 6300 Foundations of Psychotherapy I, PSY 6310 Foundations of Psychotherapy II, PSY 6320 Foundations of Psychotherapy III, PSY 6510 Clinical Practicum I
Other Related Program Activities:

Minimum Levels of Achievement (MLA) Year #2

Relevant courses: PSY 6520, PSY 6521, PSY 6522 Clinical Practicum II

Other Related Program Activities: Treatment cases in the Community Training Clinic

Minimum Levels of Achievement (MLA) Year #3

Relevant courses: PSY 6530, PSY 6531, PSY 6532 Clinical Practicum III, PSY 7350 Child and Adolescent Interventions

Other Related Program Activities: Treatment cases in the Community Training Clinic and Counseling and Psychological Services

Minimum Levels of Achievement (MLA) Year #4

Relevant courses: PSY 6540, PSY 6541, PSY 6542 Clinical Practicum IV, Addictions Treatment

Other Related Program Activities: Treatment cases in the Community Training Clinic and in external practica

Minimum Levels of Achievement (MLA) Year #5

Relevant courses:

Other Related Program Activities: Treatment cases in predoctoral internship

Minimum Level of Performance	Evaluation Tools Used
<p>MLA #1 Student established and maintained effective therapeutic relationships with those seeking psychological services</p>	<ol style="list-style-type: none"> 1). Passing grade in PSY 6300, PSY 6310, PSY 6330, PSY 6250, PSY 6255, PSY 6510, PSY 6520, PSY 6530, PSY 7990 2). Student will receive positive practicum supervisor evaluations (Summary Score of 3 or higher) 3). Student will receive positive predoctoral internship evaluation (Summary Score of 3 or higher) 4). Positive Annual Student Evaluation (Summary Score of 3 or higher)

<p>MLA #2 Student demonstrated the ability to develop an evidence-based intervention plan specific to service delivery goals</p>	<ol style="list-style-type: none"> 1). Passing grade in PSY 6510, PSY 6520, PSY 6530, PSY 6540, PSY 7990 2). Student will receive positive practicum supervisor feedback (Summary Score of 3 or higher) 3). Student will receive positive predoctoral internship evaluation (Summary Score of 3 or higher) 4). Positive Annual Student Evaluation (Summary Score of 3 or higher)
<p>MLA #3 Student demonstrated the ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</p>	<ol style="list-style-type: none"> 1). Passing grade in PSY 6300, PSY 6310, PSY 6330, PSY 6250, PSY 6255, PSY 6510, PSY 6520, PSY 6530, PSY 6540, PSY 7990 2). Student will receive positive practicum supervisor feedback (Summary Score of 3 or higher) 3). Student will receive positive predoctoral internship evaluation (Summary Score of 3 or higher) 4). Positive Annual Student Evaluation (Summary Score of 3 or higher)
<p>MLA #4 Student demonstrated the ability to apply relevant research literature to clinical decision making</p>	<ol style="list-style-type: none"> 1). Passing grade in PSY 6300, PSY 6310, PSY 6330, PSY 6250, PSY 6255, PSY 6510, PSY 6520, PSY 6530, PSY 6540, PSY 7990 2). Student will receive positive practicum supervisor feedback (Summary Score of 3 or higher) 3). Positive predoctoral internship evaluation (Summary Score of 3 or higher) 4). Comprehensive Case Conceptualization 5). Positive Annual Student Evaluation (Summary Score of 3 or higher)
<p>MLA #5 Student demonstrated the ability to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking</p>	<ol style="list-style-type: none"> 1). Passing grade in PSY 6300, PSY 6310, PSY 6330, PSY 7990 2). Student will receive positive practicum supervisor feedback (Summary Score of 3 or higher)

	<p>higher)</p> <p>3). Student will receive positive predoctoral internship evaluation (Summary Score of 3 or higher)</p> <p>4). Comprehensive Case Conceptualization</p> <p>5). Positive Annual Student Evaluation (Summary Score of 3 or higher)</p>
<p>MLA #6 Student demonstrated the ability to evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</p>	<p>1). Passing grade in PSY 6300, PSY 6310, PSY 6330, PSY 7990</p> <p>2). Student will receive positive practicum supervisor feedback (Summary Score of 3 or higher)</p> <p>3). Student will receive positive predoctoral internship evaluation (Summary Score of 3 or higher)</p> <p>4). Comprehensive Case Conceptualization</p> <p>5). Positive Annual Student Evaluation (Summary Score of 3 or higher)</p>

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

Minimum Levels of Achievement (MLA) Year #1

Relevant courses: PSY 6510 Clinical Practicum I

Other Related Program Activities: Students will be active members of a Vertical Supervision Team

Minimum Levels of Achievement (MLA) Year #2

Relevant courses: PSY 6520 Clinical Practicum II

Other Related Program Activities: Students will be active members of a Vertical Supervision Team

Minimum Levels of Achievement (MLA) Year #3

Relevant courses: PSY 7900 Supervision and Consultation, PSY 6530 Clinical Practicum III

Other Related Program Activities: Students will be active members of a Vertical Supervision Team

Minimum Levels of Achievement (MLA) Year #4

Relevant courses: PSY 6540 Clinical Practicum IV

Other Related Program Activities: Students will be active members of a Vertical Supervision Team

Minimum Levels of Achievement (MLA) Year #5

Relevant courses: PSY 7990 Predoctoral Internship

Other Related Program Activities: Students will actively seek out supervision during internship

Minimum Level of Performance	Evaluation Tools Used
<p>MLA #1 Student demonstrated knowledge of supervision models and practices</p>	<ol style="list-style-type: none"> 1). Passing grade in PSY 7900 2). Student will receive positive practicum supervisor evaluations (Summary Score of 3 or higher) 3). Student will receive positive predoctoral internship evaluation (Summary Score of 3 or higher) 4). Positive Annual Student Evaluation (Summary Score of 3 or higher) 5). Participate actively as member of a vertical supervision team

Consultation and Interprofessional/Interdisciplinary 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

Minimum Levels of Achievement (MLA) Year #1

Relevant courses: PSY 6510 Clinical Practicum I

Other Related Program Activities:

Minimum Levels of Achievement (MLA) Year #2

Relevant courses: PSY 6520 Clinical Practicum II

Other Related Program Activities:

Minimum Levels of Achievement (MLA) Year #3

Relevant courses: PSY 7900 Supervision and Consultation, PSY 6530 Clinical Practicum III

Other Related Program Activities:

Minimum Levels of Achievement (MLA) Year #4

Relevant courses: PSY 6540 Clinical Practicum IV

Other Related Program Activities:

Minimum Levels of Achievement (MLA) Year #5

Relevant courses: PSY 7990 Predoctoral Internship

Other Related Program Activities:

Minimum Level of Performance	Evaluation Tools Used
<p>MLA #1 Student demonstrated knowledge and respect for the roles and perspectives of other professions</p>	<ol style="list-style-type: none"> 1). Passing grade in PSY 6510, PSY 6520, PSY 6530, PSY 6540, PSY 7990 2). Positive clinical practicum supervisor evaluation (Summary Score of 3 or higher) 3). Positive predoctoral internship supervisor evaluation (Summary Score of 3 or higher) 4). Positive Annual Student Evaluation (Summary Score of 3 or higher)
<p>MLA #2 Student demonstrated knowledge of consultation models and practices</p>	<ol style="list-style-type: none"> 1). Passing grade in PSY 7900, PSY 7990 2). Positive clinical practicum supervisor evaluation

	<p>(Summary Score of 3 or higher)</p> <p>3). Positive predoctoral internship supervisor evaluation (Summary Score of 3 or higher)</p> <p>4). Positive Annual Student Evaluation (Summary Score of 3 or higher)</p>
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Student Assessment and Feedback Procedures

Annual Student Assessment and Feedback

Using this Annual Student Feedback Review Form, student progress is formally evaluated annually by the program. Each Spring, within three weeks before the end of the semester, the Program Director, Director of Clinical Training, one Core Faculty, one Associated Faculty, and, for students who have officially waived FERPA and HIPAA/Confidentiality Expectations, two elected Student Representatives 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 Clinical Practicum Supervisor Evaluation Forms, results from relevant Comprehensive Examination Phases, 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 Feedback Form and makes the following determination about student performance in each area assessed:

- 1-Exhibits incompetence as an entry level psychologist/practitioner, consistent with current level of training and experience. Recommend *Formal Probation* and/or review for dismissal from program.
 - 2-Demonstrates Unacceptable Competence as an entry-level psychologist/practitioner consistent with current level of training and experience. Recommend *Remediation Plan* and action, may be grounds for dismissal from the program.
 - 3-Approaches Minimal Competence for an entry-level psychologist/practitioner, consistent with current level of training and experience. Needs *Improvement Plan*.
 - 4-Demonstrates Minimal Competence for an entry-level psychologist/practitioner, consistent with current level of training and experience.
 - 5-Demonstrates Competence as an entry-level psychologist/practitioner, consistent with current level of training and experience.
- N/A-Not applicable at this stage of student's training

The Program Director provides each student a written summary of the Annual Evaluation, and informs of any need to develop an *Improvement Plan*, *Remediation Plan*, or plan for *Formal Probation*.

Clinical Supervisor Assessment and Feedback

All clinical supervisors will complete a Clinical Supervisor Feedback Review Form for each student assigned to that clinical placement. The clinical supervisor submits at least one Feedback Review Forms to the Director of Clinical Training at the conclusion of the experience and/or at the end of the academic semester.

Clinical Internship Supervisor Assessment and Feedback:

Using the Clinical Intern Supervisor Feedback Review Form, Internship supervisors will provide assessment and feedback about student interns at the conclusion of the clinical internship. The completed form will be returned to the Director of Clinical Training by the end of the internship year.

Student Self-Reflection:

Student submit an annual Self-Reflection using the Student Self-Reflection Outline. The Self Reflection is 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.

Student Grading Policy:

Student grades are assigned per SUU Policy 6.13 at midterm and again at the end of the academic term. SUU uses a 4.0 grading scale to calculate grade-point average. Qualitative descriptors for the Psy.D. program, however, are not consistent with those outlined in the referred policy. Instead, faculty in the Psy.D. program will assign letter grades based on the following qualitative descriptors*:

A = Demonstrates Competence as an Entry Level Psychologist/Practitioner

B = Demonstrates Minimal Competence as an Entry Level Psychologist/Practitioner

C = Approaches Minimal Competence as an Entry Level Psychologist/Practitioner; needs

Improvement Plan**

D = Demonstrates Unacceptable Competence as an Entry Level Psychologist/Practitioner.

Formal Probation*** is necessary; may be grounds for dismissal from the program.

F = Exhibits Incompetence as an Entry Level Psychologist/Practitioner; Formal Probation and

recommend review for possible dismissal from program

*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: *Improvement Plan* will be developed after a midterm or final grade of “C”, *Remediation Plan* will be developed after two or more midterm or final grades of “C”.

***Note: *Formal Probation* will be implemented after a final grade of “D” or may be implemented after a midterm grade of “D” at the Program’s discretion.

Students receiving a Grade of C will develop an Improvement Plan. Grades of C in two courses will be grounds for a Remediation Plan. A grade of D in any course will result in Formal Probation, and the student will repeat the course the next time it is offered. Grades of C in three or more courses or any grade below D may be grounds for dismissal from the program. Letter grades mirror those evaluation marks produced by Clinical Practicum Supervisor(s), Clinical Internship Supervisor(s), and Annual Student Evaluation review. Grade qualifiers such as + or - are not typically used.

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.

Student Remediation and Appeal Procedures

The Psy.D. Program expects that most students will complete the program with their cohort group and develop the Profession Wide Competencies and receive sufficient grounding in 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.

Improvement and Remediation are developmental processes for students who are not performing at developmentally expected levels in any area (academic, ethical,

interpersonal, behavioral, etc.). In general, the Psy.D. program considers less formal remediation of perceived issues or problems with student performance through an *Improvement Plan*, as a first step (APA 1.04). If, for issues related to persistent academic underperformance (course grade requirement, unexcused absences or non-participation, etc.), for suspected violations of professional/ethical expectations, or for failure to resolve an *Improvement Plan*, a more formal *Remediation Plan* may be implemented. 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:

Improvement Plans

Improvement plans are written documents where students outline their plan for increasing the quality of academic and/or clinical performance in instances where that performance is not at developmentally expected levels. In the *Improvement Plan*, students reflect on barriers to their success, and identify potential solutions and specific behavioral adjustments they plan to make. Students review their progress on Profession-Wide Competencies and levels of Discipline Specific Knowledge and outline any specific corrective actions necessary to achieve expected levels. The student determines a time-frame within which the *Improvement Plan* is to be completed, and specific outcome criteria for completion. *Improvement Plans* are generally submitted to relevant course instructors, Onboarding Mentors, and/or clinical supervisors (if relevant) and the Program Director. Acceptability of the *Improvement Plan* is determined by the faculty/mentor/supervisor in consultation with the Program Director. Once completed, to the satisfaction of the faculty/mentor/supervisor and the Program Director, the *Improvement Plan* does not become part of the student's record. If the student fails to complete their *Improvement Plan*, a *Remediation Plan* may be required, or, depending on the nature and extent of the shortcomings, *Formal Probation* could be imposed. This determination is made by the Program Director in consultation with the Director of Clinical Training, the Training Clinic Director, and in consultation with the Core Faculty.

Remediation Plans

Remediation Plans are written documents where students outline their plan for increasing the quality of academic or professional performance in future courses or training experiences, and explain why the previous *Improvement Plan* (if applicable) was unsuccessful. In addition to specific behavioral adjustments, students should review their progress on Profession Wide Competencies and current levels of Discipline Specific Knowledge, and outline any corrective actions they will take, and specific outcome criteria for completion. The student submits the *Remediation Plan* to the relevant course instructor(s), the Program Director, the Faculty Mentor/Project Chair, the Director of Clinical Training and Clinical Supervisor(if relevant), and the Department

Chair. The *Remediation Plan*, and a *Remediation Plan Resolution Report* becomes part of the student's record.

After review of the student *Remediation Plan*, the course instructor(s), Program Director, Faculty Mentor/Project Chair, Director of Clinical Training, and Department Chair vote on the following outcome resolutions and set a time-frame for completion.

- 1) Student plan for remediation is accepted, and will be monitored
- 2) Student needs to amend and/or revise their *Remediation Plan* according to the committee's recommendations
- 3) Student needs to retake course or repeat the training activity and is on *Formal Probation*
- 4) Student is recommended for dismissal from the program

The student submits a ***Remediation Plan Resolution Report*** at the conclusion of the specified *Remediation Plan* activities. The report should detail student reflections on the process and outcomes of the plan, corrective actions they took along with outcomes of those actions, and progress on Profession Wide Competencies and levels of Discipline Specific Knowledge. The *Remediation Plan Resolution Report* is submitted to the relevant course instructor(s), the Program Director, the Faculty Mentor/Project Chair, the Director of Clinical Training and Clinical Supervisor(if relevant), and the Department Chair.

A formal review of the *Remediation Plan Resolution Report* is conducted at the Core Faculty Meeting after the specified time frame has been met. The Core Faculty 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). Notices of *Formal Probation* are delivered to the Core Faculty and to Elected Students Representatives (unless a student has not waived their right to confidentiality). In general, *Formal Probation* consists of, but is not limited to, the student complying with outlined Specific Corrective Actions and coordinating meetings with the Program Director, the Faculty Mentor/Supervisor, and the Director of Clinical Training 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 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. *Formal Probation Report Template*

Specific Corrective Actions might include, but are not limited to a recommendation for personal therapy and/or substance abuse treatment, a formal psychological assessment and adherence to the recommendations, 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.

Improvement Plans, Remediation Plans, and/or Formal Probation 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), performance on Comprehensive Examinations, as suggested in Annual Reviews and/or Clinical Supervision reviews, 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

-Course Grade Requirement, As outlined in SUU policy 6.13, SUU uses a 4.0 grading scale. Qualitative descriptors for the Psy.D. program, however, are not consistent with those outlined in the referred policy. Instead, faculty in the Psy.D. program will assign mid-term and final letter grades based on the following descriptors:

A = Demonstrates Competence as an Entry Level Psychologist/Practitioner

B = Demonstrates Minimal Competence as an Entry Level Psychologist/Practitioner
 C = Approaches Minimal Competence as an Entry Level Psychologist/Practitioner,
 Needs

Improvement Plan

D = Demonstrates Unacceptable Competence as an Entry Level Psychologist/Practitioner.

Formal Probation is necessary, may be grounds for dismissal from the program.

F = Exhibits Incompetence as an Entry Level Psychologist/Practitioner: *Formal Probation*, and recommend review for possible dismissal from the program.

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. Letter grades mirror those evaluation marks produced by Clinical Practicum Supervisor(s), Clinical Internship Supervisor(s), and Annual Student Evaluation review. Grade qualifiers such as + or - are not typically used.

Students are expected to earn a minimum grade of “B” (Demonstrates Minimal Competence as an Entry Level Psychologist/Practitioner) in all coursework. Students receiving any “C” grade (Approaches Minimal Competence as an Entry Level Psychologist/Practitioner, Needs *Improvement Plan*) must submit to the course faculty member, and the Program Director, a written *Improvement Plan* (see above).

Students who receive a second grade of C (concurrent or subsequent) will create a written *Remediation Plan* (see above).

If the student earned a mid-term grade of “D” they may be placed on *Formal Probation* at the discretion of the Program Director. A final grade of “D” will result in *Formal Probation* (see above), will require the student to repeat the course the next time it is offered, and may limit the type of practicum, or other training opportunities available. The determination of practicum training restrictions is made by the Director of Clinical training.

Three or more grades of C in any courses, or any final grade below “D” in a course results in *Formal Probation*, and may be grounds for dismissal from the program.

Grade Appeals

Grade Appeals may be filed according to SUU Policy 6.19, Grade Appeal. Outcomes of Remediation, and/or Formal Probation actions may be appealed, in writing, to the SUU Psychology Department Chair and the Dean of the College of Humanities and Social Sciences. Their determination is final.

Comprehensive Examination Performance, Phase I

Comprehensive Literature Review papers are evaluated for depth and quality and rated with the following developmentally-weighted rubric:

- Unacceptable performance (Recommend *Formal Probation*)
- Unacceptable performance (Recommend *Remediation Plan* and action)
- Minimally acceptable performance for an entry level psychologist/practitioner, but needs
Improvement Plan
- Minimally acceptable performance for an entry-level psychologist/practitioner, revise and resubmit
- Acceptable performance for an entry-level psychologist/practitioner, minor revisions

Ratings that call for an *Improvement Plan*, *Remediation Plan*, or *Formal Probation* shall be reviewed by the Program Director, and the recommended corrective action taken (see above). Ratings calling for the student to revise and resubmit will be handled by the Onboarding Mentor.

Comprehensive Examination Phase II, Foundational Knowledge Exam (FKE)

Students scoring below the required 70% on the FKE may repeat the exam after a 60-day period. Within two weeks of the failed exam, students will meet with the Onboarding Mentor and Program Chair to develop an *Improvement Plan* to enhance ongoing preparation. A second failure will result in *Formal Probation*, a third failure will result in dismissal from the program.

Comprehensive Examination Phase III, Comprehensive Case Conceptualization Professional Competencies Exam (PCE)

These presentations are evaluated for depth and quality with the following rubric:

- Acceptable
- Acceptable with Minor Modifications
- Acceptable with Major Modifications, *Remediation Plan*, and a Repeat Defense
- Unacceptable and *Formal Probation* or Dismissal from the Program

Students who receive a recommendation to modify will work with the Director of Clinical Training to make necessary modifications. Students who receive an “Unacceptable” rating will be on Formal Probation, or will be reviewed for dismissal from the program.

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:

Improvement Plan (see above)

Remediation Plan (see above)

Formal Probation (see above)

Improvement Plan Template

Remediation Plan Template

Remediation Plan Resolution Report Template

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.

Emergency Suspension

The Program Director, Director of Clinical Training, 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.

Improvement, Remediation, and Formal Probation Summary Table

	Initiation of the Improvement Plan	Oversight Team (Relevant to Each Initiation Event)	Steps of Improvement Plan	Resolution of Improvement Plan
Improvement Plan	<ul style="list-style-type: none"> -Any course grade of "C" -Indicated in Phase I of Comprehensive Exam -Score below 70% on Phase II of Comprehensive Exam -Indicated in Annual Review -Indicated in Clinical Supervisor Assessment -Minor ethical infractions 	<ul style="list-style-type: none"> Course Instructor and Program Director Onboarding Mentor/Program Director Onboarding Mentor/Program Director Program Director Director of Clinical Training or Vertical Team Supervisor Program Director 	<ul style="list-style-type: none"> -Written Plan for increasing quality of academic and/or clinical performance -Identify potential barriers to success -Review progress on PWC's and DSK's -Student-derived time frame for resolution -Deliver to relevant Instructor, Mentor, Director, or Supervisor for Approval 	<ul style="list-style-type: none"> Plan successfully completed as determined by the Oversight Team Plan not completed, Remediation Plan Needed, as determined by the Oversight Team Plan not completed Formal Probation Needed as determined by the Program Leadership Team (PD, DCT, CD)
	Initiation of Remediation Plan	Oversight Team	Steps of Remediation Plan	Resolution of Remediation Plan
Remediation Plan	<ul style="list-style-type: none"> -Two course grades of "C" -Indicated in Phase III of Comprehensive 	<ul style="list-style-type: none"> Relevant Course Instructor, Director of Clinical Training, 	<ul style="list-style-type: none"> Written Plan for increasing quality of academic and/or clinical performance Reflection on why Improvement Plan 	<ul style="list-style-type: none"> Plan successfully completed as determined by the Oversight Team and Core Clinical

	<p>Exam</p> <p>-Indicated in Annual Review</p> <p>-Indicated in Clinical Supervisor Assessment</p> <p>-Significant ethical infractions</p>	<p>Clinical Supervisor (if relevant)</p> <p>Clinic Director,</p> <p>Department Chair</p>	<p>was unsuccessful (if applicable)</p> <p>Outline specific behavioral adjustments that will be made</p> <p>Review progress on PWC's and DSK's and outline corrective actions</p> <p>Derive an appropriate time-frame for the plan</p> <p>Submit plan to relevant Instructor, Program Director, Faculty Mentor or Project Chair, DCT, Clinic Director, and Department Chair for vetting</p> <p>Submit a Remediation Plan Resolution Report at the conclusion of the outlined time frame.</p>	<p>Faculty</p> <p>Plan not completed</p> <p>Formal Probation Needed as determined by the Program Leadership Team (PD, DCT, CD)</p> <p>The Remediation Plan becomes part of the student's permanent record</p>
	Initiation of Formal Probation	Oversight Team	Steps of the Formal Probation	Resolution of Formal Probation
Formal Probation	<p>Course grade of "D"</p> <p>Unsuccessful Remediation Plan</p> <p>-Indicated in Phase I of Comprehensive Exam</p> <p>-Score below 70% on Phase II of Trial 2 of</p>	<p>Program Director, In Consultation with the Core Program Faculty</p>	<p>Student is notified in writing of Formal Probation</p> <p>For Course Grade of D, Student will repeat the course the next time it is offered</p> <p>Student receives a list of Specific Corrective Actions</p> <p>Student will arrange</p>	<p>Fulfilling Formal Probation requirements for three consecutive academic semesters</p> <p>Student will be notified, in writing of Formal Probation</p>

	<p>Comprehensive Exam</p> <p>-Indicated in Phase III of Comprehensive Exam</p> <p>-Indicated in Annual Review</p> <p>-Indicated in Clinical Supervisor Assessment</p> <p>-Significant ethical infractions</p> <p>-Emergency Suspension</p>		<p>review meetings with Program Director, Faculty or Project Mentor, and Director of Clinical Training 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>resolution</p> <p>Formal Probation not fulfilled, recommend dismissal from program</p> <p>Probation agreement and Formal Probation Reports 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 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 (Two grades of C, or any grade below C after attempts to remediate have failed)
2. Unsatisfactory completion of Phase I, Phase II, or Phase III of the Comprehensive Examination after two attempts
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 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 may also determine if students' misconduct are reportable to outside entities and take steps necessary in this regard.

Campus Facilities and Resources

There are myriad campus resources available for students, staff, and faculty. This website outlines a few of tangible benefits of working here. The CETL is available for helping support new faculty in their professional development and adaptation to SUU. The Office of the Provost also has a list of resources available to help all faculty in their professional endeavors. For those teaching on-line or distance formatted classes, the Online Teaching and Learning (OTL) office is committed to providing high quality teaching resources regardless of the modality. The OTL also provides expert support for Canvas, the electronic learning platform SUU uses. The Office of Human Resources curates a list of employee benefits and plans. Finally, the Sherratt Library has in-person or virtual chat options with skilled information specialists who can help secure and share information, develop OER options, and conduct scholarly research.