

## NEW PROGRAM PROPOSAL FORM

ACAP Meeting  
June 13, 2024  
Agenda Item: 5.c.

Name of Institution: **Clemson University**

Name of Program (include degree designation and all concentrations, options, or tracks):  
**PhD Health Psychology**

Program Designation:

- |   |   |
|---|---|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree  |
| <input type="checkbox"/> Bachelor's Degree: 4 Year  | <input type="checkbox"/> Specialist   |
| <input type="checkbox"/> Bachelor's Degree: 5 Year  | <input checked="" type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) |   |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes  
☒ No

Proposed Date of Implementation: **August 2025**

CIP Code: **42.2810**

Delivery Site(s): **Clemson University Main Campus (50104)**

Delivery Mode:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face<br>*select if less than 25% online | <input type="checkbox"/> Distance Education                             |
|   | <input type="checkbox"/> 100% online                                    |
|   | <input type="checkbox"/> Blended/hybrid (50% or more online)            |
|   | <input type="checkbox"/> Blended/hybrid (25-49% online)                 |
|   | <input type="checkbox"/> Other distance education (explain if selected) |

Program Contact Information (name, title, telephone number, and email address):

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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

**Graduate Curriculum Committee: 13 October 2023**

**Provost: 19 December 2023**

**President: 15 March 2024**

**Board of Trustees: 5 April 2024**

## **Background Information**

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

### Background, Purpose, and Field of Application

The purpose of the Health Psychology PhD program is to educate students about the psychological underpinnings and consequences of illness and health. The Health Psychology program will provide students with a strong foundation of content knowledge, research methods and statistical skills, and research experiences to pursue careers in the field of health psychology. Graduates of this program work in such settings as hospitals, clinics, rehabilitation centers, public health or research organizations, government agencies, and educational settings.

With the increase in mental health challenges, an aging population, and extreme health disparities in the US, Health Psychologists are in demand to provide meaningful and necessary solutions to challenges facing society<sup>1</sup>. Health psychology seeks to examine:

- (1) the dynamic psychology-biology interaction and its impact on health and disease;
- (2) how psychopathology, stress, pain, social and environmental factors impact health and wellness;
- (3) ways to develop strategies to mitigate health disparities; and
- (4) how to design and implement psychosocial interventions to promote health and mitigate the impact of illness.

The means to decrease healthcare costs is a major priority for healthcare stakeholders and policy makers, and health psychologists can contribute to this goal in several ways. Their work can help to prevent or mitigate negative health consequences that are influenced by psychological factors, such as developing or implementing pain management, weight management, stress reduction, drug and alcohol prevention and/or cessation, or cognitive training programs and research studies<sup>2</sup>. Health psychologists work to address health conditions that have increasing prevalence in the U.S. such as Alzheimer's Disease and Substance Use Disorders. In addition to formal didactic training on these health conditions, the Department of Psychology has several faculty members who are experts on these topics, and these faculty members have strong ties with Prisma Health-Upstate clinicians. These faculty represent interdisciplinary partnerships in the Institute for Engaged Aging (IEA) and the Center for Addiction and Mental Health Research (CAMHR), both which have connections with Prisma Health. The partnership between Clemson University and Prisma Health through the Clemson University School of Health Research, the Institute for Engaged Aging, and the Center for Addiction and Mental Health Research will provide students with a unique opportunity to conduct patient-focused research. Thus, students would have the opportunity to conduct research with experts in the field and acquire rigorous, immersive practical training experiences with patient populations relevant to prevention, intervention, and translational research.

### Target Audience

Students matriculating into the program will have a background in psychological research and have experiences relevant to health that could be gained from undergraduate curricular and extra-curricular activities or through workforce experience. Recruitment will be strategic regionally through undergraduate conferences geared towards students in psychology and other disciplines in South Carolina and the Southeastern region of the United States; however, it is expected that applicants will not be exclusively geographically limited to the region, as some will apply to our program based on faculty expertise and research agendas. It is also expected that some students who matriculate into our terminal MS program will decide to apply to the doctorate program, and many terminal MS students will be recruited from Clemson undergraduates. While psychology is the predominant field from which the program will recruit, potential students may have also gained training in fields such as human development and family studies, public health, sociology, gerontology, and social work.

### Alignment with Institutional Mission and Strategic Plan

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<sup>1</sup> See <https://www.apa.org/education-career/guide/subfields/health/education-training> and [societyforhealthpsychology.org](https://www.societyforhealthpsychology.org)

<sup>2</sup> Friedman, H. S., & Silver, R. C. (Eds.). (2007). Foundations of health psychology. Oxford University Press.

The proposed Ph.D. program will also support existing University centers and institutes, such as the Institute for Engaged Aging, the Center for Mental Health and Addiction Research, and the Clemson University School of Health Research. All three of these units actively support the Transforming Lives pillar of the University's Clemson Elevate strategic plan, working to gain meaningful solutions to improve the lives of South Carolinians. Graduate students in the program would be integrated into these research hubs that directly impact South Carolina residents by improving health outcomes and minimizing health disparities. In keeping with Clemson's mission, the program directly challenges students to "think deeply about and engage in the social, scientific, economic, and professional challenges of our times." As outlined in previous sections of this proposal, the psychological sciences devoted to health are targeting formative challenges within our society, such as Alzheimer's Disease, opioid use prevention, and health disparities.

The proposed Ph.D. in Health Psychology also aligns with the Doubling Research pillar of the Clemson Elevate plan. The program will greatly expand faculty research, and Ph.D. students will enhance faculty members' ability to offer engaging research opportunities for undergraduates, who can benefit from peer mentoring in Creative Inquiry teams. In the first three quarters of this fiscal year, the University's Department of Psychology generated \$2.3M in external grant funding that will help leverage this program into a prominent PhD offering focusing on health-related research. Strong external funding will provide students structured opportunities, often networking across disciplines and academic settings, that ensure they gain a formative learning experience with research vetted through an intense and competitive peer-review process. Besides external grant funding supporting student experience, it is expected that this new program will support faculty with 1) the necessary research assistants and project managers required in funded research, and 2) enhanced productivity in manuscript writing to fulfill the aims of their grants.

### **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

Psychology is one of the larger undergraduate majors at Clemson University and many other post-secondary institutions. This provides demand for graduate programs in psychology and a pool of undergraduates (at Clemson, regionally, and nationally) from which this proposed program will be able to draw applicants. For example, the Southeastern Psychological Association (SEPA) is a regional organization whose mission is to "advance psychology as a science, as a profession, and as a means for promoting human welfare." SEPA is the largest psychological organization in the southeast, and one of the largest regional organizations in the United States, covering ten states, including South Carolina. The annual conference focuses on student development and is the first conference presentation for many students in the region. Student sessions predominate the conference to support their 647 members (in 2022, an additional 187 non-members attended), including multiple undergraduate sessions and a poster session completely devoted to Health Psychology. A unique aspect of Health Psychology is how it integrates a variety of other subfields of psychology (e.g., social, developmental, clinical, experimental, and cognitive psychology) when focusing on health-specific outcomes. In this manner, the pool of students is quite large within the field of psychology, and recruitment strategies at outlets like SEPA will target helping students to identify health psychology as a highly-applied option to continue their training in the psychological sciences beyond the baccalaureate level.

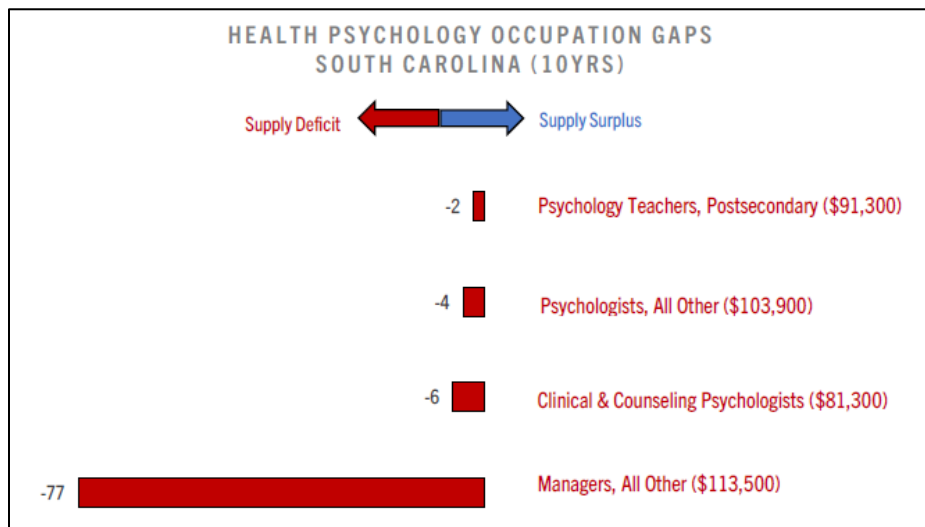
Clemson University has conducted a market analysis of the proposed program. Data for this analysis include the National Center for Education Statistics (IPEDS), the Bureau of Labor Statistics (BLS), JobsEQ (Chmura Economics), and the websites/course catalogs of local competitive programs. As part of the analysis, degree completion data was collected for programs classified under the 42.2810 CIP code. Over a five-year period (2018-2022), this completion data shows the following:

- East Carolina University is the only institution to have reported double digit degree completions in at least one year during this period (10 in 2021, and 9 degree completions in both 2020 and 2022). Not including ECU, the other institutions included in the analysis average roughly 4 Health Psychology doctoral degree completions per year.
- Of the nine institutions who reported five years' worth of doctoral degree program outcomes under the 42.2810 CIP Code, three reported increases from 2018-2022 (Colorado-Denver, East

Carolina and South Alabama) and two reported decreases (Chicago School of Professional Psychology and VCU).

An analysis of colleges and universities in the region who offer (and report degree completion data) for doctoral degrees in the field of Health Psychology under CIP Code 42.2810 identified zero competitor programs in the state of South Carolina and only one program outside of the state that is located within 150 miles of the Clemson University campus (UNC Charlotte).

The U.S. Bureau of Labor Statistics (BLS) notes the average growth rate for all occupations is 3% from 2022 to 2032. National level labor market data shows that the growth rates for all the occupations in the "Employment Opportunities" table related to Health Psychology programs presented in the next section, is projected to grow at rates significantly faster than the average. An occupation gap analysis (based on labor projections and degree awards) projects average annual supply deficits of nearly 90 qualified individuals over the next 10 years in South Carolina for four Health Psychology related occupations (Psychology Teachers-Postsecondary; Psychologists-All Other; Clinical & Counseling Psychologists; Managers-All Other). Additionally, on the economic front, the market for contract research organizations in the clinical research sector is projected to grow to \$64.4 billion by 2027<sup>3</sup> (up from \$44.3 billion in 2020); graduates from the proposed program could design, analyze, and manage randomized clinical studies.



### Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

Not applicable.

<sup>3</sup> <https://www.globenewswire.com/news-release/2020/10/06/2104259/0/en/Contract-Research-Organizations-CROs-Market-Worth-64-4-Billion-by-2027-Exclusive-Report-Covering-Pre-and-Post-COVID-19-Market-Analysis-by-Meticulous-Research.html>

## Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs (2020)	Employment Projection (2020-2030)	Expected Number of Jobs (2022)	Employment Projection (2022-2032)	
Data Scientist	120	25% increase	168,900	35% increase	<a href="#">Career One Stop</a> and <a href="#">BLS</a>
Medical Scientist	450	24% increase	119,000	10% increase	<a href="#">Career One Stop</a> and <a href="#">BLS</a>
Health Education Specialist	580	16% increase	60,400	7% increase	<a href="#">Career One Stop</a> and <a href="#">BLS</a>
Clinical and counseling psychologists	1,100	12% increase	67,500	11% increase	<a href="#">Career One Stop</a> and <a href="#">BLS</a>
Environmental Scientists and Specialists, including health	330	12% increase	80,500	6% increase	<a href="#">Career One Stop</a> and <a href="#">BLS</a>
Psychology Teachers, Postsecondary	250	12% increase	50,900	5% increase	<a href="#">Career One Stop</a> and <a href="#">BLS</a>
Natural Science Managers (Clinical Research Coordinators)	500	10% increase	86,300	5% increase	<a href="#">Career One Stop</a> and <a href="#">BLS</a>
Psychologists, All Others	NDA	NDA	56,300	5% increase	<a href="#">Career One Stop</a> and <a href="#">BLS</a>

### Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

The table above shows the federally-coded occupations that program graduates would most likely assume. With the exception of Data Scientist, all the occupations above associated with health psychology are projected to grow at a faster rate in South Carolina than the national averages. However, the Data Scientist occupation is expected to see the greatest increase in South Carolina. Data Scientist is a growing field requiring advanced degrees and extensive training in statistics; psychologists are uniquely suited for data scientist positions related to health as an understanding of study design and how to link existing theory and research to new models is necessary. The Bureau of Labor Statistics<sup>4</sup> projects that the median pay is around \$103,500/year with a 35% increase in the national job outlook from 2022-2032.

### Description of the Program

The Health Psychology doctorate program comprises 90 credit hours, which include 24 credits dedicated to completing thesis and dissertation projects. Students will have to complete 15 credits of core Health Psychology courses, 15 credits of additional Health Psychology content courses, 18 credits of Methodology/Statistics courses, and will be able to tailor their degree with 18 credits of interdisciplinary elective courses that should support their Health Psychology thesis/dissertation projects and/or career aspirations. The proposed curriculum is designed to take 10 semesters to complete. As a part of their coursework, students will have the opportunity to learn from faculty whose research directly advances the field of Health Psychology. Moreover, students will have connections to formal and informal learning

<sup>4</sup> <https://www.bls.gov/ooh/math/data-scientists.htm>

opportunities through the Clemson University School of Health Research, Institute for Engaged Aging, and Center for Addiction and Mental Health Research.

<b>Projected Enrollment</b>												
<b>Year</b>	<b>Fall Headcount</b>				<b>Spring Headcount</b>				<b>Summer Headcount</b>			
	<b>New</b>	<b>Continuing</b>	<b>Lost</b>	<b>Graduate</b>	<b>New</b>	<b>Continuing</b>	<b>Lost</b>	<b>Graduate</b>	<b>New</b>	<b>Continuing</b>	<b>Lost</b>	<b>Graduate</b>
2025/26	5	0	0	0	0	5	0	0	0	0	0	0
2026/27	4	5	0	0	0	9	0	0	0	0	0	0
2027/28	4	9	0	0	0	13	0	0	0	0	0	0
2028/29	4	13	0	0	0	17	0	0	0	0	0	0
2029/30	4	17	0	0	0	21	0	5	0	0	0	0

<b>Projected Enrollment</b>			
<b>Year</b>	<b>Fall Headcount</b>	<b>Spring Headcount</b>	<b>Summer Headcount</b>
2025/26	5	5	0
2026/27	9	9	0
2027/28	13	13	0
2028/29	17	17	0
2029/30	21	21	0

Explain how the enrollment projections were calculated.

The enrollment projection has been formulated based on the amount of students the program and department can support and under the knowledge that Psychology is a high-demand major at the undergraduate level with many students aspiring for graduate training. In addition, health-focused careers are on the rise with expanded understanding of the importance of psychological factors for mental and physical health. Psychology is a growing field, both in education and employment. The Bureau of Labor Statistics projects a growth of 6 percent from 2022-2023, faster than the average for all occupations<sup>5</sup>. Psychology is the third most popular major in the nation in 2022-2023, according to a Niche ranking. This is reflected at Clemson University, with Psychology being one of the largest majors on campus. This provides the demand for programs in psychology and the pool of undergraduates (at Clemson, regionally, and nationally) from which this proposed program will be able to draw applicants.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☒ Yes

☐ No

In addition to the University's general requirements, as outlined by Clemson's Graduate School Policies and Procedures, the PhD in Health Psychology requires the following materials from all candidates:

<sup>5</sup> <https://www.bls.gov/ooh/life-physical-and-social-science/psychologists>

- 3 letters of support
- A CV/Resume
- Personal statement
- Writing sample\*
- If they wish to be considered for the MS program *if they are not accepted into the PhD program*
- Their top 3 choices of preferred advisors

\*Optional

## Curriculum

### New Courses

List and provide course descriptions for new courses.

#### **PSYC 8410, Advanced Health Psychology (3 credit hours)**

Advanced Health Psychology considers theoretical, methodological, and empirical perspectives critical to advancing the psychological sciences related to health. The course focuses on the application of the biopsychosocial model in evaluating health promotion, prevention, and health disparities related to physical and mental health. By the end of this course, students will be able to articulate critical issues important for developing and implementing a thesis, manuscript, or study within a topic relevant to Health Psychology.

Total Credit Hours Required: 90

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
PSYC 8100 Research Design & Quantitative Methods I (Stat1)	3	PSYC 8110 Research Design & Quantitative Methods II	3		
PSYC 8410 Health Psychology	3	PSYC 8420 Health Psychology Interventions	3		
PSYC 8990 Professional Development	3	Elective	3		
PSYC 8910 Thesis Research	1	PSYC 8910 Thesis Research	1		
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
PSYC 8430 Health Disparities in Psychological Sciences	3	PSYC 8450 Psychology & Aging	3		
PSYC 8130 Research Design & Quantitative Methods III	3	PSYC 8500 Psychopathology & Health	3		
PSYC 8440 Drug and Human Behavior	3	PSYC 8910 Thesis Research	3		
PSYC 8910 Thesis Research	1				
Total Semester Hours	10	Total Semester Hours	9	Total Semester Hours	



Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Elective	6	PSYC 8710 Psychological Tests and Measurement	3		
PSYC 8730 Structural Equation Modeling in Applied Psychology (Stat4)	3	PSYC 8510 Theories of Psychotherapy	3		
		Elective	3		
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
PSYC 8240 Advanced Physiological Psychology	3	Health Psychology Content Course	3		
Methods Course	3	Elective-Health Psych Elective Course	3		
Elective	3	PSYC 8910 Dissertation Credits	3		
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	
<b>Year 5</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
PSYC 8910 Dissertation Credits	9	PSYC 8910 Dissertation Credits	6		
Total Semester Hours	9	Total Semester Hours	6	Total Semester Hours	

**Similar Programs in South Carolina offered by Public and Independent Institutions**

Identify the similar programs offered and describe the similarities and differences for each program.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Health Psychology PsyD	130	Francis Marion University	Aims to provide both breadth and depth of understanding of theoretical and empirical basis of health-related issues that are best approached and mitigated through a biopsychosocial lens.	Prepares students for licensure with a focus on graduates providing advanced mental health services with direct patient-care responsibilities in clinics, hospitals, and outreach programs. Focuses on the practitioner-scholar and represents a professional doctorate as compared to a research doctorate.

## Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Professor (F)	Health Psychology PSYC 8990: Health Promotion across the Lifespan	Ph.D., Developmental Psychology, University of Notre Dame Postdoctoral training: Pediatric Psychology, St. Jude Children's Research Hospital	
Professor (F)	PSYC 8990: Positive Psychology	Ph.D. Clinical Psychology, Northwestern University	
Professor (F)	PSYC 8450 Psych & Aging PSYC 8990 Professional Development	Postdoctoral fellowship: Centre for Research on Ageing, Health, & Wellbeing, Australian National University Ph.D. Lifespan Developmental Psychology, University of Alabama at Birmingham	
Professor (F)	PSYC 8500 Psychopathology & Health	Ph.D. Clinical Psychology, University of Georgia Postdoctoral training: National Crime Victims Research & Treatment Center	
Assistant Professor (F)	PSYC 8330 Advanced Cognitive Psychology PSYC 8720 Judgment & Decision-Making PSYC 8710 Psychological Tests and Measurement PSYC 8730 Structural Equation Modeling in Applied Psychology	Postdoctoral fellowship: Max Planck Institute for Human Development Ph.D. Cognitive Psychology, University of Oklahoma	
Assistant Professor (F)	PSYC 8500 Psychopathology	Postdoctoral fellowship: John's Hopkins School of Medicine Internship: University of Mississippi Medical Center Ph.D. Clinical Psychology, Louisiana State University	Clinical Psychologist pursuing licensure

Assistant Professor (F)	PSYC 8420 Health Psychology Interventions; PSYC 8510 Theories of Psychotherapy; PSYCH 8990 Applied Mental Health	Postdoctoral fellowship: UConn Rudd Center for Food Policy and Health Postdoctoral fellowship: Yale University Ph.D. Clinical Psychology, dual specialty in Health Psychology, University of Hawai'i at Manoa	
Associate Professor (F)	PSYC 8330 Advanced Cognitive Psychology PSYC 8720 Judgment & Decision-Making	Ph.D. Cognitive and Cognitive Neuroscience, Texas A&M University	
Professor (F)	PSYC 8430 Health Disparities in Psychological Sciences	Postdoctoral fellowship: National Institute of Aging Ph.D. Lifespan Developmental Psychology, North Carolina State University	
Associate Professor (F)	PSYC 8990 Multilevel Modeling	Postdoctoral fellowship: Penn State Ph.D. Experimental Psychology, Syracuse University	
Assistant Professor (F)	PSYC 8440 Drugs and Human Behavior	PhD Clinical Psychology, University of Oviedo	

Total FTE (full-time equivalent) needed to support the proposed program

Faculty: 1.75

Administrators: 0.50

Staff: 0.75

### **Faculty, Staff, and Administrative Personnel**

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Administrative oversight of the program is primarily provided by the program coordinator and their project manager. The project manager will assist in program coordination, recruitment, and student support. With the addition of the Health Psychology program, the Department will house a total of three doctorate programs and three associated terminal MS programs. All graduate programs within the University's Department of Psychology are overseen by a faculty member. The faculty member oversees a five-member Department Graduate Program Committee composed of the three coordinators and two additional faculty. 11 faculty members from the department are currently expected to teach courses that appear in the program's curriculum. Faculty will be teaching courses regularly for the program at differential loads, with the majority teaching one course every other year and some teaching every year or every three years. Research faculty associated with several centers and institutes affiliated with the college will support students in these applied experiences. Finally, faculty responsibilities related to mentoring are up to the discretion of the faculty, with some faculty contributing to the coursework but not planning on taking on students, and others planning to regularly serve as thesis/dissertation mentors.

### **Resources**

#### **Library and Learning Resources**

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The Clemson University Libraries' resources required for the proposed program are already in place and available online; therefore, there is no need for additional library resources. All major journals in the discipline are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and WorldCat database providing access to more 71,000 libraries worldwide for interlibrary loan services. The PASCAL and Kudzu Consortium(s) provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 southeastern universities.

Students request journal articles through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week. In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved programs, if needed. No new funding is required to support the library and learning resources.

**My Library Account:** Students enrolled in off-campus, distance education, and online programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

**Books and Articles not owned by Clemson University Libraries:** Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made

through the Clemson University Libraries home page and delivered to a participating library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

**Articles owned by Clemson University Libraries:** Students requiring articles from print journals owned by the Library may request a scanned copy via <http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php>. Articles not available from Clemson University Libraries: Students also have free access to interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: <http://libguides.clemson.edu/ill>.

**Reference Assistance:** Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the Ask a Librarian service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

### **Student Support Services**

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

No new services are needed to support the program. In addition to library and learning resources, a number of academic and student support services are available to all graduate students—including online students—at Clemson University:

- **Clemson Computing and Information Technology (CCIT)** – Provides a leading-edge integrated information environment integral to learning and research. Graduate students may (but are not limited to) take advantage of services such as Clemson email account, emergency text messages, mobile guidebooks, video conferencing, web development, and data storage. Help services are available via phone, email, or online chat.
- **Student Accessibility Services** – Graduate Students may register with Student Accessibility Services to use services such as academic access letters, assistive technology, communication services, test proctoring center and electronic textbooks.
- **Center for Career and Professional Development** – Clemson University is dedicated to engaging students in career development that will empower them to successfully pursue their educational and professional goals. Services provided by the career center include career workshops, resume writing, career development, job search assistance, and networking.
- **GRAD 360°** – A professional development program affiliated with The Graduate School that provides students with a structured way to develop and track their proficiency in the academic, personal, and professional focus areas known as “The Tiger 9”: career development; personal health, wellness and financial literacy; research and innovation; professionalism and ethics; leadership and management; teamwork and collaboration; teaching and learning; oral, written and intercultural communication; and social and global responsibility. Each student’s development program can be tailored to meet their unique needs and interests. Students can identify their skills, interests, and values throughout their Clemson experience; engage their advisors in holistic advising and mentoring; acquire and develop specific skills necessary for postgraduate professional practice; and track their transformation by recording their experience in an online portfolio.
- **International Services** – The Office of Global Engagement’s International Services area works with incoming international students to provide valuable information, service and advice to meet their unique needs. International Services is a valuable resource for international students’ immigration, employment, and support needs, and works to create a welcoming, positive

environment for Clemson's international student population to help them meet their academic and research goals while making sure their personal goals are taken into consideration.

- **Counseling and Psychological Services (CAPS)** – Counseling and Psychological Services (CAPS), the mental health department of Student Health Services, offers a wide array of services along a continuum of intensity for various psychological issues.
- **Graduate Student Life** – Operating under the Division of Student Affairs, this is a central body that collaborates with the Graduate School and Graduate Student Government to enhance the overall graduate student life experience.
- **Clemson University Writing Center** – The goal of the writing center is to help all members of the Clemson community become more confident and effective writers.
- **Clemson Online** – Clemson Online staff are dedicated to ensuring that all online students have access to the same resources and support that a first-class Clemson education comprises for students enrolled in programs having in-person modalities. Clemson University is devoted to ensuring an innovative and substantive educational experience for all students.

### **Physical Resources/Facilities**

*Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.*

All physical facilities (e.g., offices, classrooms, computing/IT equipment) needed to support the program are already in existence and associated with the current degree programs in the Department of Psychology. Some students in the Health Psychology doctorate program are expected to have graduate assistantships, as well as applied learning opportunities and experiences (i.e., internships, thesis/dissertation data collection sites, lectures, workshops) located in the Center for Addiction and Mental Health Research (CAMHR), Institute for Engaged Aging (IEA), and the Clemson University School of Health Research (CUSHR). Each is focused on developing meaningful partnerships in the Clemson and South Carolina communities as well as tackling health disparities via research, policy, and practice.

**Center for Addiction and Mental Health Research (CAMHR):** As a resource for faculty, students, the community, and the state, CAMHR offers technical assistance to non-profit organizations, community-based agencies, and healthcare providers. Faculty affiliates provide mentoring and professional development opportunities for researchers to foster their research skills and success in obtaining extramural funding. Collaborations include academic, community, and healthcare partners, as well as municipalities, government departments, and agencies. CAMHR's mission is to promote the visibility, accessibility, and application of addiction and mental health research through events, communications, and outreach, with a commitment to reducing health disparities via research, policy, and practice.

**Institute for Engaged Aging (IEA)** – The Institute for Engaged Aging strives to discover, develop, and disseminate best practices for engaged aging through research, education, and community outreach. Institute initiatives focus on brain, mobility, and technology enabling older adults to engage in family and community living activities regardless of their social, economic, or health status. Research, educational programs, and community outreach generated through the IEA and its partnerships with Clemson faculty and regional organizations are critical in meeting the needs of a diverse older adult population. Census estimates predict that the number of adults 65 and older is expected to double to almost 20 percent of the U.S. population by 2030 and, in South Carolina, the percentage will be even greater at 22 percent, reflecting its leading rate of growth of those over 65.

**Clemson University School of Health Research (CUSHR)** – The CUSHR comprises Clemson faculty members as well as doctors, clinicians, and other health-related partners who are building transformative health research agendas. More than 160 Clemson faculty engage in health research impacting the community with local and national impact. Clemson has collaborated with Furman University, the Greenwood Genetic Center, the Medical University of South Carolina (MUSC), Prisma Health, and the University of South Carolina School of Medicine Greenville. With their research and clinical expertise, these academicians and medical professionals are working to solve the most perplexing health care

questions. Partnerships have been strategically developed to give faculty and students opportunities to engage in applied research, professional learning, and immersion experiences.

### **Equipment**

*Identify new instructional equipment needed for the proposed program.*

All instructional equipment needed to support the program is already in existence and associated with the current degree programs in the University's Department of Psychology

### **Impact on Existing Programs**

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☒ Yes

☐ No

The proposed program will positively impact the existing degrees in Psychology. At the undergraduate level, the program will provide greater assistance in teaching and more opportunities for undergraduate students to engage in meaningful research experiences, as graduate students in the program will expand research opportunities. At the graduate level, the program will expand coursework and intradisciplinary opportunities for students in the Human Factors Psychology (HFP) PhD and Industrial/Organizational Psychology (I/OP) PhD programs. After an initial 4-year developmental period is complete, each of the three doctoral programs (HF, IO, and Health) will have 9 departmentally-funded graduate students who will be financially supported to complete their doctorate training (27 total). In the current state, the HF and IO programs currently have 11 departmentally-funded students (22 total). Thus, the Health Psychology program is expected to lead to 5 new (additional) students, leading to an increased number of graduate students who are supporting departmental teaching and research efforts. The majority of these students complete teaching assistantships that indirectly improve faculty productive and enhance student experience.



### Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special State Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Federal, Grant or Other Funding	\$92,174	\$92,174	\$122,965	\$122,965	\$184,548	\$184,548	\$215,424	\$215,424	\$307,919	\$307,919	\$923,030	\$923,030
<b>TOTAL</b>	<b>\$92,174</b>	<b>\$92,174</b>	<b>\$122,965</b>	<b>\$122,965</b>	<b>\$184,548</b>	<b>\$184,548</b>	<b>\$215,424</b>	<b>\$215,424</b>	<b>\$307,919</b>	<b>\$307,919</b>	<b>\$923,030</b>	<b>\$923,030</b>
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration, and Faculty/Staff Salaries	\$94,569	\$94,569	\$166,444	\$166,444	\$247,146	\$247,146	\$323,622	\$323,622	\$406,769	\$406,769	\$1,238,550	\$1,238,550
Facilities, Equipment, Supplies, and Materials	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$5,250	\$26,250	\$26,250
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other (Administrative Overhead)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$99,819</b>	<b>\$99,819</b>	<b>\$171,694</b>	<b>\$171,694</b>	<b>\$252,396</b>	<b>\$252,396</b>	<b>\$328,872</b>	<b>\$328,872</b>	<b>\$412,019</b>	<b>\$412,019</b>	<b>\$1,264,800</b>	<b>\$1,264,800</b>

<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	<b>-\$7,645</b>	<b>-\$7,645</b>	<b>-\$48,729</b>	<b>-\$48,729</b>	<b>-\$67,848</b>	<b>-\$67,848</b>	<b>-\$113,448</b>	<b>-\$113,448</b>	<b>-\$104,100</b>	<b>-\$104,100</b>	<b>-\$341,770</b>	<b>-\$341,770</b>
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**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

### Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

The Ph.D. in Health Psychology will be funded and supported by grant funding, including a return of funded graduate tuition remission. The department anticipates approximately \$300K annually in grant funding to support Graduate Research Assistantships stipends for doctoral students, which is consistent with other doctoral programs within the program college. Separately, the University will also return 75% of grant-funded program graduate student tuition remission to the program. This return will be used to support the remaining students on assistantships (teaching or research). Due to all students being offered an assistantship, there will be (budgetarily) no tuition revenue directly received by the department beyond the return of the grant-supported tuition remission.

Program Administration and Faculty/Staff Salaries represent the stipend amounts for the graduate research assistantships supported by grant sources, with stipends ranging from \$15K to \$19K dependent on complexity of the position and any additional teaching support. The number of graduate assistants is equal to the total enrollment. In other words, all students in this program will be offered an assistantship. The number of graduate assistants may increase over time with the award of additional grant funding. Faculty have agreed to teach the doctoral students for no additional compensation as the students will be supporting health and clinical psychology research. Marketing and Advertising is budgeted at \$5K per year, and an additional 5 percent is allocated for miscellaneous administrative supplies for a total of \$5.2K in the first year. The department does not currently foresee any growth in marketing or miscellaneous supplies for this program specifically, so the total amount is expected to remain static from year-to-year at the current time. Non-stipend expenses are not expected to grow based on the current modeled enrollment. The program is expected to have a deficit of approximately \$104K per year steady state that will be covered by the program without an increase to grant funding or tuition remission. The Department of Psychology understands and will cover the deficit from other program revenues due to the proposed PhD program's support in increasing research outputs and health outcomes in the State. There are no other impacts on tuition rates, services, or facilities, and both the department and college have adequate resources to support the students.

### Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Students will master both breadth and depth of content knowledge in health psychology.	Students will discuss and examine how to apply knowledge in health psychology.	As a part of their comprehensive examination, students will be expected to focus on knowledge of discipline in Health Psychology. Faculty will rate areas of foci in for the comprehensive exams using a pre-determined matrix with a scale of 1-5 (1 being low/unacceptable). All students will be expected to average 4 or higher.
Students will have the ability to design and conduct research.	Students will utilize a variety of research methods to demonstrate their understanding of health psychology principles.	As a part of PSYC 8130, students will submit a series of assignments requiring them to synthesize their knowledge of health psychology principles and research methods. The initial target is that at least 85% of students will receive 80% or more credit for all assignments.

Students will have the ability to effectively communicate scientific information	Students will demonstrate proficiency in scholarly research and writing.	As a part of PSYC 8710, students will be asked to write an Applied Paper. The core of this assignment is that it should have direct relevance to field research or to an applied setting. The initial target is that at least 85% of students will receive 80% or more credit for the paper.
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Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

In accordance with Clemson University policy, all academic degree programs conduct annual assessments and performance reviews of program outcomes and student learning objectives. The Psychology department collects assessment data concerning our graduate programs from a variety of sources (e.g., comprehensive/qualifying examinations, lists of journal publications and conference presentations in which a graduate student is a co-author, jury-judged assessments of student performance in Master's thesis and Doctoral Dissertation meetings). These methods of assessment provide insight into a variety of outcomes, including the students' knowledge of the content domain of their degree program, the students' ability to orally communicate scientific information, their ability to design and conduct high quality research, and their proficiency in clearly disseminating the results of scholarly research. Findings are reviewed by the Department Chair and Graduate Program committee to ensure program quality. Findings are also shared through University assessment data collection mechanism so that appropriate assessment coordinators at the College and University levels are apprised of results. The assessment data will be used to ensure we are meeting the program objectives and student learning outcomes. While the Office of Institutional Effectiveness utilizes several forms of graduates' employment incomes past graduation, we will also be conducting a series of surveys (ie. Exit, alumni, employer, etc.) to track the employment of our students after their graduation.

### Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☐ Yes

☒ No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☐ Yes

☒ No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐ Yes

☒ No

May 2, 2024

RE: Review of Clemson University's proposal for a new Health Psychology PhD Program

Dear Members of the SC Commission on Higher Education (CHE):

The following document contains the requested review of the proposed Health Psychology PhD program at Clemson University. For the review, I carefully read the program proposal, evaluated information on career opportunities from relevant professional websites, and met with three members of Clemson's Psychology Department. Dr. Jody Nicholson-Bell (Health Psychology Graduate Coordinator), Dr. Bob Sinclair (Graduate Program Director), and Dr. Pat Raymark (Department Chairperson) attended the zoom meeting with me, provided their perspectives on the strengths and potential challenges of the proposed program, and answered the questions I had after reading the proposal. Below, I provide my thoughts about the five components required by the CHE policy on new program reviews .

### **Merits of the Proposed Program**

The proposed Health Psychology PhD program builds on substantial existing strengths in graduate education within Clemson's Psychology Department.

### **Other graduate programs in the Psychology Department**

There are two existing PhD programs, one in Human Factors and one in Industrial-Organizational Psychology, and there is a Health Psychology concentration in the Applied Psychology MS program. Accordingly, the department has existing infrastructure to support the proposed program, including a Director of Graduate Programs who is very supportive of the addition. He has a relationship with the Graduate School and is familiar with the processes of admission, course scheduling, and funding, as well as the resources of the Grad 360 program that supports professional development for graduate students across the campus.

The proposed program will also tap into the courses offered in the other graduate programs. Specifically, they plan to combine students from all three doctoral programs in their research methods sequence, and they plan to combine masters and doctoral students in health psychology courses that already exist. They acknowledge that the MS courses need to be revised to the PhD level, but the fact that the courses are already "on the books" will facilitate a much faster program start-up and is a real benefit of the proposed program.

### **Health Psychology faculty and research**

Probably the biggest strength is the number of existing Clemson psychology faculty whose research focuses in health psychology areas. In fact, the department has targeted hiring to health psychology over the past few years, in preparation for the proposal of this program. With last year's recruitment of Dr. Nicholson-Bell to fill the Health Psychology program coordinator role, the last piece fell in place.

These faculty are actively engaged in a richly diverse array of health psychology research that addresses some of the most important areas in the field. Research areas include exercise in the workplace (Pilcher), cognitive training for the prevention of Alzheimer's disease (Nicholson-Bell), medical decision-making and treatment adherence (Baker), sociocultural and environmental factors that influence eating behavior and body image (Bennett), substance use and addiction (Pericot-Valverde), and occupational health psychology (Sinclair). These faculty (and others) are highly likely to attract top quality graduate students, who will then support the faculty's research, external funding efforts, and publication rate.

### **Clear, feasible plans for funding graduate students**

This is always one of the most challenging aspects of the start of a new graduate program, as adequate funding for doctoral students is essential to success. It is necessary to have funding for a stipend for the research or teaching activities performed by the students, as well as funds to provide tuition waivers. Additional funding for health insurance and fees is also needed. Clemson's proposal details a thoughtful plan to this challenge. Student stipends will primarily be funded by research grants, while the associated costs (tuition, etc.) will be paid through a combination of grants and Psychology Department funds. While the stipends are somewhat lower than is typical for a doctoral psychology program, the faculty are aware of this and have plans to increase the amount through either grant or state funding allocations. Also, they are proposing only small cohorts of students initially, which will allow them to evaluate and shift their funding strategies if needed.

### **Potential effect on other programs at Clemson**

Clemson's Department of Psychology is located in the College of Behavioral, Health and Social Sciences, which ensures the existence of a college administration that is knowledgeable about health-focused training and research, inter-disciplinary research collaborations, and the availability of numerous health-related courses in other departments such as Nursing and Public Health Sciences. In addition, the College houses numerous Centers and Institutes. The program proposal highlights the current involvement of psychology faculty in two of these: Institute for Engaged Aging and the Center for Addiction and Mental Health Research. Several others seem ripe for future collaboration, including the Center for Rural Health and the Center for Research on Health Disparities. A new doctoral program in health psychology opens the possibility for synergistic growth across the numerous departments, centers and institutes that focus broadly on health promotion. Given the growing emphasis on interdisciplinary collaboration to address really pressing health issues in the US and around the world, the concentration of these many intellectual and practical resources will be extremely attractive for health psychology doctoral students and for future faculty hires

### **Program's Relationship to Similar Programs in the State, Region, or Nation**

Health psychology doctoral programs that do not also offer clinical training are relatively rare. The vast majority of health psychology programs in the Southeastern region and nationwide are clinical health psychology programs. While these programs also offer substantial research training, a solely research-focused doctorate in Health Psychology – like Clemson's proposed program – will allow students to devote substantially more time and energy to all aspects of the research enterprise. Additionally, they can obtain specialized training in methodology and advanced analytical tools that will prepare them for careers in either academia, medical centers or industry (see below for more information). For example, the Behavioral Science concentration of the Health Psychology doctoral program at UNC Charlotte offers

training that is very similar to the proposed program at Clemson. Its graduates have been remarkably successful in obtaining outstanding postdoctoral fellowships and jobs in health-related industries and non-profit organizations, but it is a very small program and graduates only one or two students every few years. Accordingly, the Clemson program can fill a relatively unique niche in doctoral psychology training and it does not compete with programs that are geographically close.

### **Clemson University's Readiness and Ability to Support the Proposed Program**

Clemson's recently published strategic plan, *Clemson Elevate*, includes only three primary goals: one of these is to "Transform lives in South Carolina and beyond through educational, economic, agricultural and **health** outreach" (bolding is mine). One of the three associated initiatives is to "improve the health of South Carolinians" by applying knowledge of social determinants of health and health disparities and by helping to expand the "state's public health workforce"

(<https://media.clemson.edu/ows/web/pdfs/clemson-elevate-strategic-plan.pdf>). Thus, the improvement of health outcomes is a key aspect of the strategic plan for the entire university and this highlights the strong institutional support that is expected for the proposed Health Psychology program.

Additionally, the psychology department has an adequate number of health psychology faculty, with a plan to hire more in the future; and the Graduate School offers significant support for the professional development of graduate students.

### **Workforce and Market Demand (especially in South Carolina)**

The program proposal states that they expect their graduates to obtain employment in "such settings as hospitals, clinics, rehabilitation centers, public health or research organizations, government agencies, and educational settings" (proposal). With deep and broad content knowledge of the biopsychosocial model of health and illness, the impact of the social determinants of health, and the bi-directional relationship between medical and psychological conditions, health psychology PhDs will be eminently marketable to the many health sectors of the economy. This includes research design and data analyst positions in the many SC hospital systems; a growing number of pharmaceutical, biotech, and life sciences companies that are headquartered in the state; health insurance companies, and contract research organizations. Additionally, non-profit and government organizations (e.g., cancer support centers, disease-specific philanthropies, public health departments) that focus on health are also likely employers. The proposal provides numeric estimates of increasing workforce demand for individuals with the skills that will be obtained in a Health Psychology PhD program. It seems very clear that the employment picture for these graduates will be bright.

### **Summary**

Clemson's Psychology Department has made a compelling argument for the value of the proposed Health Psychology PhD Program to the university and the state of South Carolina. There are substantial resources in place to support the program needs, including faculty to provide mentorship and teaching, funding for students so the program is competitive with others in the country, and a solid research infrastructure to support graduate student research. Finally, the proposed program's focus is closely aligned with Clemson's strategic plan. Clemson's proposed Health Psychology doctoral program clearly

has the resources to succeed in training outstanding students who will provide great benefit to the state of South Carolina after graduation.

Please do not hesitate to contact me via email ([Amy.Peterman@charlotte.edu](mailto:Amy.Peterman@charlotte.edu)) if I can provide any additional information regarding my review of this proposed program.

Best regards,

A handwritten signature in black ink that reads "Amy Peterman". The script is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Amy H. Peterman, PhD

Associate Professor, Dept of Psychological Science

Interim Director and Director of Clinical Training, Health Psychology PhD Program



5/28/2024

Clemson University

Department of Psychology

Brackett Hall

To Dr. Pat Raymark

As a professional who holds dual roles within the government, as well as a small business owner of a tutoring center, I would like to share my support for your proposed program in Health Psychology along with expressing this skillset will be imperative in the future. I am a Supervisor for a brigade size element within the Army Reserves which affects 1200 to 2000 personnel. I am also a CPT in the US Army Reserve who is also charged with care and responsibility over government resources. As a small business owner of a tutor service in Eastern North Carolina, I have witnessed first hand the delay children experience due to socio-economic constraint, especially those who were starting their education during Covid.

Health psychology professionals would greatly impact both the government and private sector. An in-depth education of mental and physical health to better understand how factors affect performance and outcomes would be of benefit for employers who have to make decision on a routine basis and need expertise in their employees to impact how those decisions are made. Marvels of the mind pique the interest of all and those who can help with understanding in all life stages are key. Being that those who finish this program have been trained in research and data analysis, these graduates should be marketable to many leaders that needs to make decisions and consider the welfare of people.

I have seen first-hand over the last few years how the military, Army and Veteran Affairs in particular, are attempting to care for people with a more holistic approach. The importance of Mental Health is now more recognized and discussed, but we do not have enough professionals with expertise in this area. While in command, I thought it would be very hard to bring up this topic and, in some ways, if attempting to have counselors around would harm my team- if anything it brought relief and made my team strong. I have recently taken on my most recent civilian position in Nebraska and, unfortunately, I have an abundance of untreated/unattended health issues of all types that I am scrambling to resource. As far as children, what I have discovered would be that early intervention is key in almost in circumstance and professionals that have the intelligent and integrity to speak up are needed desperately. Graduates from this program can contribute to helping build up programming and intervention, and design and oversee research, in these critical areas of need.

Due to these issues, I am supportive of this doctoral program proposal in Health Psychology at Clemson University. We need more professionals with a lens in Health Psychology to support our society's needs in military, veteran, and early childhood health.

Madrian S Bryan

CPT, Army

GS12- Supervisor

Small Business Owner

May 31, 2024

To Dr. Pat Raymark –

I am writing to provide my enthusiastic support for the doctoral program in Health Psychology being proposed by the Department of Psychology. My professional background includes extensive experience in managing and executing health programs, government grants and clinical research studies in a variety of disease states and communities. Throughout the years, I have focused on community based participatory research as this collaborative approach actively involves community members, organizational representatives, and researchers in all aspects of the research process. This method ensures that the research is grounded in the local context and addresses the community's needs and priorities. In this manner, this letter of support for this program proposal is from someone who works for a non-profit focused on health, specifically working to increase generalizability and utility of clinical research to reduce societal burden and increase individuals' wellbeing.

I currently serve as a Project Director of the IMPACT+ (Increasing Minority Participation and Awareness in Clinical Trials) Project at the Lupus Foundation of America, where we are utilizing people with lupus to engage other people with lupus to join the research process. This approach ensures improved representation in Clinical Research, specifically as it pertains to research on Lupus. Health disparities exist across many chronic illnesses and often populations who are most at risk for disease are least represented in clinical research looking for solutions. Health Psychology is a discipline that can tackle this problem and this type of program is needed to create the workforce needed for solutions. Clemson has faculty with expertise necessary to tackle the complexity of chronic illness, such as faculty with expertise in community-engaged research (Drs. Gamaldo and Nicholson), backgrounds in working with populations with chronic illness (Drs. Baker) and digital interventions and technology (Dr. Mogle, Bennett, Ross, & Byrne) that could bridge the gap for underserved populations in research and health care. Their trainees will build the necessary skills to contribute in meaningful ways to clinical research.

In particular, graduates who earn a doctorate in Health Psychology would be able to make research consumable to others, understanding the contextual factors that influence decision-making surrounding health. This is a highly marketable skill in positions, such as mine, where you need to discuss research with potential participants, policy and program stakeholders, and investigators conducting clinical trials. Being able to translate the complexity of research into a digestible message is necessary for progress. Moreover, skills graduates of this program will develop in grant writing are highly sought-after and contribute to gaining the funding to support solutions.

Besides seeing obvious need in the workforce for graduates with expertise in Health Psychology, I am also interested in working with the program to collaborate with current students in internships opportunities. I am confident that mutually beneficial relationships could be created to help us with my company's mission while provided meaningful learning opportunities by which students could apply the knowledge they are gaining from the program.

I am pleased to provide this letter of support for Clemson University's Health Psychology doctorate program. Please do not hesitate to reach out if you have further questions.

A handwritten signature in black ink, reading "Stephanie N. Slan". The signature is fluid and cursive, with the first name "Stephanie" and last name "Slan" clearly legible.

Stephanie N. Slan, MBA, ACRP-CP  
IMPACT+ Project Director  
Lupus Foundation of America

To whom it may concern:

30 May 2024

I am writing to provide a letter of support for the doctorate program proposed at Clemson University in Health Psychology from the perspective of the Suicide Prevention Program Manager for the US Army Reserve and the Director of One Common Bond, a non-profit organization providing suicide prevention support nationwide. I have had first-hand experience with psychological health needs of Soldiers and their Family members for more than 11 years.

The Army Reserve focuses on four domains for overall wellness, Physical, Spiritual, Social, Emotional and Family/Support System. Each are integral to the wellbeing of our servicemembers. I have identified the lack of psychological health professionals within the U.S. Army Reserve over the past 11 years while working as a Suicide Prevention Program Manager. Civilian programs can fill the gap to provide professionals to assist Soldiers with stress and fatigue of service as well as to train Reservists in the field of Behavioral Health. We have expanded our understanding of health in society to include mental health and have recognized the dire consequences to health and longevity when psychological well-being is not considered. As the recognition and discussion of mental health has become more normalized, the military is examining ways that prevention and intervention programming within the civilian population can be adapted to effectively work with military populations. For example, suicide prevention programs need to be adapted for unique military situations, such as supporting mental health of Reservists whose healthcare access may be more limited as their time in military settings is intermittent. The proposed program in Health Psychology will produce research scientists who are needed for designing, conducting, and applying research for health and well-being within unique populations such as the military.

The faculty serving this proposed program have unique expertise for contributing to research on mental health, as supported by the Center for Addiction and Mental Health Research in topics such as suicide prevention (Dr. Heidi Zinzow), addiction (Dr. Irene Pericot-Valverde), the impact of stress (Dr. Jacquie Mogle), the utility of technology and digital interventions to expand mental health access (Drs. Brooke Bennett and Kaileigh Byrne), and the role of anxiety in medical decision-making (Dr. Anna Baker). In terms of expertise in applying psychological concepts to the military setting, Dr. Tom Britt has a direct expertise in Military Psychology.

There is strong potential among these faculty for developing meaningful endeavors to reduce risk of suicide and increase overall well-being in military settings. I have no doubt these skills and networks will help to create pathways to employment. Moreover, the department of psychology has a strong track record in seeking and securing external funding for research across a variety of important health topics.

The military has a need for support with experts in health psychology. I hope to create partnerships with entities such as Clemson's Health Psychology program by which to connect expertise to tackle mental health challenges specific to military personnel through research and program development.

Ms. Kimberly A. Franco

Suicide Prevention Program Manager

Director, One Common Bond, [admin@onecommonbond.org](mailto:admin@onecommonbond.org)



Prisma Health Education and Research Institute  
605 Grove Road  
Greenville, SC 29601

May 31, 2024

To whom it may concern:

I am the Associate Chief Academic Officer for Prisma Health, and I am writing to provide a letter of support for the doctorate program proposed at Clemson University in Health Psychology.

Prisma Health is the largest health care organization in South Carolina with over 500 locations and over 3,500 physicians and advanced practice providers serving the South Carolina community. Our purpose is to serve with compassion and create a better state of health, decrease health disparities, train the next generation of health care providers, and contribute to the science of health solutions, all of which are relevant to the proposed doctorate in Health Psychology.

The proposed program is needed in South Carolina to provide further options for training exceptional scientists who understand the complexity of health decision-making and intervention. Within a large system such as Prisma Health, this program will extend existing collaborations for mutually beneficial opportunities for students to work directly with experts and applied researchers who aim to alleviate health disparities and increase well-being of patients and of their providers. In addition, we anticipate there will be significant career opportunities for program graduates to fill this critical need at Prisma Health and other health systems in South Carolina.

Prisma Health has a strong relationship with Clemson across multiple departments and units and we have over 80 clinicians and research leaders who have appointments in the Clemson University School of Health Research and who are focused on studying and improving health outcomes in collaboration with Clemson investigators.

Within the department of psychology, our existing partnerships with the Institute for Engaged Aging and the Center for Addiction and Mental Health Research create a manner by which trainees in Health Psychology will contribute to important research and expand their networks. I have no doubt these skills and networks will help to create pathways to employment. Moreover, the department of psychology has a strong track record in seeking and securing external funding for research across a variety of important health topics relevant to Prisma Health, such as Alzheimer's Disease, addiction, health decision-making, and body image. Expanding graduate opportunities will allow for an increase in research productivity for faculty, leading to greater quantity and quality of work in research dissemination and funding.

We are benefiting from Clemson's commitment to growth in health-related research and programming, such as this proposal in Health Psychology, and look forward to supporting and benefiting from its trainees.

Sincerely,

A handwritten signature in black ink that reads "Desmond P. Kelly, MD". The signature is stylized and includes a large, sweeping flourish at the end.

Desmond P. Kelly, MD  
Associate Chief Academic Officer, Prisma Health  
Professor of Pediatrics, University of South Carolina School of Medicine Greenville  
Clinical Professor, Clemson University School of Health Research



## *State of South Carolina* *Department of Mental Health*

### **MENTAL HEALTH COMMISSION:**

Elliott E. Levy, MD, Chair  
Carl E. Jones, Ph.D., Vice Chair  
L. Gregory Pearce, Jr.  
Bobby H. Mann, Jr.  
Crystal A. Smith Maxwell, MD

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**Robert Bank, MD**  
Acting State Director

May 30, 2024

Dr. Patrick Raymark  
Department Chair  
College of Behavioral, Health, and Social Sciences  
Department of Psychology  
Clemson University  
Clemson, SC 29634

Dear Dr. Raymark:

I am writing to support the development of the doctorate program in Health Psychology at Clemson University.

The mission of the South Carolina Department of Mental Health is “to support the recovery of people with mental illness.” As mental health becomes more widely recognized as an aspect of overall wellbeing, our society is tasked with finding effective methods to treat the increasing rates of anxiety, depression and substance misuse. Clemson’s research-based program in Health Psychology can support the many efforts across the state of South Carolina by increasing the number of research-scientists tackling issues related to behavioral health.

While not a clinical program, the proposed program at Clemson is poised to make a strong contribution to mental health research and intervention programming. The Center for Mental Health and Addiction Research provides a hub for tackling rural health and health disparities in our state with a mission of serving non-profits, community agencies, and health care providers with research and programming.

Faculty associated with the Center from the Department of Psychology cover important research topics such as body-image, anxiety, and app-based mental health support. Multiple faculty have clinical training and experience, allowing them to support educating future researchers from their scientist-practitioner lens. Moreover, faculty affiliates of the Center have a strong track-record of gaining funding for their research, which provides their trainees with experience in grant-writing, program management, and research application and dissemination. Consequently, graduate students in a doctoral program in Health Psychology would have the capacity to contribute during their training to important research benefitting South Carolinians, and upon completing the program could increase the workforce necessary to tackle mental health issues in our State.

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Health Psychology is grounded in a perspective of health from a biopsychosocial lens; this lens is integral to approaching mental health research as it takes an understanding of physical, psychological, and social aspects that influence psychological wellbeing. Health Psychology seeks to promote healthy behaviors in part by identifying psychological factors which can lead to unhealthy behaviors and measures to counter their influence.

The Department of Mental Health will stand to gain from the work of students in this program for future positions in program management and research. We look forward to supporting and benefiting from trainees in this Health Psychology doctoral program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robert Bank', with a stylized flourish extending to the right.

Robert Bank, M.D.  
Acting State Director