NEW PROGRAM PROPOSAL FORM

Name of Institution: Francis Marion University

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

Doctor of Psychology in Health Psychology (PsyD)

Program Designation:

☐ Associate's Degree   ☐ Master's Degree

☐ Bachelor's Degree: 4 Year   ☐ Specialist

☐ Bachelor's Degree: 5 Year   ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☒ 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: January 2024

CIP Code: 42.2810

Delivery Site(s): Francis Marion University (50301)

Delivery Mode:

☒ Traditional/face-to-face   ☐ Distance Education
*select if less than 25% online   ☐ 100% online

                                        ☐ Blended/hybrid (50% or more online)

                                        ☐ Blended/hybrid (25-49% online)   ☐ Other
distance education (explain if selected)

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

Graduate Council Approval – 10/28/2022
Faculty Senate Approval – 11/01/2022
Full Faculty Approval – 11/15/2022
Provost Approval – 11/15/2022
President Approval – 11/15/2022
Board of Trustees approval – 03/02/2023 (Anticipated)

Background Information

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

The graduate Psychology program in the College of Liberal Arts has developed a Doctor of Psychology (PsyD) degree program in Health Psychology to be accredited by the American Psychological Association (APA). The PsyD program is a needed extension of the existing Master of Applied Psychology (MSAP) and Specialist in School Psychology (SSP) programs.

The degree program will prepare students to become health psychologists by providing advanced and expanded mental health services and support in clinics, hospitals, schools, and outreach in the surrounding community. Students will undertake a systematic and sequential plan of integrated didactic and applied courses that will provide them with foundational knowledge and advanced skills to integrate evidence-based practice. The PsyD program will enhance the practice and theory of mental health practices to promote positive health outcomes in the Pee Dee.

The program is interprofessional and includes health, education, and psychology. The Doctor of Psychology program will consist of all the requirements of the current MSAP programs and an additional year of coursework, advanced practica experience, an internship, and a capstone project. For seamless MS to PsyD transition, the courses that will be added to the course period of study will include courses already offered through the FMU Department of Psychology and the Department of Education. This additional focus on research will prepare graduates to conduct discoveries and evidence-based research in their professional practice.

The program already builds upon the success of the FMU graduate psychology programs. The FMU graduate psychology programs provide both breadth and depth of professional training in a theoretically integrated, research-based learning environment, which provide an excellent education that stimulates inquiry and conducts research to serve the Pee Dee Region. The program prepares ethical practitioners, scientists, and scholars who are life-long learners committed to enhancing the well-being of youth, their families, and the systems they serve. The Program achieves this by engaging in scholarly activities that advance the fields of clinical and school psychology, maintaining a modern curriculum that employs multiculturalism and diversity, examining emerging trends in the profession, conducting continuous outcomes assessment for program improvement, and providing support to our graduates.

The proposed program is based on the *Accreditation Domains and Standards* of the American Psychological Association, the *Model for Comprehensive and Integrated School Psychological Services* endorsed by the National Association of School Psychologists (NASP), the General *Standards of Education and Training* endorsed by the Council of Applied Master's Programs in Psychology (CAMMP), and the *Accreditation Standards* specified by Applied Behavior Analysis International (ABAI). These standards promote the following domains of psychology:
1. assessment;
2. consultation and interprofessional/interdisciplinary skills;
3. interventions and mental health services to develop social and life skills;
4. preventative and responses services;
5. individual and cultural diversity;
6. research and program evaluation;
7. supervision;
8. communication and interpersonal skills;
9. and legal, ethical and professional practice.

These standards align with the Francis Marion University Mission to help our students develop their ability to think and communicate, to gain knowledge and skills, to pursue a career or further study, to appreciate the creativeness of the human mind, to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding.

Students who have completed a Bachelor of Science will complete 130 credit hours of coursework, practica, internship, and a capstone project related to the applied practice of Health Service Psychology. As per our current transfer policy, for students who have already earned a graduate degree from a CAMMP approved program or a specialist degree from a NASP approved program, up to 45 total credit hours required for the PsyD may be transferred. Graduates of FMU's graduate Clinical/Counseling Psychology, School Psychology, or Applied Behavior Analysis Program will be allowed to transfer in all equivalent coursework.

Francis Marion University is a four-year public institution established by South Carolina. It is located in the northeastern part of the state near the City of Florence and has more than 4,000 students. Its purpose is threefold: **to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region and the state of South Carolina.**

Francis Marion emphasizes liberal arts education while offering new academic programs and innovative technology. *It is small enough to provide attention to each student but large enough to provide a variety of academic educational, and cultural resources. It thus combines the advantages of a liberal arts college with the help and programs of a public university.*

The proposed Health Psychology PsyD program is consistent with this mission, as it will provide students with learning opportunities in the links between physical health, mental health, and behavior. It will offer professional doctoral education combining psychology, health, and education to prepare students to be practitioners/scientists serving in hospitals, mental health centers, and school districts in the Pee Dee and throughout the state. Health Psychology supports research in preventive practices and wellness and focuses on prevention and effective interventions and improving both individual and public health.

The University also serves the needs of Florence and the surrounding area in ways beyond formal education. *Numerous artistic and cultural activities, athletic programs, health initiatives, and outreach efforts benefit not only our students, but also the community.*

The proposed Health Psychology PsyD program will focus on research and interdisciplinary scholarship and connect with area hospitals, community mental health agencies, and school districts. This aligns with the university's mission to provide outreach and services in the Pee Dee.   Academic and research programs span the fields of Psychology, Psychiatry, Education, and Health and Behavioral Science and help to advance our understanding of how learning processes, behavior, physical health, and mental health are intimately connected.

Since our highest priority is excellence in teaching and learning, we believe that intellectual inquiry and analysis by students and faculty members are essential. *We encourage all scholarly pursuits, including student research for courses and faculty research for presentation and publication and for use in the classroom. The University provides faculty members with support for professional development through resources for innovative teaching, scholarship, and service. Our goal of an academic experience built on inquiry and research as well as the transmission of information allows students to develop their ability to think and communicate, to gain knowledge and skills, to pursue a career or further study, to appreciate the creativeness of the human mind, to be aware of the human and natural environment of the world, and to have the capacity to pursue a life of learning and understanding. Academic and practical assistance to area schools is basic to our endeavors. Faculty and staff members participate in and contribute to a wide range of community activities.*

The skills and knowledge of the faculty and students in the Health Psychology program will be used to address real problems in the Pee Dee area, as well as throughout South Carolina, including understanding and treating mental, behavioral, and learning disorders in the hospitals, community mental health clinics, and schools. Our focus on diversity issues will help advance the campus goal of maintaining an institutional culture of integration and plurality that will be reflected in the problems addressed by the faculty in the program and its students' experiences and influence.

Assessment of Need

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

Despite a 100% hire rate for our MSAP and SSP graduates for the last twelve years, the graduate programs in Psychology at FMU have experienced declining application numbers and enrollment. According to Dr. Thomas Fagan, using an informal survey of psychology faculty, this is a trend shared by masters-level programs in South Carolina and across the country, with programs reporting declines of 30%-50% enrollment. However, this is different for practice doctoral programs with consistent or increasing registrations (Kohout & Wicherski, 2010).

Practice doctoral programs are attractive to potential students for a variety of reasons. First, graduates of doctoral programs earn higher salaries than do individuals with masters or specialist degrees. Many of our graduates request letters attesting to the value of their degree because school districts do not recognize the SSP as a graduate degree that surpasses the masters in terms of credit hours and rigor.

Additionally, the American Psychological Association (APA) policy states that psychology is a doctoral-level profession and only individuals with a doctoral degree use the title psychologist. The APA's *Model Act for State Licensure of Psychologists* (MLA), which serves as a template, or model, for state psychologist licensure laws, has historically included an exemption for individuals credentialed by their State Education Agencies to use the title "school psychologist." However, the APA has considered removing this exemption in the last few revisions of the MLA, including the most recent one in 2010. The final draft of the revised 2010 MLA did not maintain the exemption. However, it did acknowledge that their MLA did not apply to state departments of education or the school psychologists they credentialed.

Furthermore, APA has begun to accredit master's programs in health service psychology. As such, this doctoral/non-doctoral issue will continue to surface in the years leading up to the next MLA revision. This can severely restrict the practice of masters level counselors and specialist-level school psychologists to be on par with sub-doctoral degree programs in psychology.

Second, graduates of doctoral programs have increased employment options. An additional advantage of the PsyD degree is that doctoral-level school psychologists have other employment opportunities, including teaching in higher education and licensure by the SC Department of Labor and Licensing to practice as a psychologist privately or in clinical settings. Further, licensed individuals may bill for services directly to insurance companies or Medicaid. Only doctoral-level psychologists can practice independently. Thus, making employment in the hospital setting for licensed mental health professionals at the master's level unattainable in the state of South Carolina.

Nationwide, the number of specialist-level programs in school psychology has decreased. In contrast, the number of PsyD programs in School Psychology has grown from six (6) at the beginning of 2011 to 15 today.

Undergraduate students seeking a graduate degree program and graduates of our graduate programs have expressed a desire for a PsyD program at FMU. At least weekly, the Psychology Department regularly receives inquiries about a doctoral program in psychology from the community in addition to inquires at professional conferences and mental health advisory board meetings.

Data from the previous twelve (12) years indicated that applicants admitted to the FMU graduate programs and declined admittance did so either because they were admitted to a doctoral program or were offered funding to attend another graduate Psychology program.

Alumni exit surveys were distributed to complete the previous NASP Review to get a greater sense of local interest. Approximately 98 questionnaires were distributed. Surveys were conducted by 76 practitioners (78% response rate). Current FMU School Psychology program students were also surveyed (n=24).

The results support the idea that a PsyD degree will be popular and demonstrate a local demand for the program. Among the students, 100% responded yes to the question, "*If a Doctor of Psychology (PsyD) program had been available when you were applying to graduate school at FMU, would you have considered applying to it?*" All students expressed interest in applying to the PsyD program. When asked if they "*Would you be interested in completing 'bridge' program to obtain a PsyD after finishing the SSP if such a program were available at FMU*?" 100% of survey completers responded in the affirmative.

Practitioners also indicated support for a PsyD degree program in psychology. Of these individuals, 92% responded yes to the question, "*If a Doctor of Psychology (PsyD) program had been available at FMU when you were applying to graduate school, would you have considered applying to it?".* When asked if they "*Would you be interested in completing 'bridge' program to obtain a PsyD after finishing the SSP if such a program were available at FMU*," 92% (n = 70) responded in the affirmative. When asked reasons for not wanting to complete a "bridge" program, two answered that they already possessed a doctorate, one answered that they had retired already, two answered that they were approaching retirement age, one did not respond to the question.

The PsyD program will initially maintain a similar annual enrollment to the graduate programs with approximately 50-55 students per year. However, the PsyD program will increase course credit generation by adding between 55 and 85 credits for each student.

Like the MSAP and the SSP, the PsyD will also operate on a cohort model to offer courses once per year in a specified sequence. Thus, no under-enrollment is expected for those courses. The program also expects some SSP students to consider transferring to the PsyD program by adding the additional required courses.

Student full-time equivalents (FTE) were calculated by adding total credits taken by students in the program and dividing by 30. The number of graduates reflects the number of students enrolled in the final year of the curriculum.

Our admissions process will continue to be rigorous to ensure that admitted students are a good fit for the program's academic rigor. In addition, faculty will continue to provide a high level of support and mentoring to students, and consequently, we estimate a high graduation rate of at least 90%.

While we expect to attract a more significant number of applicants to the PsyD program, the pool of potential applicants will include the current group of individuals interested in the SSP program. This pool includes recent college graduates and individuals with an undergraduate degree who have been working in another field such as teaching and now want to pursue a career in Health Service Psychology. In addition, the PsyD program will be attractive to licensed mental health professionals and school psychologists who already have an MSAP, EdS, or SSP degree, as well as individuals who aspire to become mental health coordinators, notable education directors, and clinicians who provide psychological services in a variety of settings including public health, mental health clinics, and hospitals.

The class schedule will accommodate the needs of working adults. Most classes will be held in the evenings.

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

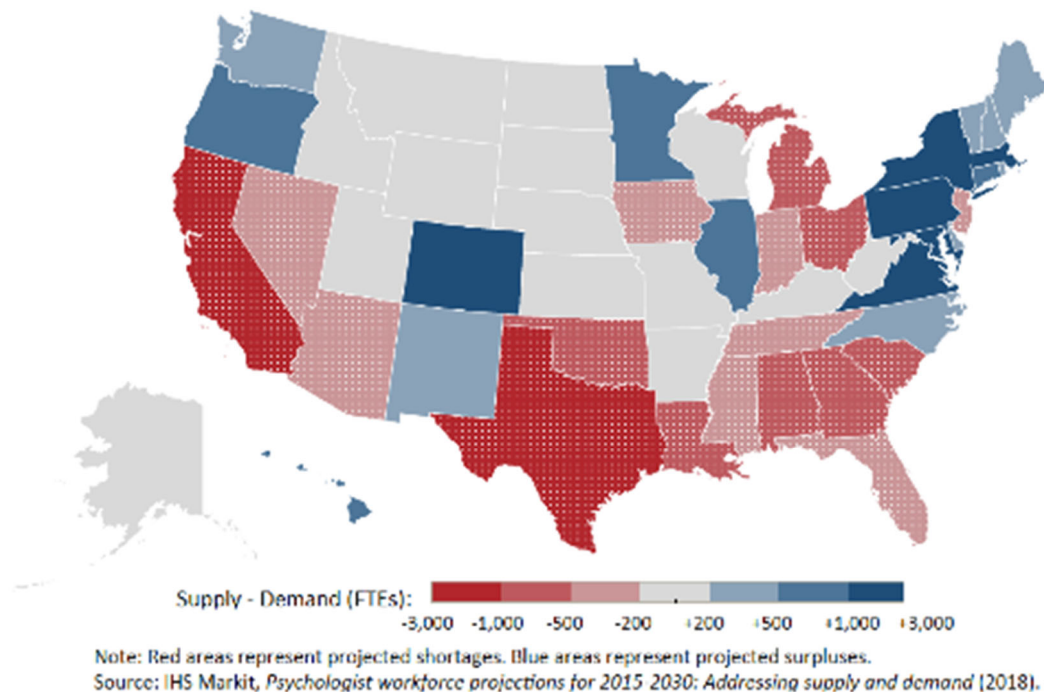We have no transfer or articulation agreements for this proposed.

Employment Opportunities

The SC Institute of Medicine & Public Health (2021) has recently reported that nearly a fifth of South Carolinians said living with diagnosable mental, behavioral, or emotional disorder, and 4.7% of South Carolinians reported suffering from a severe mental illness[1]. In South Carolina, there were 11.5 general psychologists per 100,000 residents in 2018. This was the lowest rate in the country (rank 50 of 50). Within the Pee Dee (Darlington, Dillon, Florence, Lee, Marlboro, Marion, and Williamsburg), the mental health score from the Health Professional Shortage Area (HPSA) developed by the National Health Service Corps (NHSC) in determining priorities for assignment of clinicians ranged from 12 in Florence County to 21 in Williamsburg County. The scores range from 0 to 26, where the higher the score, the greater the priority.[2]

According to the SC Department of Education, South Carolina has approximately 550 certified school psychologists. The National Association of School Psychologists and various state education departments have well-documented the shortage of school psychologists in South Carolina and across the country. The shortage is especially acute for doctoral-level school psychologists. Every year school psychologist positions in our state go unfilled. Thus, if fewer practitioners enter the workforce every year, this shortage will continue to worsen, and more children's mental health needs will go unmet.

Additionally, the IHS Markit's *Psychologist workforce projections for 2015-2030: Addressing supply and demand* (2018) predicts that within the Southeastern United States, there will be a need for a minimum of 1,740 more doctoral-level psychologists by 2030 (See Figures 1 & 2)[3,4]. Of those 1,740, the Health and Human Services Administration's report indicates that 1,170 (67%) of those positions will be in the state of SC.[5]

Figure 1. Projected Supply-Demand Patterns for Psychologists by State, 2030

Note: Red areas represent projected shortages. Blue areas represent projected surpluses.
Source: IHS Markit, *Psychologist workforce projections for 2015-2030: Addressing supply and demand* (2018).

[1] South Carolina Institute of Medicine & Public Health (IMPH), South Carolina Behavioral Health Coalition (SCBHC) (2021). *South Carolina Behavioral Health 2021 Progress Report.* Retrieved from https://imph.org/wp-content/uploads/2021/05/IMPH_SCBHC_Behavioral-Health-Progress-Report-May_2021.pdf
[2] Data.HRSA.gov. (2021). The Health Professional Shortage Area (HPSA) Find Tool. Retrieved from https://data.hrsa.gov/tools/shortage-area/hpsa-find
[3] IHS Markit. (2018). *Psychologist workforce projections for 2015-2030: Addressing supply and demand.* Washington, DC: American Psychological Association.
[4] Andrilla, C. H. A., Patterson, D. G., Garberson, L. A. Coulthard, C., & Larson, E. H. (2018). Geographic Variation in the supply of selected behavioral health providers. *American Journal of Preventive Medicine, 54(6)*, S199-S207.
[5] HRSA Health Workforce (2018). State-Level Projects of Supply and Demand for Health Occupations: 2016-2030. Retrieved from https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/state-level-estimates-report-2018.pdf.

Figure 2. Shortage of Mental Health Professionals Reported by The Substance Abuse and Mental Health Administration
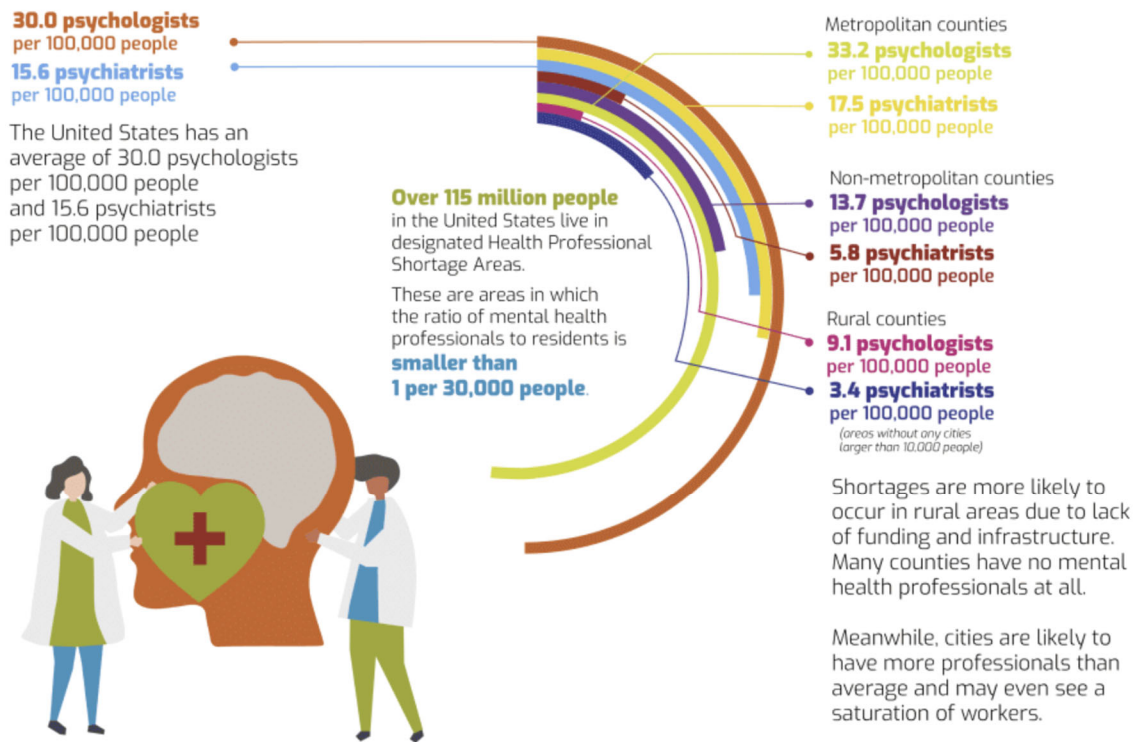
Students graduating from the PsyD program in Health Psychology will be well-equipped to enter the field projected to grow by 19.6% by 2024. Of the occupations requiring a doctoral or professional degree for the career, the number of national job openings due to growth and replacement is among the top six, with 73,270 needed by 2024.   The US News & World Report rankings place clinical, counseling, and school psychologists as the Number 2 Best Social Service Job. Doctoral level median salaries nationwide for the field are between $67,760 to $87,015.

Occupations requiring a doctoral or professional degree	U.S. Employment (in thousands)		Employment change 2014-2024		Job openings due to growth and replacement needs 2014-2024
Title	2014	2024	Number (in thousands)	Percent	Number (in thousands)
Health specialties teachers, postsecondary	210.4	250.4	40	19	77.2
Clinical, counseling, and school psychologists	155.3	185.9	30.5	19.6	63.8
Psychology teachers, postsecondary	47.3	54.7	7.5	15.8	15.8

Evidence shows that healthcare providers who grew up in rural areas are more likely to practice. In rural areas than those who grew up in urban areas. Efforts to attract students from the state's rural areas and prepare them for admission to health professional programs may help increase the number of future health professionals who practice in rural communities. Our state's training systems are insufficient with the number of vacancies within the behavioral health system. Training opportunities are even more limited in rural areas with fewer behavioral health professionals.

Ensuring that all students have on-site training placement is a challenging, complex problem, but it is also solvable. Based on recommendations in the June 2019 report, *The Evolving Workforce: Redefining Health*

Care Delivery in South Carolina, the action step proposed was ensuring that educational entities, students, and employers were aware of the need for behavioral health professionals in South Carolina. The solution suggests that health and human service providers partner with government agencies and academic and training institutions to publicize behavioral health positions to middle school, high school, and college students. Creating a collaborative pipeline that contributes to developing a competitive workforce can address current training and educational needs and guide students to experiences that shape their interests around behavioral health career paths.

Supporting Evidence of Anticipated Employment Opportunities
Provide supporting evidence of anticipated employment opportunities for graduates.

Regarding job placement, graduates of the current Master of Science in Clinical/Counseling (60 credit hours), Master of Science in Applied Behavior Analysis (45 credit hours), and Specialist in School Psychology (75 credit hours) in the school psychology program enjoy a 100% hire rate. After graduation, 100% of our graduates have obtained jobs in public schools, private practices, and community mental health centers. Most of our students are hired even before they graduate. There is no indication that this trend will change if the Masters and Specialist programs are enhanced with a PsyD program.

Description of the Program

	Projected New Enrollment		
Year	Fall Headcount	Spring Headcount	Summer Headcount
2024	14	14	14
2025	28	28	28
2026	42	42	42
2027	56	56	56
2028	56	56	56[*]

Explain how the enrollment projections were calculated.

The PsyD program expects to accept 14 new applicants per year each Fall. Thus, we expect an enrollment increase of 14 students each year until the fourth year, at which time the program enrollment will stabilize at 56 students.

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

☐ Yes
☒ No

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[*] Candidates admitted in year 2024 will graduate in 2027. Thus, the number of students will stay the same from 2027 to 2028.

Curriculum

New Courses
List and provide course descriptions for new courses.

PSY 715 Pediatric Health Psychology
This course aims to (1) Increase students' knowledge in a broad range of pediatric/child health psychology topics; (2) Delineate the types of psychological services provided by pediatric psychologists; (3) Promote a critical understanding of the pediatric psychology literature; (4) Understand the competencies expected of pediatric psychologists at different levels of professional development; (5) Foster an awareness of the critical issues (both research and clinical) in the field of pediatric psychology; and (6) Increase awareness of research methods and design commonly utilized in pediatric psychology settings.

PSY 725 Integrated Behavioral Health Psychology
This course focuses on contemporary cross-cutting issues in the practice of integrated behavioral health in primary care. Specifically, this course emphasizes the parameters of what constitutes primary care behavioral health consultation. Issues relating to the role of the integrated primary care behavioral health consultant and the types of services that are provided in a primary care setting are defined and examined.

PSY 735 Advanced Integrated Behavioral Health Psychology
This course will address the importance of understanding the primary care context (within the Primary Care Behavioral Health Consultation Model) in the treatment of behavioral and chronic health conditions and the role of psychoeducational programs in the primary care setting. Demonstration and practice of specific behavioral interventions for behavioral and chronic health conditions will be addressed as they relate to the Behavioral Health Consultant role in helping patients manage overall health more effectively.

PSY 740 Training & Supervision: The Expanding Role of Health Service Psychologists
The professional roles of psychologists are ever-expanding and today's clinical psychologists must be prepared to assume multiple roles throughout ones career. This class is designed to expose students to the current body of research on training, clinical supervision, and professional consultation in psychology. The course includes multiple experiential assignments and learning opportunities to begin the student's development in training and supervisory competencies.

PSY 750 History and Systems in Psychology An overview of the history and systems of psychology are provided with an emphasis on exploring the roots of modern psychological thought and methodology. These roots will be traced from their origins in philosophy and the natural sciences through the early schools of psychology and into its current form. An examination of the lives and works of the men and women whose work laid the foundation for modern psychology will also be included.

Total Credit Hours Required: 130

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
PSY 650 Foundations of Psychology: Ethics and Legal issues	3	PSY 502 Research Methods in Applied Behavior Analysis	3	PSY 505 Theoretical and Conceptual Foundations of Behavior Analysis	3
PSY 610 Interviewing, Observation, and Case Formulation	3	PSY 620 Psychopathology	3	PSY 634 Developmental Psychology	3
PSY 606 Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing	3	PSY 616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders	3	PSY 605 Personality and Social Psychology	3
PSY 501 Principles of Applied Behavior Analysis	3	PSY 636 Individual Counseling and Psychotherapy	3	PSY 503 Ethics and Professional Practice in Applied Behavior Analysis 3)	3
PSY 615 Child/Adolescent Psychopathology	3	PSY 604 Behavioral Assessment and Intervention	3	PSY 600B Psychological Practicum	1
PSY 600A Professional Psychology Practicum	1	PSY 600B Psychological Practicum	1		
Total Semester Hours	16		16	Total Semester Hours	13
Year 2					
Fall		**Spring**		**Summer**	
PSY 574 Advanced Applications of Applied Behavior Analysis	3	PSY 631 Psychological Assessment: Personality and Psychopathology	3	PSY 601 Psychology of Autism, Intellectual, and Neurodevelopmental Disabilities	3
PSY 602 Biological Basis of Behavior	3	PSY 632 Research Methods & Quantitative Psychology	3	EDUC 637 Foundations of Reading	3
PSY 644 Substance Abuse Counseling	3	PSY 714 Child/Adolescent Counseling and Therapy	3	PSY 635 Learning and Cognition	3
PSY 646 Advanced Topics in Assessment and Diagnosis	3	PSY 725 Integrated Behavioral Health Psychology	3	PSY 735 Advanced Integrated Behavioral Health Psychology	3
PSY 600C Psychological Practicum	1	PSY 700B Psychological Practicum	1	PSY 700C Psychological Practicum	1
Total Semester Hours	13	Total Semester Hours	13	Total Semester Hours	13

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		**Spring**		**Summer**	
PSY 643 Couple and Family Therapy	3	PSY 633 Group Counseling and Psychotherapy	3	PSYC 759 Prevention, Intervention, and Crisis Programs	3
PSY 639 Career and Lifestyle Counseling: Theory and Practice	3	PSY 703 Counseling for Social Justice and Diversity	3	PSY 504 Contemporary Topics and Applications of Applied Behavior Analysis	3
PSY 715 Pediatric Health Psychology	3	PSY 649 Psychological Consultation	3	PSY 750 History and Systems in Psychology	3
PSY 674 Academic Assessment and Intervention: Literacy	3	PSY 774 Academic Assessment and Intervention: Mathematics	3	PSY 740 Training & Supervision: The Expanding Role of Health Service Psychologists	3
PSY 700C Psychological Practicum	1	PSY 700E Psychological Intervention Practicum	1		
Total Semester Hours	13	Total Semester Hours	13	Total Semester Hours	12
Year 4					
Fall		**Spring**		**Summer**	
PSY 798F Capstone Project	1	PSY 798F Capstone Project	1		
PSY 799F Internship	3	PSY 799F Internship	3		
Total Semester Hours	4	Total Semester Hours	4	Total Semester Hours	0

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.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Doctor of Philosophy (PhD) in Clinical-Community Psychology	60 – 93	University of South Carolina	Accrediting Agency, Some Coursework	FMU will focus on Practitioner Scholar vs. a Scientist-Practitioner Model, Employment Settings, Anticipated Employment Service Area in the Pee Dee Region of SC, Professional Doctorate vs. Research Doctorate, ABAI, NASP Accredited, Focus on Rural Healthcare, FMU will be a combined program in Clinical-Counseling-School Psychology, 6 graduates per year[6]; FMU will graduate 14 per year; FMU is a four-year program not a five- to seven-year program; Focus on applied practice to fill the shortage of practitioners in the rural regions of SC
Doctor of Philosophy (PhD) in School Psychology	60 – 93	University of South Carolina	Accrediting Agency, Some Coursework	FMU will focus on Practitioner scholar vs. a Scientist-Practitioner Model, Employment Settings, Anticipated Employment Service Area in the Pee Dee Region of SC, Professional Doctorate vs. Research Doctorate, ABAI Accredited, Focus on Rural Healthcare, FMU will be a combined program in Clinical-Counseling-School Psychology; USC graduated 4 on average across the last ten

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[6]Data Obtained from https://sc.edu/study/colleges_schools/artsandsciences/psychology/documents/cc_outcomes_2021-2022.pdf

				years[7]; FMU will graduate 14 per year; FMU is a four-year program not a five- to seven-year program; Focus on applied practice to fill the shortage of practitioners in the rural regions of SC

[7] Data obtained from https://sc.edu/study/colleges_schools/artsandsciences/psychology/study/graduate/school_program/school_outcomes_2021-2022.pdf

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 – FT	PSY 634 Developmental Psychology PSY 602 Biological Basis of Behavior	PhD in Developmental Psychology	
Professor – PT	PSY 750 History and Systems in Psychology	PhD in History	Specialization in History of Science
Professor – FT	PSY 715 Pediatric Health Psychology PSY 700C Psychological Practicum	PhD in School Psychology with specialization in Pediatric Psychology	Licensed Psychologist, Board Certified Clinical Child and Adolescent Psychologist, Nationally Certified School Psychologist
Assistant Professor – FT	PSY 616 Psychoeducational Assessment: Diagnosis of Learning and Behavior Disorders PSY 646 Advanced Topics in Assessment and Diagnosis PSY 601 Psychology of Autism, Intellectual, and Neurodevelopmental Disabilities PSYC 759 Prevention, Intervention, and Crisis Programs PSY 600A Professional Psychology Practicum PSY 600B Psychological Practicum PSY 600C Psychological Practicum	PhD in School Psychology	Licensed Psychologist, American Board of School Neuropsychology Certification, Nationally Certified School Psychologist
Assistant Professor – FT	PSY 606 Psychoeducational Assessment: Intelligence, Ability, and Achievement Testing PSY 700E Psychological Intervention Practicum	PhD in School Psychology	Licensed Psychologist, Nationally Certified School Psychologist
Assistant Professor – FT	PSY 631 Psychological Assessment: Personality and Psychopathology PSY 714 Child/Adolescent Counseling and Therapy PSY 643 Couple and Family Therapy	PhD in Clinical Psychology	Licensed Psychologist
Assistant Professor – FT	PSY 740 Training & Supervision: The Expanding Role of Health Service Psychologists PSY 799F Internship PSY 799S Internship	PhD in Clinical Psychology	Licensed Psychologist
Assistant Professor – FT	PSY 501 Principles of Applied Behavior Analysis PSY 502 Research Methods in Applied Behavior Analysis PSY 505 Theoretical and Conceptual Foundations of Behavior Analysis PSY 574 Advanced Applications of Applied Behavior Analysis PSY 504 Contemporary Topics and Applications of Applied Behavior Analysis	PhD in Applied Behavior Analysis	Board Certified Behavior Analyst – Doctoral

Associate Professor – FT	PSY 639 Career and Lifestyle Counseling: Theory and Practice PSY 703 Counseling for Social Justice and Diversity	PhD in Counseling Psychology	Licensed Psychologist
Associate Professor – FT	PSY 635 Learning and Cognition PSY 798F Capstone Project PSY 798S Capstone Project	PhD in Cognitive Neuroscience	
Associate Professor – FT	PSY 605 Personality and Social Psychology PSY 632 Research Methods & Quantitative Psychology	PhD in Social Psychology	
Associate Professor – PT	EDUC 637 Foundations of Reading PSY 674 Academic Assessment and Intervention: Literacy	PhD in Literacy Education	Specialization in MTSS Literacy Interventions
Associate Professor – PT	PSY 774 Academic Assessment and Intervention: Mathematics	PhD in Mathematics Education	Specialization in MTSS Mathematics Interventions
Assistant Professor – FT	PSY 615 Child/Adolescent Psychopathology PSY 649 Psychological Consultation PSY 604 Behavioral Assessment and Intervention PSY 503 Ethics and Professional Practice in Applied Behavior Analysis	PhD in School Psychology & Applied Behavior Analysis	Licensed Psychologist, American Board of School Neuropsychology Certification
Assistant Professor – FT	PSY 610 Interviewing, Observation, and Case Formulation PSY 636 Individual Counseling and Psychotherapy PSY 644 Substance Abuse Counseling PSY 633 Group Counseling and Psychotherapy	PhD in Clinical Psychology with specialization in Health Psychology	Licensed Psychologist, Nationally Certified Counselor, Nationally Certified Addictions Counselor
Clinical Coordinator – FT	PSY 725 Integrated Behavioral Health Psychology PSY 735 Advanced Integrated Behavioral Health Psychology PSY 700B Psychological Practicum PSY 700C Psychological Practicum	PhD in Clinical Psychology	Licensed Psychologist, Board Certified Health Psychologist
Coordinator of BCBA Supervision – FT	PSY 600B Psychological Practicum	EdD in School Psychology, VCS in Applied Behavior Analysis	Board Certified Behavior Analyst, Nationally Certified School Psychologist, Licensed Psychoeducational Specialist
Coordinator of Counseling and Testing – PT	PSY 620 Psychopathology PSY 650 Foundations of Psychology: Ethics and Legal Issues	PhD in Clinical Psychology	Licensed Psychologist

Total FTE needed to support the proposed program:
Faculty: 12 FT
Staff: 3
Administration: 2

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

We currently have ten full-time faculty on staff. Additionally, our Director of Counseling and Testing, our Assistant Director of Counseling and Testing and our Clinical Coordinators teach courses in our program; we anticipate that to continue. Further, we have three faculty members in other departments, two in Education and one in History, who will teach in this program. Currently, we are in the process of hiring a Behavioral Health Clinic Coordinator who will also serve as a faculty member. Thus, we anticipate needing one additional faculty position to comply with APA accrediting standards. We have requested and received approval for an additional Assistant Professor of Psychology specializing as a Board-Certified Behavior Analyst at the doctoral level (BCBA-D).

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.

e-Journals
There are 97 e-journal titles for health psychology according to an Analytics Report via Ex Libris, the new statewide shared library services platform.

e-books
We have four e-book collections that contain works pertaining to health psychology. A breakdown is provided below:
ProQuest Ebook Central: 108,442 titles for health psychology
Credo Reference eBook Collection: 7,880 titles on health psychology
Ebsco eBook collection: 2,175 on health psychology
SpringerLINK eBooks: 8,837 titles on health psychology

Our **other database subscriptions** that support health psychology include:
Applied Science & Technology
JSTOR
Academic Search Complete
Psychology and Behavioral Sciences Collection
Alt HealthWatch
CINAHL Plus with Full Text
Consumer Health Complete
TOPICsearch

PRINT MATERIAL
The library currently has 878 print tiles for health psychology.

Lastly, PASCAL Delivers is a rapid book-delivery service provided by the Partnership Among South Carolina Academic Libraries which enables students, faculty and staff across the state to request and receive books from academic libraries in South Carolina. Per our institutional membership, FMU students and faculty may utilize this service to supplement their research needs when print resources are not available in-house.

Our faculty library liaison within the Department of Psychology will continue to collaborate with our library faculty and staff to maintain our needed resources.

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.

Center for Academic Success and Advisement (CASA)

The Center for Academic Success and Advisement (CASA) offers students a one-stop resource for assistance with advising questions, academic support, and career services. CASA, located in Founders Hall 220, is home to Advisement, the Career Development Office, the Tutoring Center, as well as the Writing Center (located downstairs in FH 114- C). CASA provides a variety of services designed to help students thrive during their time at Francis Marion University.

Writing Center

The FMU Writing Center is available to help all students improve their writing abilities and acquire the skills needed to succeed at writing tasks in academic and professional communities. English Department faculty consultants and trained student consultants provide one-on-one assistance on a wide range of writing tasks and projects, including research papers for all disciplines, literary analyses, creative writing, lab reports, resumes, business letters, and internship applications. The writing center is also available to students online for assistance and tutoring.

Career Development Center

The Career Development Office, located in CASA (Founders Hall 220), provides a comprehensive, educational approach to career development and preparation. Career services and programs are available for all FMU students and alumni. Students are encouraged to use the Career Development Office during their first year of enrollment.

Tutoring Center

The FMU Tutoring Center provides all students with learning assistance for a variety of subjects, including math, sciences, social sciences, and humanities courses. Located in CASA (Founders Hall 220), the Tutoring Center is staffed by faculty members and trained peer tutors. Students are welcome to meet with tutors to review the course content, practice problem-solving skills, and discuss study strategies.

Computer and Technology Services

FMU's Campus Instruction and Technology office provides information, technology resources and services for instructional and research missions of the University. The department provides digital content, access to that content, and guidance for its use through public computer laboratories and support in the Stanton Academic Computer Center and the John K. Cauthen Educational Media Center facilities. All currently enrolled students are provided a SwampFox Mail email account. The SwampFox Emergency Alert System has been adopted by FMU to quickly notify students via SMS text messaging (standard text messaging rates apply) and email in the event of an imminent campus emergency. The campus is covered by Wi-Fi access.

Counseling and Testing Center

Counseling and Testing is responsible for meeting the personal counseling needs of FMU students. Professional counselors can help with personal, relationship, and/or emotional issues (with referrals made to community agencies as needed). The office also coordinates the advanced placement testing program and administers several standardized tests used by graduate and professional schools. Counseling and Testing serves as the focal point of academic services for students with disabilities.

Student Health Services

FMU is committed to providing professional and cost-effective student health care through Student Health Services. Student Health Services aims to promote and maintain students' health by providing preventive services, health education, acute and chronic medical care, and referral assistance so that students can best meet their educational objectives. There are no fees for services rendered in Student Health.

Student Advocate

FMU wants to ensure that students have access to an student advocate (formerly called the ombudsman). The Student Advocate helps students address and resolve non-academic conflicts, concerns, and other problems they may experience while attending Francis Marion. The Student Advocate assists the student in navigating the university procedures that will help them resolve their issue and directing them to the appropriate school office or official. The Student Advocate acts as a neutral and

impartial resource for the student and advocates for fair processes. The Student Advocate does not replace other school offices or officials who bear responsibility for issues.

Campus Police

The FMU Campus Police Department is committed to providing a safe and secure campus environment for our students, faculty, staff, and visitors. Our mission is to provide police protection to the campus community and foster an atmosphere that enhances the campus learning experience while complementing the University's educational mission.

Richardson Center for the Child

This 15,000 square-foot facility is located on a site near the Pee Dee Education Center on the campus of Francis Marion University. The $3.5 million building includes a child-care wing of two infant rooms, two toddler rooms, two rooms for the three- and four-year-olds, and two rooms for four- and five-year-olds; an office area for psychology and education faculty members; a central lobby and library that functions as a family waiting area; observation and assessment rooms; and an outdoor play area.

Having opened its doors in August of 2008, the children and the Center are growing together, offering a class for each age group including infants, toddlers, twos, threes and fours. This facility is available for students who need full-time childcare to complete their degrees.

Registrar

The Registrar's Office, located in Stokes Administration Building, is "the steward of the university's academic records" and "is responsible for the creation and/or collection, maintenance, security, and appropriate transmission of students' academic records".

The Registrar's Office regularly processes transcripts, transient credit requests, and applications for graduation. In addition, this office also facilitates degree audits, which are also available online through Swampfox Web, as well as a Senior Review of credits prior to graduation.

In addition to using Swampfox Web online, students with questions can also contact the office in person, by phone, or via email.

Physical Resources/Facilities

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

Leatherman Medical Education Complex/Carter Health Sciences Center

The proposed program will meet in classrooms throughout the Leatherman Medical Education Complex and the Carter Health Sciences Center. Two distance learning classrooms are set up so students can attend classes in case of illness or emergency.

Behavioral Health Clinic

The proposed program will utilize the FMU Behavioral Health Clinic as a site for two years of their practica. The Behavioral Health Clinic offers Counseling and Psychotherapy, Substance Use Disorder Counseling, Psychological Assessment, Functional Analysis, Functional Behavioral Analysis, and Behavioral Intervention services to the Pee Dee region.

Counseling and Testing

Students will complete one year of practica assignments at the on-campus Office of FMU Counseling and Testing. Here students will provide counseling and psychotherapy, substance abuse counseling, and psychological assessment services to undergraduate and graduate students at FMU. Extra Space in Counseling and Testing for candidates to provide services to undergraduate students.

Equipment

Identify new instructional equipment needed for the proposed program.

Each classroom utilized in the proposed program should be outfitted with telemedicine/teletherapy equipment. Currently, two classrooms are set up, but two additional classrooms will be necessary to fully support the program so that telehealth services can be provided in our rural areas.

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

Financial Support

	1st		2nd		3rd		4th		5th		Grand Total	
Sources of Financing for the Program by Year												
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	159,432	3,567,576	318,864	3,727,008	478,296	3,886,440	637,728	4,045,872	637,728	4,045,872	2,232,048	19,272,768
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	0	0	0	0	0	0	0	0	0	0	0	0
Total	159,432	3,567,576	318,864	3,727,008	478,296	3,886,440	637,728	4,045,872	637,728	4,045,872	2,232,048	19,272,768

	1st		2nd		3rd		4th		5th		Grand Total	
Estimated Costs Associated with Implementing the Program by Year												
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	74,170	1,226,772	143,649	1,296,250	143,649	1,296,250	143,649	1,296,250	143,649	1,296,250	648,764	6,441,772
Facilities, Equipment, Supplies, and Materials	10,000	37,838	10,000	37,838	10,000	37,838	10,000	37,838	10,000	37,838	50,000	189,191
Library Resources	3,252	73,873	6,505	77,125	9,757	80,378	13,009	83,630	13,009	83,630	45,532	398,636
Other (specify)	47,312	871,422	47,312	871,422	47,312	871,422	47,312	871,422	47,312	871,422	236,558	4,357,109
Total	134,734	2,209,905	207,465	2,282,636	210,717	2,285,888	213,969	2,289,140	213,969	2,289,140	980,854	11,356,708
Net Total (Sources of Financing Minus Estimated Costs)	24,698	1,357,671	111,399	1,444,372	267,579	1,600,552	423,759	1,756,732	423,759	1,756,732	1,251,194	7,916,060

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

New costs associated with this program proposal include the addition of 2 new faculty. Faculty costs are based on an average per credit hour cost for the Department of Nursing. Administration, facilities, supplies, and library resources are based on average per credit hour cost across the university. Revenue from tuition is based on in-state graduate rate and are anticipated to cover the new costs. The costs associated with the "Other" category include indirect university-wide costs such as Accounting, Purchasing, Registrar, IT, Maintenance, Financial Assistance, Advising, etc.

Evaluation and Assessment

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.

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
PLO 1: Demonstrate effective oral and written communication skills	SLO 1: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated. SLO 2: Exhibit professional language and technical vocabulary. SLO 3: Demonstrate the ability to communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner that is sensitive and appropriate to a range of audiences.	**Direct Assessments** **Course Assignments** • Psychological Reports • Case Studies • Treatment Plans • Literature Review • Presentations • Capstone Project **Experiential Learning Evaluations** • Community Presentations • Selected Questions from the Oral and Written Exams • Psychological Reports • Consultation Satisfaction Questionnaire • Counseling Skills Evaluation • Standardized Training and Evaluation for Psychologists (STEPs) – Sharing Assessment Findings with a Parent • Competency Assessment from Supervisor **Exit Evaluations** • Exit Interview • Exit Questionnaire • Alumni Survey • Employer Survey
PLO 2: Develop interpersonal skills	SLO 1: Achieve productive partnerships with a wide range of individuals, including colleagues, communities, organizations,	**Direct Assessments** **Experiential Learning Evaluations**

	supervisors, supervisees, faculty, and those receiving professional services SLO 2: Employ effective interpersonal skills and the ability to deescalate conflict and difficult communication. SLO 3: Demonstrate their ability to maintain effective relationships with recipients of psychological services.	• Questions from Competency Self-Assessment • Consultation • Competency Assessment from Supervision
PLO 3: Practice ethically	SLO 1: Demonstrate a knowledge of legal and ethical guidelines to address challenges and solutions with respect to client care SLO 2: Recognize ethical dilemmas as they arise and apply ethical decision-making processes to resolve the dilemmas. SLO 3: Provide services in accordance with: 1) the current version of the APA Code of Ethics; 2) relevant laws, regulations, rules, and policies governing health service psychology at all levels (organizational, local, state, regional, and federal); and 3) relevant professional standardized and guidelines. SLO 4: Practice effective self-evaluation processes	**Direct Assessments** **Course Assignments** • Questions from Competency Self-Assessment • Psychological Reports • Case Studies • Treatment Plans • Literature Review • Portfolio • Inventory of Attitudes and Beliefs about Professional and Ethical Issues **Experiential Learning Evaluations** • Assessment Observation • Selected Questions from the Oral and Written Exams • Psychological Reports • Academic Intervention Case Studies • Functional Behavior Analysis and Behavioral Intervention Case Studies • Consultation Case Studies • Consultation Satisfaction Questionnaire • Crisis Intervention Case Study • Individual, Group, and Family Counseling Case Studies • Counseling Skills Evaluation • Prevention Planning Case Study • Threat Assessments and Safety Plans • Standardized Training and Evaluation for Psychologists (STEPs) – Sharing Assessment Findings with a Parent • Suicide Risk Assessments and Safety Plans • Competency Assessment from Supervisor **Indirect Assessments**

		• Questions from Self-Evaluation of Competency Assessment Form • Cultural Competence Self-Assessment **Exit Evaluations** • Exit Interview • Exit Questionnaire • Alumni Survey • Employer Survey **Licensure and Certification Exams** • ABAI Exam Scores • EPPP Exam Scores • Praxis Exam scores
PLO 4: Practice professionally	SLO 1: Demonstrate the values and attitudes of the field of psychology through their attitudes and behavior (e.g. integrity, honestly, deportment, professional identity, accountability, punctuality, reliability, lifelong learning, and concern for the welfare and safety of others) SLO 2: Develop a professional identity by using resources, such as supervision and literature, to continue their professional development. SLO 3: Engage in self-reflection regarding their personal and professional functioning, including activities to maintain and improve their performance, well-being, and effectiveness. SLO 4: Demonstrate a greater degree of independence in increasingly complex professional situations. SLO 5: Operate in a professional manner, including attire, across different settings. SLO 6: Seek and demonstrate openness and responsiveness to feedback and supervision. SLO 7: Recognize and resolve situations that challenge the adherence to professional values and attitudes.	**Direct Assessments** **Course Assignments** • Questions from Competency Self-Assessment • Psychological Reports • Case Studies • Treatment Plans • Literature Review • Portfolio • Inventory of Attitudes and Beliefs about Professional and Ethical Issues **Experiential Learning Evaluations** • Assessment Observation • Selected Questions from the Oral and Written Exams • Psychological Reports • Academic Intervention Case Studies • Functional Behavior Analysis and Behavioral Intervention Case Studies • Consultation Case Studies • Consultation Satisfaction Questionnaire • Crisis Intervention Case Study • Individual, Group, and Family Counseling Case Studies • Counseling Skills Evaluation • Prevention Planning Case Study • Threat Assessments and Safety Plans

		• Standardized Training and Evaluation for Psychologists (STEPs) – Sharing Assessment Findings with a Parent • Suicide Risk Assessments and Safety Plans • Supervisor completed questions from Competency Assessment Form **Indirect Assessments** • Questions from Self-Evaluation of Competency Assessment Form • Cultural Competence Self-Assessment **Exit Evaluations** • Exit Interview • Exit Questionnaire • Alumni Survey • Employer Survey **Licensure and Certification Exams** • ABAI Exam Scores • EPPP Exam Scores • Praxis Exam scores
PLO 5: Develop supervision and management skills	SLO 1: Describe the areas of organization and supervision of psychological services, including supervision models and practices. SLO 2: Provide formal and informal supervision to less experienced students.	**Direct Assessments** **Experiential Learning Evaluations** • Competency Assessment from Supervisor **Indirect Assessments** • Questions from Self-Evaluation of Competency Assessment Form **Exit Evaluations** • Exit Interview • Exit Questionnaire • Alumni Survey • Employer Survey
PLO 6: Demonstrate sensitivity to persons of diverse backgrounds	SLO 1: Identify the significant impact cultural differences have on clinical practice and be able to articulate those impacts in reference to specific clinical cases. SLO 2: Describe how the student's own personal/cultural history, attitudes, and biases may affect how they understand and	**Direct Assessments** **Course Assignments** • Cultural Competence Self-Assessment • Psychological Reports • Case Studies

interact with people different from themselves. SLO 3: Identify cultural differences in an academic sense through knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity. SLO 4: Explain the impact(s) of rural culture on human behavior and behavioral health needs. SLO 5: Integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles and activities (e.g., research, services, and other professional activities). SLO 6: Demonstrate this knowledge base by articulating and applying an approach to working effectively with diverse individuals and groups. SLO 7: Engaging in program planning and service delivery that conveys that the differences are appreciated. SLO 8: Apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers which includes the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	• Treatment Plans • Literature Review • Portfolio **Experiential Learning Evaluations** • Assessment Observation • Selected Questions from the Oral and Written Exams • Psychological Reports • Academic Intervention Case Studies • Functional Behavior Analysis and Behavioral Intervention Case Studies • Consultation Case Studies • Consultation Satisfaction Questionnaire • Crisis Intervention Case Study • Individual, Group, and Family Counseling Case Studies • Counseling Skills Evaluation • Prevention Planning Case Study • Threat Assessments and Safety Plans • Standardized Training and Evaluation for Psychologists (STEPs) – Sharing Assessment Findings with a Parent • Suicide Risk Assessments and Safety Plans • Competency Assessment from Supervisor **Indirect Assessments** • Questions from Self-Evaluation of Competency Assessment Form • Cultural Competence Self-Assessment **Exit Evaluations** • Exit Interview • Exit Questionnaire • Alumni Survey • Employer Survey **Licensure and Certification Exams** • ABAI Exam Scores • EPPP Exam Scores • Praxis Exam scores

PLO	SLOs	Assessments
PLO 6: Demonstrate effective diagnostic knowledge and demonstrate diagnostic skills in professional settings	SLO 1: Develop competency in clinical assessment as evidenced by understanding empirical literature and gain knowledge of the science of measurement, basic psychometric theory, and interpretation skills SLO 2: Demonstrate the use of sound assessment methodologies including collecting relevant data using multiple sources and methods based on goal(s) and referral question(s) SLO 3: Demonstrate skill with clinical interviewing, behavioral observation, personality assessment, general and disease-specific self-report instruments, psychophysiological measures, medical record review, and biological parameters associated with specific diseases SLO 4: Demonstrate use of standardized administration procedures for various measures (e.g., psychological, intellectual, cognitive, behavioral, etc.) SLO 5: Interpret assessment results based on current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations SLO 5: Utilize differential diagnosis procedures to differentiate between conditions that may look the same	**Direct Assessments** **Course Assignments** • Psychological Reports **Experiential Learning Evaluations** • Assessment Observation • Selected Questions from the Oral and Written Exams • Psychological Reports • Academic Intervention Case Studies • Functional Behavior Analysis • Threat Assessment • Suicide Risk Assessments • Competency Assessment from Supervisor **Indirect Assessments** • Questions from Self-Evaluation of Competency Assessment Form **Exit Evaluations** • Exit Interview • Exit Questionnaire • Alumni Survey • Employer Survey **Licensure and Certification Exams** • ABAI Exam Scores • EPPP Exam Scores • Praxis Exam scores
PLO 7: Use knowledge of empirically supported interventions, mental health services and instructional supports and use empirically supported techniques in professional settings to construct treatment plans	SLO 1: Demonstrate the ability to develop evidence-based treatment plans that align with service delivery goals SLO 2: Demonstrate the ability to modify evidenced-based treatments when appropriate, based on continuous evaluation of intervention effectiveness. SLO 3: Develop prevention programs (e.g., bullying, addictions, teen pregnancy, obesity, etc.) to promote developmental, educational, psychological well-being, and improved health. SLO 4: Demonstrate evidence-based psychotherapy, health promotion, and behavioral interventions with individuals, groups, and families. SLO 5: Utilize knowledge of crisis prevention and crisis intervention to	**Direct Assessments** **Course Assignments** • Case Studies • Treatment Plans • Portfolio **Experiential Learning Evaluations** • Academic Intervention Case Studies • Behavioral Intervention Case Studies • Individual, Group, and Family Counseling Case Studies • Counseling Skills Evaluation • Prevention Planning Case Study • Safety Plans

	complete threat and suicide risk assessments to develop safety plans.	• Competency Assessment from Supervisor

Indirect Assessments
• Questions from Self-Evaluation of Competency Assessment Form

Exit Evaluations
• Exit Interview
• Exit Questionnaire
• Alumni Survey
• Employer Survey

Licensure and Certification Exams
• ABAI Exam Scores
• EPPP Exam Scores
• Praxis Exam scores |
| PLO 8: Demonstrate skills in varied models and strategies of consultation and collaboration | SLO 1: Describe systems structure, organization, and theory, technology resources and evidence-based practices that promote learning and mental health
SLO 2: Distinguish consultation from direct intervention
SLO 3: Articulate the roles of a psychologist on an interdisciplinary care team in multiple settings, with specific emphasis on rural primary care settings.
SLO 4: Demonstrate an understanding of primary, secondary, and tertiary models of prevention/intervention as part of an interprofessional team.
SLO 5: Demonstrate an understanding of the unique roles that other professionals play in these settings with respect to both behavioral and physical health care practices.
SLO 6: Express an understanding of different service delivery models (e.g., co-located, integrated, etc.), how roles differ in each model, how these models may function differently with respect to different populations (e.g., rural/urban; income-limited/unstably housed, geriatric, psychiatric).
SLO 7: Consult with health care teams (including family members).
SLO 8: Participate in multidisciplinary teams to aid in program development. | **Direct Assessments**

Course Assignments
• Case Studies

Experiential Learning Evaluations
• Selected Questions from the Oral and Written Exams
• Consultation Case Studies
• Consultation Satisfaction Questionnaire
• Competency Assessment from Supervisor

Indirect Assessments
• Questions from Self-Evaluation of Competency Assessment Form

Exit Evaluations
• Exit Interview
• Exit Questionnaire
• Alumni Survey
• Employer Survey

Licensure and Certification Exams
• ABAI Exam Scores
• EPPP Exam Scores
• Praxis Exam scores |
| PLO 9: Apply strong critical thinking skills when using statistics and research methods | SLO 1: Explain the relationship between science and practice | **Direct Assessments**

Course Assignments |

	SLO 2: Interpret different research designs, statistics, measurements, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings SLO 3: Demonstrate the substantially independent ability to conceptualize an appropriate, logical research question, frame it in terms of an operational definition, and develop a sound method for addressing the question to formulate research or other scholarly activities.	• Questions from Competency Self-Assessment • Literature Review • Capstone Project **Experiential Learning Evaluations** • Selected Questions from the Oral and Written Exams • Competency Assessment from Supervisor **Indirect Assessments** • Questions from Self-Evaluation of Competency Assessment Form **Exit Evaluations** • Exit Interview • Exit Questionnaire • Alumni Survey • Employer Survey **Licensure and Certification Exams** • ABAI Exam Scores • EPPP Exam Scores • Praxis Exam scores
PLO 10: Demonstrate Discipline Specific Knowledge	SLO 1: Demonstrate knowledge in the following broad areas of scientific psychology: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis SLO 2: Demonstrate knowledge in the following scientific, methodological, and theoretical areas of psychology: individual differences in behavior, human development, dysfunctional behavior and analysis, and professional standards of ethics.	**Direct Assessments** **Course Assignments** • Literature Review **Experiential Learning Evaluations** • Selected Questions from the Oral and Written Exams • Competency Assessment from Supervisor **Indirect Assessments** • Questions from Self-Evaluation of Competency Assessment Form **Exit Evaluations** • Exit Interview • Exit Questionnaire • Alumni Survey • Employer Survey **Licensure and Certification Exams** • ABAI Exam Scores • EPPP Exam Scores

		• Praxis Exam scores
PLO 11: Utilize knowledge of rural areas to promote behavioral and mental health	SLO 1: Describe the diverse forces at work in rural areas that can and do impact various aspects of human development and community functioning SLO 2: Articulate alternative service delivery models that may improve access and use behavioral health services in rural areas	**Direct Assessments** **Course Assignments** • Psychological Reports • Case Studies • Treatment Plans • Literature Review • Portfolio **Experiential Learning Evaluations** • Assessment Observation • Selected Questions from the Oral and Written Exams • Psychological Reports • Academic Intervention Case Studies • Functional Behavior Analysis and Behavioral Intervention Case Studies • Consultation Case Studies • Consultation Satisfaction Questionnaire • Crisis Intervention Case Study • Individual, Group, and Family Counseling Case Studies • Counseling Skills Evaluation • Prevention Planning Case Study • Threat Assessments and Safety Plans • Standardized Training and Evaluation for Psychologists (STEPs) – Sharing Assessment Findings with a Parent • Suicide Risk Assessments and Safety Plans • Competency Assessment from Supervisor **Indirect Assessments** • Questions from Self-Evaluation of Competency Assessment Form **Exit Evaluations** • Exit Interview • Exit Questionnaire • Alumni Survey • Employer Survey

		Licensure and Certification Exams
		• ABAI Exam Scores
		• EPPP Exam Scores
		• Praxis Exam scores

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

The proposed program will seek accreditation by the American Psychological Association (APA) as a training program in Health Service Psychology. APA has rigorous standards for the training of psychologists, including extensive training in therapeutic interventions, assessment, ethics, and research. The program will complete a self-study during the Fall 2025 followed by a site visit from the Committee on Accreditation (CoA) in Spring 2026. The program anticipates full accreditation by Fall 2027. The National Association of School Psychologists and Association for Behavioral Analysis International currently recognize APA accreditation as meeting their accreditation standards.

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

⊠Yes

☐No

The program will lead to both licensure as a psychologist in the state of South Carolina as well as certification Board Certified Clinical Psychologist.

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

Completion of the program will qualify students for licensure as a psychologist. After graduation students complete one year of supervised experience of 1,500 hours of actual work, including direct service and supervisory time. They also must pass the *Examination for Professional Practice in Psychology (*EPPP).

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