Resolution

Approving the Submission of a Notification of Intent to Submit a Proposal (NISP) for a Master of Science (M.S.) Degree in Medical/Clinical Psychology (CIP Code 42.2810)

WHEREAS, the College of Arts and Sciences at The University of Alabama at Birmingham strives to deliver quality programs that are relevant and innovative; and

WHEREAS, this Notice of Intent to Submit a Proposal (NISP) is for a joint program between the Department of Psychology in the College of Arts and Sciences and the Department of Medical Education in the School of Medicine; and

WHEREAS, the Medical/Clinical Psychology program will train students, through coursework and an empirical master's thesis, to a level of knowledge and competency that prepares them for subsequent pursuit of the Ph.D. in health service psychology; and

WHEREAS, the program also includes a focus on research designs and statistical analyses and will support and be supported by academic and research programs in both Psychology and the Heersink School of Medicine; and

WHEREAS, the program is built upon a successful history of the current Ph.D. in Psychology;

NOW, THEREFORE, BE IT RESOLVED by The Board of Trustees of The University of Alabama that it approves submission of a Notification of Intent to Submit a Proposal (NISP) for a Master of Science (M.S.) in Medical/Clinical Psychology (CIP Code 42.2810) by The University of Alabama at Birmingham.
This collection of proposals aims to: 1) separate the 3 existing PhD concentrations in Psychology into distinct PhD programs to better reflect their distinct focus, curricula, and admission and program procedures; 2) change the master’s degree from MA to MS to align with the scientific nature and research focus of the programs; and 3) separate the master’s degree into the same 3 areas as the PhD to reflect the distinct focus, curricula, and admission procedures associated with the master’s degree in each area.

Current

MA Psychology\(^1,2\)

PhD Psychology

Concentrations
Medical / Clinical Psychology
Developmental Psychology
Behavioral Neuroscience

Proposed

MS Medical / Clinical Psychology\(^2\)
Joint program with the School of Medicine

PhD Medical / Clinical Psychology

MS Applied Developmental Psychology\(^2\)

PhD Applied Developmental Psychology

MS Behavioral Neuroscience\(^3\)

PhD Behavioral Neuroscience

\(^1\) Behavioral Neuroscience does not currently offer a master’s degree.  
\(^2\) No terminal master’s degree offered.  
\(^3\) Behavioral Neuroscience plans to offer a terminal master’s degree.
NOTIFICATION OF INTENT TO SUBMIT A PROPOSAL (NISP) FOR A NEW PROGRAM OF INSTRUCTION

1. Institution: University of Alabama at Birmingham

2. Date of NISP Submission: June 10, 2022

3. Institutional Contact Person: Katrina Mintz, Ph.D.
   Telephone: (205) 934-2384
   Fax: (205) 934-3179
   E-mail: kmintz@uab.edu

   Questions that arise during the internal UAB approval process may be directed to Ed Cook, Ph.D., Director, Medical/Clinical Psychology Concentration, 975-5931 or ecook@uab.edu.

4. Program Identification:
   Title: Medical/Clinical Psychology
   Award: MS
   CIP Code: 42.2810 Health/Medical Psychology

5. Proposed Program Implementation Date: Fall 2023

6. Statement of Program Objectives (Objectives should be precise and stated in such a way that later evaluation/assessment of program outcomes is facilitated):

   At the master's level, the Medical/Clinical Psychology program will train students, through coursework and an empirical master's thesis, to a level of knowledge and competency that prepares them for subsequent pursuit of the Ph.D. in health service psychology. The Specific Program Objectives are to train students to be able to demonstrate:

   i. Foundational knowledge of basic and applied clinical science in psychology, in domains that include psychopathology, personality, psychometrics, cognitive and personality assessment, clinical interviewing, clinical intervention, and diversity.

   ii. Foundational knowledge of research designs and statistical analyses that are appropriate to research in health service psychology.
iii. The ability to read, comprehend, review, and critically evaluate the literature in the above domains.

iv. The ability to apply knowledge and principles in the above domains to design research projects and collect, analyze, and interpret quantitative data to generate new knowledge and answer meaningful scientific questions within the field of health service psychology.

v. The ability to effectively communicate the results of research both orally and in writing.

7. Relationship of program to other programs within the institution.

a. How will the program support or be supported by other programs within the institution?

This proposal is for a joint program between the Department of Psychology in the College of Arts and Sciences and the Department of Medical Education in the School of Medicine. The program will support and be supported by academic and research programs in both Psychology and the School of Medicine, as described below.

i. Medical/Clinical Psychology will support and be supported by research programs in the School of Medicine, which will be represented for administrative, reporting and planning purposes by the Department of Medical Education. Specifically, because research mentoring in this program will be shared between the Department of Psychology and the School of Medicine, it is expected that at any given time 40-60% of students will be research mentees of School of Medicine faculty. The program will be supported by these faculty, who will be the main source of hands-on research training for these students as they complete their master’s theses and related projects. In turn, these students’ knowledge, skills and effort will contribute to the research programs of these School of Medicine faculty.

ii. Medical/Clinical Psychology will support and be supported by academic research and instructional programs in the Department of Psychology. Specifically:

a) It is expected that 40-60% of enrolled students – nearly all of those who are not mentored in the School of Medicine – will be mentored by faculty in the Department of Psychology. (A few others may be mentored in other schools, such as Health Professions or Nursing.) The program will be
supported by these Psychology faculty, who will be the main source of hands-on research training for these students as they complete their master’s theses and related projects. In turn, these students’ knowledge, skills and effort will contribute to the research programs of these Psychology faculty.

b) Students in this program will take courses alongside students in other graduate programs affiliated with the Department of Psychology (currently Developmental Psychology and Behavioral Neuroscience). Most courses taught by faculty associated with Medical/Clinical Psychology will be open to students in the other Psychology doctoral programs as well as other disciplines such as Public Health, Education and Sociology.

c) Day-to-day administrative support for Medical/Clinical Psychology will be provided by the Department of Psychology. Medical/Clinical Psychology Program leadership will participate collaboratively in the administration of the other Psychology graduate programs, for example in development of shared policies, oversight of administrative staff, and planning for shared instructional and administrative space.

b. Will this program replace any existing program(s) or specialization(s), options or concentrations within existing programs? Yes: ___ X ___ No: _____

If yes, please explain.

Currently, students in our Ph.D. program in Psychology (Medical/Clinical Psychology concentration) are awarded an M.A. in Psychology after completion of a master’s thesis and relevant foundational coursework. The M.A. has and is not intended to be a terminal degree. Rather, all students in Medical/Clinical Psychology concentration are awarded the M.A. on the way to the PhD.

Similarly, pending approval of this program, students in the master’s program in Medical/Clinical Psychology will be awarded the M.S. degree in Medical/Clinical Psychology after completion of a master’s thesis and relevant foundational coursework, and will proceed without interruption or a new application to the Ph.D. program in Medical/Clinical Psychology. Thus the master’s program in Medical/Clinical Psychology will replace the M.A. in Psychology for students who are completing courses at the master’s level that currently lead to the Ph.D. in Psychology with a Medical/Clinical Psychology concentration.
The Medical/Clinical Psychology concentration has functioned since the early 1980’s on the basis of informal agreements for collaboration and financial support among administrators and faculty in the School of Medicine and the Department of Psychology. Medical/Clinical Psychology has its own curriculum, policies, and admissions processes, all of which are determined by a governance structure that includes representatives of both academic units. In these respects Medical/Clinical Psychology is substantially independent of other graduate concentrations in the Department of Psychology. The development of distinct master’s and doctoral programs in Medical/Clinical Psychology aims to align the formal structure of Medical/Clinical Psychology with the manner in which it has functioned over the past several decades – that is, as a joint program between the Department of Psychology and the School of Medicine.

8. If this program is duplicative of any other programs in the state, please give your rationale for program duplication.

Although there are numerous master’s degree programs in Psychology across the Alabama, there are no other Health/Medical Psychology (CIP 42.2814) Master of Science programs in our state. Three programs do, however, focus on preparing students to pursue doctoral degrees in health service psychology: Auburn University in its M.S. in Clinical Psychology (CIP 42.2801) program, and University of Alabama and University of South Alabama in their master’s programs in General Psychology (M.A. and M.S., respectively; CIP 42.0101). Preparation for the doctoral degree is important because the doctoral degree is the terminal degree in this field and is required for psychology licensure. Moreover, the considerable requirements for accreditation in clinical health service psychology require coordination of master’s- and doctoral-level curricula for efficient progress toward entry into the professional workforce. That is, students who complete a master’s degree at one institution typically have to repeat work if they enter an accredited doctoral program at another institution. Thus, there are only three other clinical health service psychology master’s programs in Alabama, and all are closely coordinated, as required by national accreditation standards, with Ph.D. programs at the same institutions.

Moreover, none of the state’s master’s programs share the focus of the proposed UAB program on the interface between behavioral science and medical health and illness, and no other program is structured to include both medical and psychology faculty. Finally, to the extent that any duplication exists, it is justifiable based on the estimated current shortfall of approximately 800 psychologists in Alabama and 16,000 nationwide (U.S. Department of Health and Human Services, 2018, State-Level Projections of Supply and Demand for Behavioral Health Occupations: 2016-2030).
9. Do you plan to explore possible program collaboration with other institutions? Please explain.

   There are no specific plans for formal inter-institutional collaboration at this time. We are always open to opportunities for collaboration that would be mutually beneficial or could improve efficiency.

10. Do you anticipate the use of distance education technology in the delivery of the program? Please explain.

   There are no plans to use distance education technology at this time, beyond requirements of the current pandemic.

11. What methodology will you use to determine the level of student demand for this program?

   The proposed master’s program has functioned within the Medical/Clinical Psychology concentration over many years. Student demand is demonstrated by the number of applications to this concentration that are received each year. Over the last 5 admissions cycles we have received an average of about 180 applications per year. There is no reason to think that student demand will decrease as a function of a change in formal status within UAB. However, in the future we will continue to track the number of applications that we receive, and provide that information on our website as required by accreditation standards.

12. What methodology will you use to determine need for this program?

   Students will need to complete this master’s program or a substantially equivalent program to enter the doctoral program in Medical/Clinical Psychology. Because the Ph.D. is the terminal degree in our field, the purpose of this master’s program is solely to lay the foundation for admission to and completion of the corresponding doctoral program. To determine the need for our master’s program, and its success, we will track the percentage of our master’s program graduates who go on to enter and complete our doctoral program. Based on past experience, we expect that percentage to be close to 100%.

   The close relationship between our master’s and doctoral programs implies that the methodology for determining the need for the master’s program is closely linked to the methodology we will use to determine the need for the doctoral program. Thus we will continue to track the successes of our students in securing clinical and/or research positions in health service psychology following graduation with the Ph.D., as well as employment needs and trends through
workforce analysis. The companion NISP for the doctoral program describes these tracking methodologies in greater detail.
Resolution

Granting Initial Approval of and Submission to the Alabama Commission on Higher Education (ACHE) of a Proposal for a Master of Science (M.S.) Degree in Medical/Clinical Psychology (CIP Code 42.2810)

WHEREAS, the Board of Trustees approved the Notice of Intent to Submit a Proposal (NISP) for the Master of Science (M.S.) degree in Medical/Clinical Psychology during the June 10, 2022, meeting; and

WHEREAS, the College of Arts and Sciences at The University of Alabama at Birmingham strives to deliver quality programs that are relevant and innovative; and

WHEREAS, the Medical/Clinical Psychology program will train students, through coursework and an empirical master's thesis, to a level of knowledge and competency that prepares them for subsequent pursuit of the Ph.D., in health service psychology; and

WHEREAS, the program also includes a focus on research designs and statistical analyses and will support and be supported by academic and research programs in both Psychology and the Heersink School of Medicine; and

WHEREAS, the program is built upon the successful history of the current Ph.D., in Psychology;

NOW, THEREFORE, BE IT RESOLVED by The Board of Trustees of The University of Alabama that it approves granting initial approval of and submission to the Alabama Commission on Higher Education (ACHE) of a proposal for a Master of Science (M.S.) degree in Medical/Clinical Psychology (CIP Code 42.2810) by The University of Alabama at Birmingham.
Executive Summary

The MS program in Medical/Clinical Psychology is designed to provide students with foundational graduate-level knowledge and skills that are sufficient to begin study of medical and clinical psychology at the doctoral level. All graduates of this program are expected to advance to the PhD program in Medical/Clinical Psychology, which culminates in the doctoral degree that is considered the terminal degree for employment and professional. No separate application will be required to enter the doctoral program after completing the masters program. The proposals for both programs are intended to better represent existing educational offerings in the domains of clinical and medical psychology within the UAB Department of Psychology, which have been in place as masters and doctoral concentrations and accredited by the American Psychological Association for nearly 40 years. The existing concentrations have averaged about 170 applications per year and admitted 6-12 applicants per year over the past 10 years.

Specific foundational learning outcomes of the MS program in Medical/Clinical Psychology are in the domains of psychopathology, personality, psychometrics, cognitive and personality assessment, clinical interviewing, clinical intervention, diversity, research methods, statistical analysis, and communication of scientific findings. Students will also learn and be trained to apply ethical principles in all professional activities, including research, patient care, and community service, all foundational to entering the doctoral program. The rare student who completes the masters program but does not advance to the doctoral program will be qualified for employment as supervised research and clinical assistants and technicians in behavioral and other scientific research settings, and as instructors in postsecondary settings that do not require expertise at the doctoral level.

This program fills a unique niche when compared to clinical psychology programs across the U.S., most of which are fully located within Arts and Sciences departments. By training students in a contiguous academic medical center environment in which they work alongside scientists and professionals from a wide range of healthcare disciplines, and by fully engaging medical center faculty in student supervision, the program prepares students to conduct research and provide holistic and coordinated care to diverse patient populations as part of diverse interdisciplinary teams while working in a wide variety of inpatient and outpatient clinical care facilities. These research and clinical training opportunities are well-established through collaborations that have been developed over decades. Faculty in multiple UAB academic departments, including Psychiatry and Behavioral Neurobiology, Neurology, and Pediatrics continue to serve as primary research mentors in the Department of Psychology concentrations that are proposed to become the Medical/Clinical Psychology masters and doctoral programs, and over the past three years our students provided nearly 40,000 hours of clinical care to patients in the UAB Health System.
2. Steps taken to determine if other UA System Institutions might be interested in collaborating in the program.

Other UA System institutions have not been approached. The University of Alabama has its own clinical psychology graduate program, which does not share the integrative medical/behavioral focus of the proposed program. The clinical and research training that the proposed program aims to provide does not lend itself to collaboration over the physical distance between Birmingham and the University of Alabama in Huntsville.

3. Desegregation Impact Statement:

UAB Medical/Clinical Psychology has a strong commitment to diversifying the research and professional workforce in clinical psychology and takes steps to ensure that historically under-represented groups are not disadvantaged in its admissions processes. The Department of Psychology also publicly states its commitment to diversity and inclusion: “We believe that no student, staff, or faculty should be treated differently on the basis of their race, ethnicity, national origin, sex, sexual orientation, gender identity, age, ability status, socioeconomic status, political opinions, caste membership, or religious affiliation. We are committed to facilitating activities and attitudes aimed at abolishing hate, social injustice, and discrimination through our teaching methods, research, and demonstration of mutual respect within and outside the walls of UAB.”

4. Summary of Consultant’s Comments

No comments were solicited from consultants because the proposed program represents only a change in administrative structure from a concentration to an independent program. The proposed programs’ strengths are established based on factual historical data for the existing Medical/Clinical Psychology concentrations at the masters and doctoral levels at UAB.

5. Summary of Other Campuses’ Comments

Although the University of Alabama Department of Psychology has a clinical psychology graduate program with some similar opportunities, it is sufficiently different from the masters and doctoral programs that are proposed at UAB to “convincingly” warrant their support.

6. Other pertinent information

N/A
PROPOSAL FOR A NEW DEGREE PROGRAM (Part 1: Proposal)

1. Date of Proposal Submission: June 9, 2023
   Full program name and level: Masters Program in Medical/Clinical Psychology
   Degree nomenclature (e.g., MBA, BS): MS
   CIP Code: 42.2810 Health / Medical Psychology

2. Learning Outcomes:
   Succinctly list at least four (4) but no more than seven (7) of the most prominent student learning outcomes of the program.

   i. Demonstrate foundational knowledge and the ability to read, comprehend, review, and critically evaluate the literature in the domains of psychopathology, personality, psychometrics, cognitive and personality assessment, clinical interviewing, clinical intervention, and diversity, sufficient to begin study of medical/clinical psychology at the doctoral level.

   ii. Demonstrate foundational knowledge of research designs and statistical analyses that are appropriate to research in health service psychology and sufficient to begin study of medical/clinical psychology at the doctoral level.

   iii. Demonstrate ability to apply knowledge and principles in the above domains to design research projects and collect, analyze, interpret, quantitative data sufficient to generate new knowledge and answer meaningful scientific questions within the field of health service psychology and to pursue study in medical/clinical psychology at the doctoral level.

   iv. Demonstrate, through tangible and substantial research products, ability to effectively communicate the results of research both orally and in writing that is sufficient to pursue study in medical/clinical psychology at the doctoral level.

   v. Demonstrate through knowledge and practice the ability to follow ethical principles in all professional activities, including research, patient care, and community service.
3. Employment Outcomes and Program Demand

Please describe how the proposed program prepares graduates to seek employment in the occupations (SOC codes) identified within the NISP. Note: you may also indicate any updates to those codes here.

A master's degree is not a terminal degree in clinical psychology so the proposed program does not seek to prepare graduates for immediate employment. Consequently, the history of the current masters concentration in Psychology with a medical/clinical psychology specialization is that graduates at the masters level only rarely pursue employment following completion of this program. Therefore, with very few exceptions we expect graduates of the Masters Program in Medical/Clinical Psychology to continue without interruption to enrollment in the Doctoral Program in Medical/Clinical Psychology.

However, students who choose to end their formal education after completing the Masters Program in Medical/Clinical Psychology will be well-prepared, though completed course work, research, and clinical training, for the following occupations:

19-4061.00 Social Science Research Assistant. Masters Program graduates will have acquired experience with many of the activities associated with this occupation, including collection of data from individuals through observation, interviews, surveys, and administration of psychological tests. Those experiences, and graduates’ competitiveness for employment, will have been augmented by courses in domains that are relevant to social and behavioral science research such as psychopathology, personality, assessment, and statistical analysis.

29-2053.00 Psychiatric Technician. Courses in psychopathology, personality, assessment, as well as preliminary exposure to patient care in clinical settings, will prepare graduates of this program to immediately transition into occupations in which they provide care under the supervision of a psychologist, psychiatrist, or other mental health care specialist. They will also be eligible for licensure in Alabama as a Psychological Technician, on the basis of which they could provide some forms of patient care without supervision.

25-1066.00 Psychology Teachers, Postsecondary. All graduates of the Masters Program in Medical/Clinical Psychology would have completed an undergraduate degree or equivalent coursework in psychology and specialized graduate-level coursework in clinically-relevant topics such as personality, psychopathology, psychotherapeutic methods, and statistics. With this training they would be competitive for teaching positions at some small liberal arts and junior colleges in Alabama and across the U.S.
The great majority of graduates of the Masters Program in Medical/Clinical Psychology, who will fulfill the program’s goal by continuing on to enrollment in the Doctoral Program in Medical/Clinical Psychology, would be prepared for employment in the following occupations:

19-3033.00 Clinical and Counseling Psychologists: Graduates of the Masters Program in Medical/Clinical Psychology who go on to complete the corresponding Doctoral Program will be prepared and competitive for employment in research, healthcare, academic, and government settings on the basis of the advanced knowledge of the science of psychology, research and data analysis methods, professional and ethical principles, and psychological and behavioral assessment and treatment approaches that they will have acquired. Students learn to apply this knowledge and acquire the complementary skills under the close supervision of research and clinical faculty who are qualified on the basis of academic and professional qualifications, including professional licensure and clinical and research experience as applicable, and who serve as advisors and professional role models. Students learn to work with diverse professionals, research participants, and patients through didactic training and supervised training in diverse research, academic and healthcare settings. At a minimum each student successfully completes an empirical doctoral dissertation and acquires at least 3000 hours of supervised clinical experience prior to award of the Ph.D. The success of this program is demonstrated by the fact that of 67 individuals who were awarded a PhD with a concentration in Medical/Clinical Psychology since 2012, 100% continued in a clinical psychology career track, including advanced postdoctoral training for most graduates and professional employment either immediately or after 1-3 years of postdoctoral training.

25-1066.00 Psychology Teachers, Postsecondary: Graduates of the Masters Program in Medical/Clinical Psychology who go on to complete the Doctoral Program will be competitive for teaching positions at the postsecondary level in colleges and universities in Alabama and across the U.S. Such positions may be in traditional classroom settings and/or in clinical and research settings in which undergraduates, graduate students, and postdoctoral fellows are taught individually or in small groups.

Please explain whether further education/ training is required for graduates of the proposed program to gain entry-level employment in the occupations you have selected.

No further education or training is universally required to gain entry-level employment in the professions noted to be accessible to students who end their formal education after completion of the Masters Program in Medical/Clinical Psychology (Social Science Research Assistant, Psychiatric Technician, and certain Postsecondary Psychology Teacher positions).

Graduates seeking employment as Clinical and Counseling Psychologists, or as Postsecondary Psychology Teachers at the university level, would generally
need to complete a PhD, for example by completing the Doctoral Program in Medical/Clinical Psychology, as noted above. Most graduates at the doctoral level would go on to complete a 2-year postdoctoral fellowship to gain additional experience that is required for professional licensure to practice as a clinical psychologist in some states or to acquire additional research experience that would increase their competitiveness for academic jobs.

Briefly describe how the program fulfills a specific industry or employment need for the State of Alabama. As appropriate, you should discuss alignment with Alabama’s Statewide or Regional Lists of In-Demand Occupations (available at https://ache.edu/Instruction.aspx under “Policy/Guidance”) or with emerging industries as identified by Alabama’s Innovation Commission or the Economic Development Partnership of Alabama (EDPA).

Because nearly all successful graduates of the Masters Program in Medical/Clinical Psychology will go on to complete the Doctoral Program in Medical/Clinical Psychology it is most relevant to describe the need for individuals who have graduated from both programs. The American Psychological Association’s Center for Workforce Studies tracks need for psychologists on a state-by-state basis. According to their analysis, Alabama is among the nine states with the greatest shortfall in psychologists, indexed as projected demand versus projected supply, between 2015 and 2030. Total shortfall over this period is between 500 and 1000 psychologists, or approximately 35-65 psychologists per year. In general agreement with this figure, the U.S. Department of Health and Human Services National Center for Health Workforce Analysis projects a shortfall of 900 psychologists in Alabama by 2030.

Please describe how you will determine whether graduates are successful in obtaining relevant employment or pursuing further study.

All graduates of the Masters Program in Medical/Clinical Psychology and the Doctoral Program in Medical/Clinical Psychology will be tracked annually for a period of at least 5 years following award of the Ph.D. Such tracking involves acquiring information about current training status, current employment, professional licensure, board certification, and research, clinical, teaching, and administrative activities. These tracking plans are a direct extension of tracking procedures that have been in place for many years as an accreditation requirement.

Briefly describe evidence of student demand for the program, including enrollments in related coursework at your institution if applicable. If a survey of student interest was conducted, please briefly describe the survey instrument, number and percentage of respondents, and summary of results.

The Masters Program in Medical/Clinical Psychology will replace an existing program within the Psychology Masters Program at UAB, which has been in
place since the early 1980’s. There has never been a shortage of Medical/Clinical Psychology applicants. Over the past 10 years the annual number of applications has ranged from 121 to 239 (mean = 170) and the number of admitted and matriculated students has ranged from 6 to 12 (mean = 8.4). Thus we have on average received approximately 20 applications for each available seat in the incoming class.

4. Specific Rationale (Strengths) for Program

What is the specific rationale for recommending approval of this proposal? List 3-5 strengths of the proposed program.

i. Medical/Clinical Psychology is currently one of three concentrations in the Psychology masters and doctoral program at UAB, the others being Behavioral Neuroscience and Developmental Psychology. We aim to separate the three existing concentrations in Psychology into three distinct programs because the three existing concentrations are already operating independently, with separate directors, admissions procedures, and steering committees, as well as distinct missions and goals that that map onto different CIP codes.

ii. This program fills a unique niche when compared to the majority of clinical psychology masters and doctoral programs across the U.S., which are fully located within Arts and Sciences Psychology departments. By training students in a contiguous academic medical center environment in which they work alongside professionals from a wide range of healthcare disciplines, and by fully engaging medical center faculty in student supervision, the program trains students to provide holistic and coordinated care to diverse patient populations as part of diverse interdisciplinary teams while working in a wide variety of inpatient and outpatient clinical care facilities. These training opportunities are well-established through the existing masters and doctoral Medical/Clinical Psychology concentration in the Department of Psychology, as indicated by the fact that over the past three years our students provided nearly 40,000 hours of clinical care to patients in the UAB Health System.

iii. Opportunities for research training in our program are also unique in the breadth of experiences and variety of faculty to which students have access. Faculty in UAB Departments of Psychology, Psychiatry and Behavioral Neurobiology, Neurology, Obstetrics and Gynecology, Pediatrics, Physical Medicine and Rehabilitation, Health Behavior, and Medicine, as well as the UAB School of Nursing, currently serve as primary research mentors in the Medical/Clinical Psychology concentration that is proposed to become the Medical/Clinical Psychology Doctoral Program. These students are also mentored by other UAB faculty who serve on master’s, dissertation, and student advisory committees. The number of faculty who participate in our program and the breadth of expertise that they provide, along with the combined research facilities of the settings in which they work, greatly exceed
the opportunities available to students in the majority of clinical psychology doctoral programs across the U.S.

Please list any external entities that have supplied letters of support attesting to the program’s strengths, and attach letters with the proposal.

No letters from external entities are provided because the strengths cited above are generally based on factual historical data for the Medical/Clinical Psychology concentration at the masters and doctoral levels at UAB. The proposed Program represents only a change in administrative structure from that of a concentration to an independent program.

5. Program Resource Requirements

A. Faculty. Please provide or attach a brief summary of primary and support faculty that includes their qualifications specific to the program proposal. Note: Institutions must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active, but you do not need to submit CVs with this proposal.

**Primary Faculty**

1. **Heather Austin, PhD.** Associate Professor of Pediatrics and licensed clinical psychologist. Published researcher and experienced clinician focused on psychological and behavioral aspects of chronic illness and obesity in adolescents. Serves on thesis and dissertation committees.

2. **Casey Azuero, PhD.** Associate Professor of Physical Medicine and Rehabilitation, and licensed clinical psychologist. Published researcher and experienced clinician and clinical supervisor focused on assessment and rehabilitation of patients with spinal cord injuries and other medical traumas. Serves as a clinical supervisor and thesis and dissertation committee member.

3. **Olivio Clay, PhD.** Professor of Psychology. Published and funded researcher focused on aging and health disparities in minority populations. Serves as a primary research mentor and on thesis and dissertation committees, and teaches required program courses (PY 619: Diversity, Equity, and Inclusion; PY 716: Introduction to Statistics).

4. **Caitlin Clevenger, PhD.** Assistant Professor of Psychiatry and Behavioral Neurobiology and licensed clinical psychologist. Published and funded researcher focused on addiction, trauma-related disorders, and psychological issues affecting gender-diverse individuals. Serves as a primary research mentor, thesis and dissertation committee member, and clinical supervisor.

5. **Edwin Cook, PhD.** Associate Professor of Psychology, Program Director, and licensed clinical psychologist. Published researcher focused on psychopathology and statistical methods. Serves on thesis and dissertation committees and teaches required program courses (PY 701 Professional Issues and Ethics in
6. Karen Cropsey, PsyD. Professor of Psychiatry and Behavioral Neurobiology and licensed clinical psychologist. Published and funded researcher focused on addiction. Serves as a primary research mentor, thesis and dissertation committee member, and clinical supervisor.

7. Michael Crowe, PsyD. Professor of Psychology and licensed clinical psychologist. Published and funded researcher focused on clinical geropsychology, cognitive decline, and dementia risk. Serves as a primary research mentor and thesis and dissertation committee member.

8. Gareth Dutton, PhD. Associate Professor of Preventive Medicine and licensed clinical psychologist. Published and funded researcher with a focus on obesity and weight management. Serves as a primary research mentor, thesis and dissertation committee member, and clinical supervisor.

9. Aaron Fobian, PhD. Associate Professor of Psychiatry and Behavioral Neurobiology and licensed clinical psychologist. Published and funded researcher with a focus on functional neurological, somatic symptom, and sleep disorders in children and adolescents. Serves as a primary research mentor, thesis and dissertation committee member, and clinical supervisor.

10. Megan Hays, PhD. Associate Professor of Physical Medicine and Rehabilitation, and licensed clinical psychologist. Published researcher and experienced clinician focused on assessment and rehabilitation of patients with spinal cord injuries, other medical traumas, and cardiovascular disability. Serves as a clinical supervisor and thesis and dissertation committee member.

11. Peter Hendricks, PhD. Professor of Health Behavior and licensed clinical psychologist. Published and funded researcher with a focus on treatment for tobacco, cocaine, and polysubstance abuse. Serves as a primary research mentor, thesis and dissertation committee member, and clinical supervisor.


13. Amy Knight, PhD. Associate Professor of Physical Medicine and Rehabilitation and licensed clinical psychologist. Published researcher and experienced clinician focused on rehabilitation psychology, neuropsychology, and assessment and treatment of patients with complex or traumatic medical events. Serves as a clinical supervisor and thesis and dissertation committee member.

14. David Knight, PhD. Professor of Psychology. Published and funded researcher with a focus on the neurobiology of learning, memory, and post-traumatic stress disorder. Serves as a primary research mentor and on thesis and dissertation committees.
15. **Adrienne Lahti, MD.** Professor and Chair of Psychiatry and Behavioral Neurobiology. Published and funded researcher focused on the neurobiology of schizophrenia. Serves as a primary research mentor.

16. **Ronald Lazar, PhD.** Professor of Neurology and licensed clinical psychologist. Published and funded researcher with a focus on cardiovascular function and brain health. Serves as a primary research mentor.

17. **Junghee Lee, PhD.** Assistant Professor of Psychiatry and Behavioral Neurobiology. Published and funded researcher with a focus on schizophrenia and bipolar disorder. Serves as a primary research mentor.

18. **Kristine Lokken, PhD.** Associate Professor and Chief Psychologist in Psychiatry and Behavioral Neurobiology. Licensed clinical psychologist and experienced clinician focused on neuropsychological assessment and integrated behavioral medicine. Serves as a clinical supervisor.

19. **Sylvie Mrug, PhD.** Professor of Psychology and licensed clinical psychologist. Published and funded researcher with a focus on developmental psychopathology. Serves as a primary research mentor and on thesis and dissertation committees.

20. **Donna Murdaugh, PhD.** Assistant Professor of Pediatrics and licensed clinical psychologist. Published and funded researcher with a focus on cognitive impairment and cognitive remediation in cancer survivors across the lifespan. Serves as a primary research mentor, thesis and dissertation committee member, and clinical supervisor.

21. **Sarah O'Kelley, PhD.** Associate Professor of Psychology and licensed clinical psychologist. Published and funded researcher with a focus on autism spectrum disorders. Serves as a primary research mentor, thesis and dissertation committee member, and clinical supervisor.

22. **Rebecca Rampe, PhD.** Assistant Professor of Psychology and licensed clinical psychologist with a focus on psychotherapeutic approaches to treatment of the sequelae of early trauma. Teaches a required course (PY 770 Survey of Psychotherapeutic Methods) and coordinates the required introductory clinical practicum.

23. **Brittney Randolph, PhD.** Associate Professor of Psychiatry and Behavioral Neurobiology. Licensed clinical psychologist focused on neuropsychological assessment and psychotherapeutic treatment of adult, geriatric, and transplant patients. Serves as a clinical supervisor.

24. **Isabel Scarinci, PhD.** Professor of Medicine. Published and funded researcher with a focus on cancer prevention in low-resource communities in the U.S. and abroad. Serves as a primary research mentor.

25. **David Schwebel, PhD.** Professor of Psychology and licensed clinical psychologist. Published and funded researcher with a focus on prevention of unintentional injuries in children. Serves as a primary research mentor and thesis and dissertation committee member.
26. **Despina Stavrinos, PhD.** Associate Professor of Psychology. Published and funded researcher with a focus on transportation safety across the lifespan. Serves as a primary research mentor and thesis and dissertation committee member.

27. **Edward Taub, PhD.** Professor of Psychology. Published and funded researcher focused on constraint-induced movement therapy as rehabilitation for stroke, cerebral palsy, and multiple sclerosis. Serves as a primary research mentor.

28. **Allison Thomas, PhD.** Assistant Professor of Psychiatry and Behavioral Neurobiology and licensed clinical psychologist. Experienced clinician focused on assessment and treatment of serious mental illness in inpatient and outpatient contexts, as well as evaluation of transplant candidates and geriatric patients. Serves as a clinical supervisor and thesis and dissertation committee member.

29. **Stephan Justin Thomas, PhD.** Assistant Professor of Psychiatry and Behavioral Neurobiology and licensed clinical psychologist. Published and funded researcher with a focus on sleep. Serves as a primary research mentor, thesis and dissertation committee member, and clinical supervisor.

30. **Gitendra Uswatte, PhD.** Professor of Psychology. Published and funded researcher focused on the application of behavioral principles to rehabilitation of movement after neurological injury. Serves on thesis and dissertation committees.

31. **Pariya Wheeler, PhD.** Associate Professor of Nursing. Published and funded researcher with a focus on cognitive aging among older adults with HIV. Serves as a primary research mentor.

32. **David Vance, PhD.** Professor of Nursing. Published and funded researcher with a focus on aging, cognition, and chronic illness. Serves as a primary research mentor.

33. **Jarred Younger, PhD.** Professor of Psychology. Published and funded researcher with a focus on neuroinflammation, pain, fatigue, mood, and cognition. Serves as a primary research mentor and thesis and dissertation committee member.

Please provide faculty counts for the proposed program:

<table>
<thead>
<tr>
<th>Status</th>
<th>Faculty Type</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td>Current Full-Time</td>
<td>33</td>
</tr>
<tr>
<td>Current Part-Time</td>
<td>0</td>
</tr>
<tr>
<td>Additional Full-Time (to be hired)</td>
<td>0</td>
</tr>
<tr>
<td>Additional Part-Time (to be hired)</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: Annual compensation costs for additional faculty to be hired should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3. Salary/benefits for current faculty should not be included.
Briefly describe the qualifications of any new faculty to be hired:

This proposal does not require new faculty to be hired although the history of the Medical/Clinical Psychology concentration is that new faculty who wish to participate in the program are hired every year in the Department of Psychology, the Heersink School of Medicine, and/or other academic units. All program faculty hold a doctoral degree, and with few exceptions that degree is in clinical psychology or in psychology with a clinical psychology specialization. Faculty who will supervise our students on patient care are licensed or license-eligible as psychologists in the State of Alabama.

B. Staff. Will the program require dedicated staff?  

☐ Yes  ☐ No

If so, indicate the number or percentage of FTEs.

Note: Annual compensation costs for staff to be hired should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

A Program Manager II or similar senior administrative staff person is required at approximately 50% FTE. This individual has already been hired to serve in this role in support of the Medical/Clinical Psychology concentration, which accounts for approximately 50% of graduate enrollment in the Department of Psychology. This individual will supports both the master’s and doctoral programs.

C. Equipment. Will any special equipment be needed specifically for this program?  

☐ Yes  ☐ No

If yes, please list. Their cost should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

D. Facilities. Will any new facilities be required specifically for the program?  

☐ Yes  ☐ No

If yes, please list. Only new facilities need be listed. Their cost should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

E. Library. Will additional library resources be required to support the program?  

☐ Yes  ☐ No

Please provide a brief description of the current status of the library collections supporting the proposed program.

As is the case for most other sciences, the most relevant issue with regard to library collections in clinical and medical psychology is access to scientific
journals, which are typically accessed online. Through Lister Hill and Mervyn H. Sterne libraries, UAB provides ample online access to the most prominent basic science and clinical science journals in the fields of psychology, psychiatry, neurology, rehabilitation, and pediatrics that are required for research, scholarship, and clinical care in our field.

If yes, please briefly describe how any deficiencies will be remedied, and include the cost in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table.

Not applicable.

F. Assistantships/Fellowships. Will you offer any assistantships specifically for this program?

☐ Yes  ☐ No

If “Yes”, how many assistantships will be offered? 20

The expenses associated with any *new* assistantships should be included in the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

Each enrolled student in the Medical/Clinical Psychology MS or PhD program will be funded by a fellowship, research assistantship, or teaching assistantship. Based on training and skills required, some of these forms of student support will be specifically available to students in the Medical/Clinical Psychology programs; others will also be open to students from other graduate programs. The count provided is therefore necessarily approximate. Most importantly, this proposal does not require that any new assistantships or fellowships be offered.

G. Other. Please explain any other costs to be incurred with program implementation, including lab start-up expenses or specialized accreditation costs. Be sure to note these on the NEW ACADEMIC DEGREE PROGRAM SUMMARY table in Part 3.

The Masters and Doctoral Programs in Medical/Clinical Psychology will be accredited by the Commission on Accreditation of the American Psychological Association as a continuation of the accreditation currently held by the Medical/Clinical Psychology concentration within the graduate program in Psychology. No special accreditation charges or costs are associated with this transition or the implementation of the new program. Maintenance of accreditation requires payment of an annual fee, and an additional fee is charged every 5-10 years to cover costs associated with renewal of each application for re-affirmation of accreditation. Additional costs are associated with membership in organizations that are critical to successful operation of the program in line with current training standards and maintenance of accreditation, including the Council of University Directors of Clinical Psychology and the Council of Clinical Health Psychology Training Programs.
No other costs are anticipated in connection with the transition to the Masters Program.
PROPOSAL FOR A NEW DEGREE PROGRAM (Part 2: Course Info)

Name of Proposed Program: Masters Program in Medical/Clinical Psychology

Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

- Credit hours required in program courses: 24
- Credit hours in general education or core curriculum: 0
- Credit hours required in support courses: 0
- Credit hours in required or free electives: 0
- Credit hours in required research: 6

**Total credit hours required for completion:** 30

Maximum number of credits that can be transferred in from another institution and applied to the program:

0

Intended program duration in semesters for full-time students:

9 terms (3 terms/year x 3 years)

Intended program duration in semesters for part-time students:

Not applicable. There is no part-time option beyond accommodations that may be required under the Americans with Disabilities Act.

Does the program require students to demonstrate industry-validated skills, specifically through an embedded industry-recognized certification, through structured *work-based learning* with an employer partner, or through alignment with nationally recognized industry standards? If yes, please explain how these components fit with the required coursework.

No

Does the program include any options/concentrations? If yes, please give an overview of the options, and identify the courses for each in the table below.

No

Please indicate any prior education or work experience required for acceptance into the program:

Students accepted into the program must have completed a bachelors program in psychology or equivalent coursework.
Describe any other special admissions or curricular requirements for the program:

Although not formally required for admission to the program, in admissions decisions we will strongly weight:

1. Academic credentials, including grades, courses completed, and GRE scores if submitted.
2. Prior research experience in psychology or a related field.
3. A match between the applicant’s research and clinical interests and those of a faculty member who is recruiting students in the year in which the applicant applies.
4. A match between the applicant’s career goals and program goals.

In addition to required courses, admitted students must meet the following requirements:

1. Each student must complete an empirical masters thesis that is approved in advance by their masters committee. This committee is comprised of the primary research mentor and at least 2 other faculty who are approved by the Program Director. Steps for completion of the thesis include
   a. Preparation and oral defense of a written proposal, which includes (at least) a statement of the specific aims, questions, and/or hypotheses to be addressed, a review of the relevant background literature, and a description of the methods to be used to conduct the study and analyze the data. This proposal is prepared in APA style or, with the committee’s permission, in the form of a grant application. Regardless of format, the written proposal must include a timeline for completion of each major phase of the project and address the feasibility of the project in terms of recruitment of participants, availability of resources, and any other issues relevant to timely completion of the project. At the oral defense committee members also evaluate the student on the adequacy of their general knowledge of the field in which the masters thesis is being proposed, and may recommend additional study or further training or consultation to address any deficiencies.
   b. Verification and documentation of regulatory compliance with research ethics requirements (typically IRB approval).
   c. Completion of the proposed research, including data collection and analysis.
   d. Preparation of the completed thesis document, which may be prepared in archival or preprint/reprint form, this decision being made in
consultation with the masters committee. The completed thesis is expected to contribute to the field of medical/clinical psychology.

e. Oral defense of the masters thesis before the committee and an audience of all interested persons.

2. Each student must engage in clinical practicum training while in residence in the program, beginning no later than the end of their first year in residence. During the time that students are engaged in practicum training they are required to obtain approval for each practicum training experience (supervisor, setting, training plan, and learning objectives), to document all activities and hours associated with each experience using forms or software provided by the program, and to coordinate with each supervisor to obtain written verification of their activities and systematic ratings of their competencies at the end of each academic term.

3. Each student must complete a written Annual Report and Individual Development Plan in April of each year and meet with their assigned Graduate Advisory Committee to discuss and receive feedback on their progress and plans.

Please complete the table below indicating all coursework for the proposed program, identifying any new courses developed for the program, along with courses associated with each option as applicable. Include the course number, and number of credits. Coursework listed should total the number of hours required to complete the program.

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Number of Credit Hours</th>
<th>* If New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY 619 Diversity, Equity, and Inclusion in Research and the Workplace</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PY 699 Master’s Level Thesis Research</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>PY 701 Professional Issues and Ethics in Psychology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PY 716 Introduction to Statistics and Measurement</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PY 716L Lab for Introduction to Statistics and Measurement</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PY 717 Applied Statistical Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PY 717L Lab for Applied Statistical Methods</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PY 740 Adult Personality and Psychopathology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PY 760 Interviewing and Behavioral Observation</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PY 764 Cognitive Assessment: Child and Adult</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PY 765 Personality Assessment</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>PY 770 Survey of Psychotherapeutic Methods</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PY 777 Psychotherapy Practice Shadowing</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
### NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

**INSTITUTION:** University of Alabama at Birmingham  

**PROGRAM:** Joint Program in Medical/Clinical Psychology  

**Select Level:** Doctorate  

#### ESTIMATED "NEW" EXPENSES TO IMPLEMENT PROPOSED PROGRAM

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>FACULTY</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>STAFF</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EQUIPMENT</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>FACILITIES</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>LIBRARY</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ASSISTANTSHIPS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>OTHER</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### "NEW" REVENUES AVAILABLE FOR PROGRAM SUPPORT

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>REALLOCATIONS</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EXTRAMURAL</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TUITION</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### ENROLLMENT PROJECTIONS

*Note: “New Enrollment Headcount” is defined as unduplicated counts across years.*

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULL-TIME HEADCOUNT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>Part-Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>TOTAL HEADCOUNT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>NEW ENROLLMENT HEADCOUNT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

#### DEGREE COMPLETION PROJECTIONS

*Note: Do not count Lead "0"s and Lead 0 years in computing the average annual degree completions.*

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEGREE COMPLETION PROJECTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>