



July 30, 2010

David A. Sbarra, Ph.D.
Director of Clinical Training
1503 E. University Blvd.
Department of Psychology
University of Arizona
Tucson, AZ 85721

Dear Dr. Sbarra:

On behalf of the Psychological Clinical Science Accreditation System (PCSAS), it is my pleasure to inform you officially that on May 26, 2010, the PCSAS Review Committee formally reviewed and approved the accreditation application from the Doctoral Program in Clinical Psychology at the University of Arizona. Your program now is fully accredited by PCSAS, and is listed as such on the PCSAS Website. We expect your program to wear this badge of distinction with pride, to continue to uphold the standards of PCSAS, and to help promote PCSAS' core mission of advancing public health through science-centered education.

We congratulate you and your colleagues for being among the pioneering programs to apply for and receive PCSAS accreditation. Your program's PCSAS accreditation is valid for up to ten years, predicated on your continuing to maintain the high quality of training that you documented in your application. To retain your accreditation for the full ten years, you will need to submit annual reports and to respond satisfactorily to any PCSAS queries regarding program changes that might raise questions about the appropriateness of continued accreditation. Because the University of Arizona is a member of the PCSAS Founders' Circle, you will not be required to pay any annual dues during your period of underwriting support. Your accreditation will expire on May 26, 2020, so you will need to submit a renewal application no later than February of 2020, for review that May, if you wish to continue your PCSAS accreditation without interruption.

Attached is a detailed summary of the Review Committee's evaluation of your program. This evaluation not only highlights the program's many impressive strengths, but also notes areas in which the faculty might enhance the program's current excellence. Continuous quality improvement is a point of emphasis at PCSAS. However, these suggestions for possible improvement are offered respectfully as "food for thought" by outside reviewers who have looked closely, but only briefly, at your program. They do not know your local situation nearly as well as you do. Therefore, the suggestions should not be regarded as "instructions" to do anything in particular, and in no way are intended to diminish the Review Committee's high esteem for your exemplary program.

Indeed, as you will see from the three detailed reviews, the University of Arizona's doctoral program in psychological clinical science is regarded as a model program that has proven its elite status by building an impressive record over many years of training students who have gone on to prominent careers in which they have made significant contributions to the advancement of psychological clinical science—through their research, teaching, service, and professional leadership.

As you know, the *sine qua non* of PCSAS accreditation is the documentation of a strong record of consistently graduating productive clinical scientists. The University of Arizona's record is very strong, indeed, with the majority of the program's graduates over the past ten years pursuing careers that reflect, incorporate, and implement the program's scientific training. Clearly, the program has developed a formula for inculcating strong scientific, ethical, and professional values in its students; for arming them with cutting edge knowledge and methods; and for supporting and mentoring them as they pursue their independent paths in the field.

PCSAS' mission is to advance public health by promoting sweeping quality improvements in graduate education and training in clinical psychology across the U.S. and Canada. To that end, PCSAS intends to feature the distinctive strengths of the programs it has accredited, offering these as models for other programs to follow. Thus, the Review Committee took special note of your program's training model and methods. In particular, the committee was impressed by your program's innovative and committed approach to integrating basic science training with evidence-based applied training. This kind of integration often is talked about, but seldom achieved. Your faculty's investment in developing this dimension of the program is reflected, for example, in the program's recent receipt of an NIMH grant to support the further development of your innovative approach to integrated training. The close integration of external training opportunities in your applied training system is noteworthy, as well. The faculty's commitment of extra time and effort to this training model is extraordinary, and deserves special recognition.

Another noteworthy strength is the degree to which the clinical training program is integrated with the rest of the department. Clinical science students' access to the faculty and laboratories in other areas of the department is highly commendable. As a result of this access, students gain an enriched education in the research, theories, and methods of psychological science generally—cognitive science, neuroscience, and social systems, for example. This arms them with a depth and breadth of knowledge that undoubtedly is a key to the program's impressive record of graduating clinical scientists who become innovative and influential contributors to psychological science.

The clinical science faculty is another program strength, comprising a good number of nationally recognized research scientists and influential leaders. The clinical faculty's research supervision of doctoral students, which is first rate, is enhanced by the added mentorship contributions of faculty members from throughout the whole department and university. This "integrative" system of research training is a feature that many other programs could benefit from emulating. The Review Committee noted that the clinical

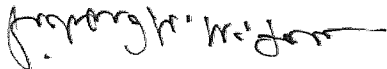
faculty has not had an opportunity to hire in several years, and emphasized that the program's continued excellence depends on the department and university's commitment to maintaining and enhancing the current clinical faculty's strengths.

The clinical science students are outstanding. They are carefully selected, highly qualified, and enthusiastic about the program and its goals. They report that they chose the University of Arizona's program over the competition largely based on its scientific emphasis and national reputation. Current and former students report being very satisfied with the program and with their education and training. The committee found the curriculum to be coherent, logically organized, up-to-date, and efficient. In particular, the curriculum is designed to allow individual students the flexibility they need to acquire the kind of in-depth expertise essential to excelling in their chosen area of research.

In summary, the PCSAS Review Committee judged the University of Arizona's Doctoral Program in Psychological Clinical Science to be an exemplary program that clearly meets PCSAS' high standards for accreditation. The program, department, and university have earned this special designation. PCSAS is proud to add the University of Arizona to its distinguished list of accredited programs.

Please feel free to contact me if you have any questions about your review, the committee's decision, your accreditation status, or anything else related to PCSAS. I hope that your achievement of PCSAS accreditation is the beginning of an on-going collaborative relationship aimed at working together to advance clinical science.

Sincerely,



Richard M. McFall, Ph.D.
Executive Director

Attachment: U. Arizona Accreditation Review Summary.doc

Cc: Robert N. Shelton, President
Gail Burd, Vice Provost for Academic Affairs
Leslie P. Tolbert, VP for Research, Graduate Studies, & Economic Development
Joaquin Ruiz, Dean, College of Science
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