

PROGRAM REQUIREMENTS

COURSEWORK

The students in the clinical neuropsychology program are expected to complete the following formal courses:

1. Cognitive neuropsychology (ideally in the first year)
2. Neuropsychology [vertical team](#) suite of courses
3. At least two other neuropsychology seminars in the area of interest to the student
4. Functional neuroanatomy (any time during the course of training)

VERTICAL TEAM

Vertical Team (VT) is a unique feature of our program. It consists of a suite of courses designed to provide sequential and cumulative training. These are:

1. Neuropsychological assessment [observation](#) (usually in the first year)
2. Neuropsychological assessment [pre-practicum](#) (usually in the fall of the second year)
3. Neuropsychological assessment [practicum](#) (usually in the spring of the second year)
4. Neuropsychological assessment [supervision](#) (usually in the third year through graduation)

All students in the Clinical Neuropsychology Program are expected to register for these courses and to participate in the weekly VT meetings throughout their time in the program.

The VT meetings serve several general purposes:

1. Develop and maintain a sense of community and belonging.
2. Develop and maintain professional identity as clinical neuropsychologists, by participating in discussions with neuropsychology faculty and more senior students.
3. Keep students and faculty “current” by discussing a variety of new professional and scientific issues as they emerge on the national/international neuropsychological scene.
4. Afford in-depth analysis of clinical cases that goes beyond what is typically affordable in the real-world clinical settings.

Specific activities during VT meetings include:

1. Discussion of interesting neuropsychological cases seen by trainees in the community.
2. In-depth analysis of neuropsychological assessments conducted by the VT, including literature review, discussion of interpretation, and detailed analysis of the reports generated by trainees.
3. Review of didactics covered in the Neuropsychological Assessment Pre-practicum, to facilitate preparation for the students currently enrolled in that course for their final exam, and to help maintain the knowledge gained by more senior trainees in that same course during previous years.

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4. Focused in-depth discussion of various topics of interest, such as psychometric and normative issues, test selection, in-depth analysis of specific disorders, or in-depth analysis of specific neurocognitive domains, to name a few.
5. Review of presentations VT members saw at national/international neuropsychological conferences.
6. Review of activities and opportunities at various clerkship sites.
7. Review of internship application process, experiences from internship interviews, etc. (discussion is led by senior students who are in the process of internship application).

In addition to the weekly meetings, all members of the VT are required to attend a monthly case conference.

	1st year	2nd year	3rd year	4th year	5th year
Neuropsychological Assessment Observation	Fall and spring: Meet weekly				
Neuropsychological Assessment Prepracticum		Fall: Meet weekly with VT, and 1x week with instructor			
Neuropsychological Assessment Practicum		Spring: Meet weekly with VT, and 1x week with instructor			
Neuropsychological Assessment Supervision			Fall and spring: Meet weekly	Fall and spring: Meet weekly	Fall and spring: Meet weekly
Case conferences	Once a month	Once a month	Once a month	Once a month	Once a month

This table provides an overview of training expectation throughout the students' time in the program

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CLERKSHIPS

All students in the program are expected to gain additional experience with neuropsychological assessment by becoming trainees at approved clerkship sites. Students begin to register for clerkships in their third year, having been prepared to function in these “real world” neuropsychological settings by their prior observation, testing, and didactic experiences in the vertical team. Our program emphasizes a semi-structured clerkship sequence where all students complete their first clerkship at a closely-allied site that provides for close communication regarding student training needs and site expectations. Later on in their training students begin rotating to other sites that offer variety in their training experiences (e.g., different clinical settings, different patient populations) that fulfill individual training goals. It is expected that students will complete a series of several clerkships, so as to gain experience with different clinical settings, clinical populations, and assessment styles.

CAPSTONE PROJECT

Students in the program are expected to complete a capstone project prior to their application for internship. The project consists of a formal, high-quality case presentation that includes an in-depth literature review of a topic that is relevant for the conceptualization of the selected case.

RESEARCH

Students in the program are strongly encouraged to conduct their primary research in the area of clinical neuropsychology, or to conduct research projects that bridge clinical neuropsychology with another area. Because the Psychology Program at the University of Utah is committed to promoting research and training in biological bases of behavior, faculty with linkages to neuroscience are available in all four areas represented in the department.

INTERNSHIP

All students in the program are expected to complete an APA approved predoctoral internship at a site that follows the guidelines put forth by the [Division 40](#). The guidelines for neuropsychology training at the internship level emphasize the goals of enabling students to complete their training in the *general practice* of psychology, and extend their specialty training in neuropsychology, before going on to advanced specialty training in a postdoctoral residency. Links to internship sites offering training in neuropsychology can be found [here](#).

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POST-DOCTORAL TRAINING

Consistent with Division 40 training guidelines, students in the program are expected to complete a two-year postdoctoral residency in neuropsychology following internship, and we strongly encourage and support our students in this process throughout their training. Completion of the residency provides trainees with the advanced skills necessary for specialty practice in neuropsychology, and is designed to ensure their eligibility for licensure and eventual [board certification in neuropsychology](#). Our core program faculty, many adjunct faculty, and graduates of our program have all successfully competed for and completed residencies affiliated with the [Association of Postdoctoral Programs in Clinical Neuropsychology](#) . We value board certification as the final step in demonstrating professional competency as a neuropsychologist, and our program is designed to ensure that our graduates are well-prepared to eventually obtain board certification.