

Program Outcomes Assessment

PSD in Clinical Psychology

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General Information (Program Outcomes Assessment)

File Attachments:

- 1. Clinical Psychology** (See appendix)
Clinical Psychology Assessment Strategy

Standing Requirements

Mission Statement

The Doctor of Psychology in Clinical Psychology program at Indiana State University is designed to prepare clinical psychologists to offer a variety of professional services in psychological treatment, assessment, consultation, and administration. The program follows the scientifically based practitioner model of training (practitioner-scientist model).

The Psy.D. doctoral program in Clinical Psychology seeks to develop a professional identity which values and pursues:

- * excellence in clinical practice
- * a spirit of active inquiry and critical thought
- * a commitment to the development and application of new knowledge in the field
- * an active sense of social responsibility
- * an appreciation and respect for the significant impact of cultural and individual differences in all aspects of practice and inquiry
- * an enduring commitment to personal and professional development.

Outcomes Library

PSD in Clinical Psychology - Outcome Set (Effective 2014-2015)

Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals

Outcome	Mapping
1.1 Knowledge of core areas of psychology Students will acquire knowledge of core areas of psychology	No Mapping
1. Demonstrate knowledge in the broad theoretical and scientific foundations of the field of psychology including biological, cognitive, affective, and social aspects of behavior.	
1.2 Scientific methodology and measurement Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice.	No Mapping
1.2.1 Demonstrate knowledge of statistics and research design	

Goal 2: To produce graduates who are effective and competent clinicians.

Outcome	Mapping
2.1 Competence in assessment and diagnosis Students will acquire knowledge, skill and supporting attitudes	No Mapping

for competence in assessment and diagnosis.

2.1.1 Demonstrate competence relative to stage of training in assessment and diagnosis skills

2.2 Treat a range of mental health issues No Mapping

2.2.1 Demonstrate knowledge of and ability to implement evidence-based interventions for a range of disorders.

2.2.2 Demonstrate knowledge and ability to evaluate client progress and treatment outcomes.

2.3 Ethical and professional conduct No Mapping

2.3.1 Demonstrate knowledge of ethical/professional codes, standards and guidelines

2.3.2. Demonstrate ability to recognize and analyze ethical and legal issues across the range of professional activities.

2.4 Diversity Competence No Mapping

2.4.1 Demonstrate competence in issues related to diversity across professional settings and activities.

2.5 Supervision and consultation No Mapping

Students will gain foundational knowledge and skills in supervision, and consultation

2.5.1 Demonstrate understanding of key concepts and processes of supervision and consultation

2.5.2. Demonstrate basic skills in supervision.

Goal 3: To prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition

Outcome

Mapping

3.1 Produce practicing psychologists and contributors to the profession No Mapping

To produce graduates who identify as practicing psychologists and contribute to the profession.

3.1.1 Graduates will have knowledge and skills needed for professional practice.

3.1.2 Graduate will contribute to the field through professional activities.

3.2 Graduates engage in life-long learning No Mapping

To produce graduates who engage in life-long learning.

3.2.1 Graduates will demonstrate commitment to continued professional developmental

Retired Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals.

Retired Goal 2: To produce graduates who are effective and competent clinicians.

Retired Goal 3: Prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition



Outcome

Outcome

Mapping

Retired PSD in Clinical Psychology - Outcome Set (Revised Dec. 2012)

Curriculum Map

Active Curriculum Maps

- **2015 Curriculum Map Final** (See appendix)
Alignment Set: PSD in Clinical Psychology - Outcome Set (Effective 2014-2015)
Created: 06/12/2015 3:20:47 pm CST
Last Modified: 07/01/2015 8:59:43 am CST

- **2015 Psy.D. Curriculum Map Goal 1** (See appendix)
Alignment Set: Retired Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals.
Created: 06/12/2015 2:33:08 pm CST
Last Modified: 06/12/2015 2:53:53 pm CST

based on 3 goals, 9 objectives and 13 competencies

- **Curriculum Map for Goal 1** (See appendix)
Alignment Set: Retired Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals.
Created: 04/27/2012 10:04:29 am CST
Last Modified: 05/21/2012 1:11:30 pm CST

Apply Scientific Knowledge

- **Curriculum Map for Goal 2** (See appendix)
Alignment Set: Retired Goal 2: To produce graduates who are effective and competent clinicians.
Created: 04/27/2012 10:30:44 am CST
Last Modified: 06/12/2015 2:43:18 pm CST

Goal 2: To produce graduates who are effective and competent clinicians.

- **Curriculum Map for Goal 3** (See appendix)
Alignment Set: Retired Goal 3: Prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition
Created: 04/30/2012 12:22:56 pm CST
Last Modified: 05/21/2012 1:26:47 pm CST

Communication of Outcomes

Communication of outcomes for the Psy.D. program occurs through several processes. First, the Clinical Faculty hold a meeting at the end of each semester to review ratings of student progress for that semester. As a program accredited by the American Psychological Association (APA), we are required to submit an annual report that provides information about student outcomes by September 1st. A copy of the annual report is provided to all Clinical Faculty members and discussed typically during an October meeting. APA also requires that specific information related to student progress through the program (e.g., time to completion, internship acceptance rates, licensure information) is posted on the program web site. This information is updated yearly and regularly viewed by potential applicants to the program.

Lastly, information about student outcomes is submitted in a report to the ISU College of Graduate and Professional studies Dean every three years. This information is reviewed by a subcommittee of the CGPS.

File Attachments:

1. Outcomes for 2011-2012 (See appendix)

report sent to APA that includes information on student outcomes.
.....

2. Summary of Outcomes for 2010-2011 (See appendix)

Annual APA report submitted in Fall 2011 for 2010-2011 academic year
.....

Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

Archive

File Attachments:

1. **Response to APA - 2012.pdf** (See appendix)
-

2010-2011 Assessment Cycle

Assessment Plan

Outcomes and Measures

Retired Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals.

1:1 Knowledge of core areas of psychology

Students will acquire knowledge of core areas of psychology, with particular emphasis on those areas which form the foundation of clinical practice.

1. Biological Bases of Behavior

Demonstrate knowledge of Biological Bases of behavior

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

2: Social Basis of Behavior

Demonstrate knowledge of Social Basis of Behavior

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

3: Cognitive/Affective Aspects of Behavior

Cognitive and Affective Aspects of Behavior

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

4: Knowledge of history and systems

Demonstrate knowledge of History and Systems

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

5: Human development and individual differences

Demonstrate knowledge of Human Development and Individual Differences.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

1:2 Scientific Methodology and measurement

Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice.

6. Statistical analysis and research design

Demonstrate knowledge of statistical analysis and research design.

▼ Measure: Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Grades

Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

7. Evaluate strengths and weaknesses

Evaluate strengths and weaknesses of alternative research designs.

▼ Measure: Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Grades

Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

8: Dissertation

Design and conduct a dissertation.

▼ Measure: Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Grades

Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

9. Evaluation of research

Apply knowledge of statistical analysis and research methodology to the evaluation of research in clinical and core areas of psychology.

▼ Measure: Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Grades

Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Retired Goal 2: To produce graduates who are effective and competent clinicians.

2.1 Competence in Assessment and Diagnosis

Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis.

10. Assessment and Diagnosis

Demonstrate proficiency in diagnostic interviewing, psychosocial interview (adult and child) and mental status examination.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

11a. Test Administration

Demonstrate proficiency in ability to administer, score and interpret cognitive and achievement tests.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

12. Ability to appropriately apply diagnostic criteria

Demonstrate ability to appropriately apply diagnostic criteria.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance
Target:
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)
Target:
Implementation Plan (timeline):
Responsible Individual(s):

13. Ability to write coherent reports

Demonstrate proficiency in ability to integrate assessment findings into a coherent report with appropriate recommendations.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676
Target: Grade of B- or higher
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)
Target:
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.
Target:
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

2.2 Foundation of competent intervention

Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues.

15. Listening & communication skills

Use effective listening and communication skills to develop an effective therapeutic relationship.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

16. Implement and evaluate an outcome

Implement and evaluate outcome for at least three evidence based interventions.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Removed

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.
Target:
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.
Target:
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance
Target:
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)
Target:
Implementation Plan (timeline):
Responsible Individual(s):

2.4. Appropriately use consultants and adjunctive services

Appropriately use consultants and adjunctive services.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666
Target: Grade of B- or higher
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

2.5. Appropriately seek/participate in clinical supervision

Appropriately seek and participate in clinical supervision.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

2:3. Ethical and professional conduct

Students will acquire knowledge, ability and associated attitudes and values related to ethical and professional conduct in practice and research.

3.1. Knowledge of ethical/professional codes

▼ **Measure:** Grades
Direct - Student Artifact

Demonstrate knowledge of ethical/professional codes, standards and guidelines.

Details/Description: Grade of B- or above in Psy 663. 615
Target: Grade of B- or above
Implementation Plan (timeline):
Responsible Individual(s):

20. Rules, regulations and case law relevant to psychology

Demonstrate knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615
Target: Grade of B- or above
Implementation Plan (timeline):
Responsible Individual(s):

3.3. Ability to recognize & analyze ethical & legal issues

Demonstrate ability to recognize and analyze ethical and legal issues across the range of professional activities.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615
Target: Grade of B- or above
Implementation Plan (timeline):
Responsible Individual(s):

3.4. Commitment to professional and ethical practice

Demonstrate commitment to professional and ethical practice in clinical activities, including accurate and timely record keeping

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615
Target: Grade of B- or above
Implementation Plan (timeline):
Responsible Individual(s):

3.5. Ability to seek & use resources that promote health

Demonstrate ability to seek and use resources that support and maintain healthy functioning and management of personal distress.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615
Target: Grade of B- or above
Implementation Plan (timeline):
Responsible Individual(s):

3. *No measures specified*

2:4 Cultural Sensitivity

Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity* in professional work and relationships with patients, organizations and colleagues.

24. Demonstrate willingness to examine their own values

No measures specified

Students will demonstrate willingness to examine their own personal values and attitudes.

25. Consider the impact of diversity in their coursework

No measures specified

Students will be sensitive to and consider the impact of diversity in their coursework including clinical, core courses and seminars.

26. Consider impact of diversity in assessment techniques

No measures specified

Students will consider the impact of diversity in the selection and interpretation of assessment techniques.

27. Sensitive/responsive to issues of diversity in treatment

No measures specified

Students will be sensitive and responsive to issues of diversity in treatment.

28. Address issues of diversity in research

No measures specified

Students will address issues of diversity in conducting and evaluating research

2:5. Supervision, consultation, and program development

Students will gain foundational knowledge and skills in supervision, consultation and program development and administration.

29. Knowledge of fundamentals of consultation

No measures specified

Demonstrate knowledge of fundamental approaches, techniques and skills of consultation.

30. Understanding of key concepts/processes of supervision

No measures specified

Demonstrate understanding of key concepts and processes of supervision.

31. Demonstrate basic skills in supervision

No measures specified

Demonstrate basic skills in supervision

32.. Knowledge of foundations of program administration

No measures specified

Demonstrate knowledge of foundations of program administration and evaluation (e.g., funding and budgeting, personnel management, program development and evaluation, legal issues, and government relation).

Retired Goal 3: Prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition

Outcome

32. Practicing psychologists *No measures specified*

Graduates will have knowledge and skills needed for professional practice.

33. Professional Activities *No measures specified*

Graduate will contribute to the field through professional activities.

Assessment Findings

Finding per Measure

Retired Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals.

1:1 Knowledge of core areas of psychology

Students will acquire knowledge of core areas of psychology, with particular emphasis on those areas which form the foundation of clinical practice.

1. Biological Bases of Behavior

Demonstrate knowledge of Biological Bases of behavior

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Passing performance on EPPP

No Findings Added

2: Social Basis of Behavior

Demonstrate knowledge of Social Basis of Behavior

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Passing performance on EPPP

No Findings Added

3: Cognitive/Affective Aspects of Behavior

Cognitive and Affective Aspects of Behavior

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Passing performance on EPPP
Direct - Other



Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Passing performance on EPPP

No Findings Added

4: Knowledge of history and systems

Demonstrate knowledge of History and Systems

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Passing performance on EPPP

No Findings Added

5: Human development and individual differences

Demonstrate knowledge of Human Development and Individual Differences.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Passing performance on EPPP
Direct - Other



Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Passing performance on EPPP

No Findings Added

1:2 Scientific Methodology and measurement

Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice.

6. Statistical analysis and research design

Demonstrate knowledge of statistical analysis and research design.

▼ **Measure:** Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Dissertation

No Findings Added

▼ **Measure:** Grades
Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

7. Evaluate strengths and weaknesses

Evaluate strengths and weaknesses of alternative research designs.

▼ Measure: Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Dissertation

No Findings Added

▼ Measure: Grades Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ Measure: Portfolio Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

8: Dissertation

Design and conduct a dissertation.

▼ Measure: Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Dissertation

No Findings Added

▼ **Measure:** Grades
Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

9. Evaluation of research

Apply knowledge of statistical analysis and research methodology to the evaluation of research in clinical and core areas of psychology.

▼ **Measure:** Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Dissertation

No Findings Added

▼ **Measure:** Grades
Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

Retired Goal 2: To produce graduates who are effective and competent clinicians.

2.1 Competence in Assessment and Diagnosis

Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis.

10. Assessment and Diagnosis

Demonstrate proficiency in diagnostic interviewing, psychosocial interview (adult and child) and mental status examination.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

No Findings Added

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Rubric

No Findings Added

11a. Test Administration

▼ **Measure:** Grades
Direct - Other

Demonstrate proficiency in ability to administer, score and interpret cognitive and achievement tests.

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluation

Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

No Findings Added

▼ **Measure:** Placement supervisor evaluation

Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Rubric

No Findings Added

12. Ability to appropriately apply diagnostic criteria

Demonstrate ability to appropriately apply diagnostic criteria.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

No Findings Added

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):



Findings for Rubric

No Findings Added

13. Ability to write coherent reports

Demonstrate proficiency in ability to integrate assessment findings into a coherent report with appropriate recommendations.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

No Findings Added

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Rubric

No Findings Added

2.2 Foundation of competent intervention

Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues.

15. Listening & communication skills

Use effective listening and communication skills to develop an effective therapeutic relationship.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

No Findings Added

▼ **Measure:** Placement supervisor evaluation

Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance

Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student evaluation form

No Findings Added

16. Implement and evaluate an outcome

Implement and evaluate outcome for at least three evidence based interventions.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

No Findings Added

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student evaluation form

No Findings Added

Removed

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

No Findings Added

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):



Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student evaluation form

No Findings Added

2.4. Appropriately use consultants and adjunctive services

Appropriately use consultants and adjunctive services.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

No Findings Added

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):



Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student evaluation form

No Findings Added

2.5. Appropriately seek/participate in clinical supervision

Appropriately seek and

▼ **Measure:** Grades
Direct - Student Artifact



participate in clinical supervision.

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluation

Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

No Findings Added

▼ **Measure:** Placement supervisor evaluation

Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance

Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student evaluation form

No Findings Added

2:3. Ethical and professional conduct

Students will acquire knowledge, ability and associated attitudes and values related to ethical and professional conduct in practice and research.

3.1. Knowledge of ethical/professional codes

Demonstrate knowledge of ethical/professional codes, standards and guidelines.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615

Target: Grade of B- or above

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

20. Rules, regulations and case law relevant to psychology

Demonstrate knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615

Target: Grade of B- or above

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

3.3. Ability to recognize & analyze ethical & legal issues

Demonstrate ability to recognize and analyze ethical and legal issues across the range of professional activities.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615

Target: Grade of B- or above

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

3.4. Commitment to professional and ethical practice

Demonstrate commitment to professional and ethical practice in clinical activities, including accurate and timely record keeping

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615

Target: Grade of B- or above

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

3.5. Ability to seek & use resources that promote health

Demonstrate ability to seek and use resources that support and maintain healthy functioning and management of personal distress.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615

Target: Grade of B- or above

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

3. *No measures specified*

2:4 Cultural Sensitivity

Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity* in professional work and relationships with patients, organizations and colleagues.

24. Demonstrate willingness to examine their own values

No measures specified

Students will demonstrate willingness to examine their own personal values and attitudes.

25. Consider the impact of diversity in their coursework

No measures specified

Students will be sensitive to and consider the impact of diversity in their coursework including clinical, core courses and seminars.

26. Consider impact of diversity in assessment techniques

No measures specified

Students will consider the impact of diversity in the selection and interpretation of assessment techniques.

27. Sensitive/responsive to issues of diversity in treatment

No measures specified

Students will be sensitive and responsive to issues of diversity in treatment.

28. Address issues of diversity in research

No measures specified

Students will address issues of diversity in conducting and evaluating research

2:5. Supervision, consultation, and program development

Students will gain foundational knowledge and skills in supervision, consultation and program development and administration.

29. Knowledge of fundamentals of consultation

No measures specified

Demonstrate knowledge of fundamental approaches, techniques and skills of consultation.

30. Understanding of key concepts/processes of supervision

No measures specified

Demonstrate understanding of key concepts and processes of supervision.

31. Demonstrate basic skills in supervision

No measures specified

Demonstrate basic skills in supervision

32.. Knowledge of foundations of program administration

No measures specified

Demonstrate knowledge of foundations of program administration and evaluation (e.g., funding and budgeting, personnel management, program development and evaluation, legal issues, and government relation).

Retired Goal 3: Prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition

Outcome

32. Practicing psychologists

No measures specified

Graduates will have knowledge and skills needed for professional practice.

33. Professional Activities

No measures specified

Graduate will contribute to the field through professional activities.

Overall Recommendations

No text specified

Overall Reflection

No text specified

2011-2012 Assessment Cycle

Assessment Plan

Outcomes and Measures

Retired Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals.

1:1 Knowledge of core areas of psychology

Students will acquire knowledge of core areas of psychology, with particular emphasis on those areas which form the foundation of clinical practice.

1. Biological Bases of Behavior

Demonstrate knowledge of Biological Bases of behavior

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

2: Social Basis of Behavior

Demonstrate knowledge of Social Basis of Behavior

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

3: Cognitive/Affective Aspects of Behavior

Cognitive and Affective Aspects of Behavior

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

4: Knowledge of history and systems

Demonstrate knowledge of History and Systems

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

5: Human development and individual differences

Demonstrate knowledge of Human Development and Individual Differences.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

1:2 Scientific Methodology and measurement

Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice.

6. Statistical analysis and research design

Demonstrate knowledge of statistical analysis and research design.

▼ Measure: Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Grades

Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

7. Evaluate strengths and weaknesses

Evaluate strengths and weaknesses of alternative research designs.

▼ Measure: Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Grades

Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

8: Dissertation

Design and conduct a dissertation.

▼ Measure: Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Grades

Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ Measure: Student Evaluation Form - dissertation progress items

Direct - Student Artifact

Details/Description: Rating of acceptable performance on student evaluation form: dissertation items (3rd, 4th year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

9. Evaluation of research

Apply knowledge of statistical analysis and research methodology to the evaluation of research in clinical and core areas of psychology.

▼ Measure: Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Grades
Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Retired Goal 2: To produce graduates who are effective and competent clinicians.

2.1 Competence in Assessment and Diagnosis

Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis.

10. Assessment and Diagnosis

Demonstrate proficiency in diagnostic interviewing, psychosocial interview (adult and child) and mental status examination.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment) for 1st - 3rd Year students

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student Evaluation Form - assessment items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: assessment items (1st - 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

11a. Test Administration

Demonstrate proficiency in ability to administer, score and interpret cognitive and achievement tests.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

12. Ability to appropriately apply diagnostic criteria

Demonstrate ability to appropriately apply diagnostic criteria.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other



Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

13. Ability to write coherent reports

Demonstrate proficiency in ability to integrate assessment findings into a coherent report with appropriate recommendations.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

2.2 Foundation of competent intervention

Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues.

15. Listening & communication skills

Use effective listening and

▼ **Measure:** Grades
Direct - Student Artifact

communication skills to
develop an effective
therapeutic relationship.

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: professionalism items (1st - 4th year), interviewing items (1st - 3rd year), therapy/intervention items, and supervision items (2nd, 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

16. Implement and evaluate an outcome

Implement and evaluate outcome for at least three evidence based interventions.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Removed

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

2.4. Appropriately use consultants and adjunctive services

Appropriately use consultants and adjunctive services.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

2.5. Appropriately seek/participate in clinical supervision

Appropriately seek and participate in clinical supervision.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)
Target:
Implementation Plan (timeline):
Responsible Individual(s):

2:3. Ethical and professional conduct

Students will acquire knowledge, ability and associated attitudes and values related to ethical and professional conduct in practice and research.

3.1. Knowledge of ethical/professional codes

Demonstrate knowledge of ethical/professional codes, standards and guidelines.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615
Target: Grade of B- or above
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Internship evaluations - items related to ethics and professional conduct
Direct - Other

Details/Description: Competencies 19-23 relate to ethical and professional conduct and are assessed in part through "Ratings of acceptable performance on Internship evaluation (ethics and professional conduct)."
Target:
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Student Evaluation Form - ethics and professional conduct items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: ethics and professional conduct items (2nd, 3rd year)
Target:
Implementation Plan (timeline):
Responsible Individual(s):

20. Rules, regulations and case law relevant to psychology

Demonstrate knowledge of

▼ **Measure:** Grades
Direct - Student Artifact

statutes, rules, regulations and case law relevant to the practice of psychology.

Details/Description: Grade of B- or above in Psy 663. 615
Target: Grade of B- or above
Implementation Plan (timeline):
Responsible Individual(s):

3.3. Ability to recognize & analyze ethical & legal issues

Demonstrate ability to recognize and analyze ethical and legal issues across the range of professional activities.

▼ **Measure:** Grades
 Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615
Target: Grade of B- or above
Implementation Plan (timeline):
Responsible Individual(s):

3.4. Commitment to professional and ethical practice

Demonstrate commitment to professional and ethical practice in clinical activities, including accurate and timely record keeping

▼ **Measure:** Grades
 Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615
Target: Grade of B- or above
Implementation Plan (timeline):
Responsible Individual(s):

3.5. Ability to seek & use resources that promote health

Demonstrate ability to seek and use resources that support and maintain healthy functioning and management of personal distress.

▼ **Measure:** Grades
 Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615
Target: Grade of B- or above
Implementation Plan (timeline):
Responsible Individual(s):

3. *No measures specified*

2:4 Cultural Sensitivity

Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity* in professional work and relationships with patients, organizations and colleagues.

24. Demonstrate willingness to examine their own values

Students will demonstrate willingness to examine their own personal values and attitudes.

▼ **Measure:** Grades in COUN 666
 Direct - Other

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Internship evaluations - items related to cultural sensitivity in clinical practice
 Direct - Other

Details/Description: Competencies 24 to 28 relate to cultural sensitivity in clinical practice and are assessed in part through: Ratings of acceptable performance on Internship evaluation (items related to cultural sensitivity/competence)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student Evaluation Form: diversity items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: diversity items (1st - 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

25. Consider the impact of diversity in their coursework

Students will be sensitive to and consider the impact of diversity in their coursework including clinical, core courses and seminars.

▼ **Measure:** Ratings on culture and individual difference items
Direct - Other

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

26. Consider impact of diversity in assessment techniques

Students will consider the impact of diversity in the selection and interpretation of assessment techniques.

No measures specified

27. Sensitive/responsive to issues of diversity in treatment

Students will be sensitive and responsive to issues of diversity in treatment.

No measures specified

28. Address issues of diversity in research

Students will address issues of diversity in conducting and evaluating research

No measures specified

2:5. Supervision, consultation, and program development

Students will gain foundational knowledge and skills in supervision, consultation and program development and administration.

29. Knowledge of fundamentals of consultation

Demonstrate knowledge of

▼ **Measure:** Internship evaluation - items related to consultation skills
Direct - Other

fundamental approaches, techniques and skills of consultation.

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

▼ **Measure:** Student Evaluation Form: supervision and consultation items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: supervision and consultation items (4th year)
Target:
Implementation Plan (timeline):
Responsible Individual(s):

30. Understanding of key concepts/processes of supervision

No measures specified

Demonstrate understanding of key concepts and processes of supervision.

31. Demonstrate basic skills in supervision

▼ **Measure:** Internship evaluation - items related to supervision skills
Direct - Other

Demonstrate basic skills in supervision

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

32.. Knowledge of foundations of program administration

No measures specified

Demonstrate knowledge of foundations of program administration and evaluation (e.g., funding and budgeting, personnel management, program development and evaluation, legal issues, and government relation).

Retired Goal 3: Prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition

Outcome

32. Practicing psychologists

Graduates will have knowledge and skills needed for professional practice.

▼ **Measure:** Alumni Survey - employment items
Indirect - Survey

Details/Description:

Target:
Implementation Plan (timeline):
Responsible Individual(s):

33. Professional Activities

Graduate will contribute to the field through professional activities.

▼ **Measure:** Alumni Survey - life-long learning items
Indirect - Survey

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

📊 **Assessment Findings**

Finding per Measure

Retired Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals.

1:1 Knowledge of core areas of psychology

Students will acquire knowledge of core areas of psychology, with particular emphasis on those areas which form the foundation of clinical practice.

1. Biological Bases of Behavior

Demonstrate knowledge of Biological Bases of behavior

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621
Target: B- or higher
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Grades

Summary of Findings: All students met criteria of receiving a grade of B- or above.
Results: Target Achievement: Met
Recommendations :
Reflections/Notes :

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:
Target: Passing performance
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Passing performance on EPPP



No Findings Added

2: Social Basis of Behavior

Demonstrate knowledge of Social Basis of Behavior

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: All students have met criteria.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Passing performance on EPPP

No Findings Added

3: Cognitive/Affective Aspects of Behavior

Cognitive and Affective Aspects of Behavior

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Passing performance on EPPP

No Findings Added

4: Knowledge of history and systems

Demonstrate knowledge of History and Systems

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: All students have met criteria.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Passing performance on EPPP

No Findings Added

5: Human development and individual differences

Demonstrate knowledge of Human Development and Individual Differences.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: All students have met criteria.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Passing performance on EPPP

No Findings Added

1:2 Scientific Methodology and measurement

Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice.

6. Statistical analysis and research design

Demonstrate knowledge of statistical analysis and research design.

▼ **Measure:** Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Dissertation

Summary of Findings: Overall progress on dissertations:

3rd Year:
Exceeds Expectations = 2
Meets Expectations = 14
Needs Attention = 1
Weakness = 0

4th Year:
Exceeds Expectations = 0
Meets Expectations = 7
Needs Attention = 2
Weakness = 0

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Grades
Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: All but one student have met criteria of grades of B- or above. Student who not achieve a grade of B- (in Statistics) made the decision to leave the program at the end of the 2011-2012 academic year.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

7. Evaluate strengths and weaknesses

Evaluate strengths and weaknesses of alternative research designs.

▼ **Measure:** Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Dissertation

Summary of Findings: Overall progress on dissertations:

3rd Year:
Exceeds Expectations = 2
Meets Expectations = 14
Needs Attention = 1
Weakness = 0

4th Year:
Exceeds Expectations = 0
Meets Expectations = 7

Needs Attention = 2
Weakness = 0

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Grades
Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

8: Dissertation

Design and conduct a dissertation.

▼ **Measure:** Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Dissertation

Summary of Findings: Overall progress on dissertations:

3rd Year:
Exceeds Expectations = 2
Meets Expectations = 14
Needs Attention = 1
Weakness = 0

4th Year:
Exceeds Expectations = 0
Meets Expectations = 7
Needs Attention = 2
Weakness = 0

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Grades

Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: all students met criteria

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: All portfolios submitted in Spring 2012 were approved by the student's advisor.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Student Evaluation Form - dissertation progress items

Direct - Student Artifact

Details/Description: Rating of acceptable performance on student evaluation form: dissertation items (3rd, 4th year)

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Student Evaluation Form - dissertation progress items

Summary of Findings: 3rd Year: Overall progress on dissertation

Fall 2011:
Exceeds expectations = 1
Meets expectations = 11
Needs attention = 1

Spring 2012:
Exceeds expectations = 1
Meets expectations = 13

4thYear: Overall progress on dissertation

Fall 2011:
Exceeds expectations = 0
Meets expectations = 5
Needs attention = 1
Weakness

Spring 2012:
Exceeds expectations = 0
Meets expectations = 2
Needs attention = 1

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

9. Evaluation of research

Apply knowledge of statistical analysis and research methodology to the evaluation of research in clinical and core areas of psychology.

▼ **Measure:** Dissertation

Details/Description: Successful dissertation proposal defense and final defense

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Dissertation

Summary of Findings: Overall progress on dissertations:

3rd Year:
Exceeds Expectations = 2
Meets Expectations = 14
Needs Attention = 1
Weakness = 0

4th Year:
Exceeds Expectations = 0
Meets Expectations = 7
Needs Attention = 2
Weakness = 0

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Grades
Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

Retired Goal 2: To produce graduates who are effective and competent clinicians.

2.1 Competence in Assessment and Diagnosis

Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis.

10. Assessment and Diagnosis

Demonstrate proficiency in diagnostic interviewing, psychosocial interview (adult and child) and mental status examination.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: All students met criteria

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment) for 1st - 3rd Year students

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

Summary of Findings: Competencies 10-13 all relate to specific clinical skills. Competency in this area is assessed, in part, through "Ratings of acceptable performance on Internship evaluation (items related to assessment, diagnosis and report writing)."

o Outcomes related to Assessment Skills

Student #1: average ratings on Assessment (3/6)

Student #2: Average rating on Assessment

Student #3: meets expectations in Assessment

Student #4: average rating for competence in assessment

Student #5: no rating on assessment ("have heard positive feedback regarding forensic rotation.")

Summary: Based on ratings and comments, 100% of students on internship have demonstrated acceptable performance in assessment skills.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

Summary of Findings: All students on placement received supervisor ratings indicating performance that meets or exceeds expectations.

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

Summary of Findings: All students who took prelims in August of 2012 passed both Part I and Part II.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Rubric

No Findings Added

▼ **Measure:** Student Evaluation Form - assessment items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: assessment items (1st - 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student Evaluation Form - assessment items

Summary of Findings: Performance on student evaluation form: assessment items (1st - 3rd

year)

1st year: Overall Assessment Skills:
Fall 2011-
Meets expectations = 6
Spring 2012 -
Meets expectations = 13

2nd year: Overall Assessment Skills:
Fall 2011-
Meets expectations = 12
Spring 2012 -
Exceeds expectations = 2
Meets expectations = 11

3rd year: Overall Assessment Skills:
Fall 2011-
Exceeds expectations = 1
Meets expectations = 7
Spring 2012 -
Exceeds expectations = 6
Meets expectations = 4

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

11a. Test Administration

Demonstrate proficiency in ability to administer, score and interpret cognitive and achievement tests.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: all students obtained grades of B- or higher.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

Summary of Findings: all students received ratings of "meets expectations" or higher on items related to assessment skills.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ Measure: Placement supervisor evaluation

Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ Measure: Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ Measure: Preliminary examination performance

Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

Summary of Findings: 100% of students who took prelims in Fall 2012 passed both oral and written portion of prelims.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Rubric

No Findings Added

12. Ability to appropriately apply diagnostic criteria

Demonstrate ability to appropriately apply diagnostic criteria.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: 100% of students obtained grades above a B.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

Summary of Findings: Outcomes related to Diagnostic Skills

- Student #1: Interpret and integrate results (3/6)
- Student #2: average rating on skills related to diagnosis
- Student #3: meets expectations in formulating DSM-IV diagnosis
- Student #4: Average rating for diagnosis and interview skills

□ Student #5: no ratings provided specific to diagnostic skills

Summary: Considering those students with evaluation ratings specific to diagnosis skills (4/5), all have demonstrated acceptable performance.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Placement supervisor evaluation

Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance

Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Rubric

Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Rubric

No Findings Added

13. Ability to write coherent reports

Demonstrate proficiency in ability to integrate assessment findings into a coherent report with appropriate recommendations.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

Summary of Findings: Outcomes related to Report Writing Skills

- Student #1: prepare accurate reports (4/6)
- Student #2: average rating in integration aspects of assessment
- Student #3: meets expectation for 'writes integrated reports'
- Student #4: Average rating in communication of findings
- Student #5: no ratings provided specific to report writing skills

Summary: Considering those students with evaluation ratings or comments specific to report writing skills (4/5), all have demonstrated acceptable performance.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Rubric
Direct - Other

Details/Description: Rubric for interview skills, administration/scoring, interpretation integration/written report and diagnosis? (Spring 1st year, 2nd year supervisor, 3rd year supervisor)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Rubric

No Findings Added

2.2 Foundation of competent intervention

Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues.

15. Listening & communication skills

Use effective listening and communication skills to develop an effective therapeutic relationship.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: All students met criteria

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: professionalism items (1st – 4th year), interviewing items (1st – 3rd year), therapy/intervention items, and supervision items (2nd, 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

Summary of Findings: Competencies 14-18 all relate to specific therapy skills (and use of supervision). Competencies are assessed in part through: "Ratings of acceptable performance on Internship evaluation form (therapy, supervision, professionalism)."

o Outcomes related to Therapy Skills

- Student #1: average ratings on intervention skills
- Student #2: average rating on intervention skills
- Student #3: meets expectations for intervention skills
- Student #4: average rating for competence in intervention
- Student #5: average ratings in therapy skills

Summary: All students on internship have demonstrated acceptable performance in intervention skills.

o Outcomes related to Making use of Supervision

- Student #1: low average ratings on use of supervision
- Student #2: no items specifically related to use of supervision
- Student #3: meets expectations for "productive learning alliance with supervisor"
- Student #4: average rating in participation in receiving supervision
- Student #5: average ratings in response to supervision

Summary: All students on internship have demonstrated acceptable performance in making use of supervision.

o Outcomes related to Professionalism

- Student #1: average ratings on professional/interpersonal conduct (3/6)
- Student #2: slightly above average ratings on self-assessment
- Student #3: meets expectations in professional development ("relates to others professionally and conducts herself in a responsible and mature manner")
- Student #4: average rating on self-assessment and care

□ Student #5: average ratings in professional characteristic
Summary: All students on internship have demonstrated acceptable performance in making use of supervision.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy,

supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student evaluation form

Summary of Findings: Performance on student evaluation form: professionalism items (1st – 4th year), interviewing items (1st – 3rd year), therapy/intervention items, and supervision items (2nd, 3rd year)

1st year: Overall Professionalism and Interviewing:

Professionalism -

Fall 2011

Exceeds expectations = 2

Meets expectations = 11

Spring 2012

Exceeds expectations = 3

Meets expectations = 24

Interviewing -

Fall 2011

Meets expectations = 5

Spring 2012

Meets expectations = 6

Needs attention = 1

2nd year: Overall Professionalism, Interviewing, Therapy/Intervention and Supervision:

Professionalism -

Fall 2011

Exceeds expectations = 6

Meets expectations = 17

Needs attention = 1

Spring 2012

Exceeds expectations = 5

Meets expectations = 20

Interviewing -

Fall 2011

Meets expectations = 12

Spring 2012

Exceeds expectations = 2

Meets expectations = 11

Needs attention = 1

Therapy/intervention -

Fall 2011

Meets expectations = 6

Spring 2012

Exceeds expectations = 2

Meets expectations = 7

Supervision -

Fall 2011

Exceeds expectations = 1

Meets expectations = 8

Spring 2012

Exceeds expectations = 4

Meets expectations = 5

3rd year: Overall Professionalism, Interviewing, Therapy/Intervention and Supervision:

Professionalism -

Fall 2011

Exceeds expectations = 6

Meets expectations = 17

Needs attention = 1

Spring 2012

Exceeds expectations = 11

Meets expectations = 11

Interviewing -
Fall 2011
Exceeds expectations = 1
Meets expectations = 7
Spring 2012
Exceeds expectations = 7
Meets expectations = 3

Therapy/intervention -
Fall 2011
Exceeds expectations = 3
Meets expectations = 5
Spring 2012
Exceeds expectations = 6
Meets expectations = 3

Supervision -
Fall 2011
Exceeds expectations = 3
Meets expectations = 5
Spring 2012
Exceeds expectations = 7
Meets expectations = 3

4th year: Overall Professionalism

Professionalism -
Fall 2011
Exceeds expectations = 3
Meets expectations = 12
Spring 2012
Exceeds expectations = 7
Meets expectations = 5

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

16. Implement and evaluate an outcome

Implement and evaluate outcome for at least three evidence based interventions.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: All students met criteria

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

Summary of Findings: all students met criteria.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

Summary of Findings: all students met criteria

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Student evaluation form

Summary of Findings: All student rated in meets expectation or above by the end of the Spring 2012 semester.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

Removed

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Internship evaluation

No Findings Added

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student evaluation form

No Findings Added

2.4. Appropriately use consultants and adjunctive services

Appropriately use consultants and adjunctive services.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

No Findings Added

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):



Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student evaluation form

No Findings Added

2.5. Appropriately seek/participate in clinical supervision

Appropriately seek and participate in clinical supervision.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment)

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Internship evaluation

No Findings Added

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Portfolio

No Findings Added

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Preliminary examination performance

No Findings Added

▼ **Measure:** Student evaluation form
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student evaluation form

No Findings Added

2:3. Ethical and professional conduct

Students will acquire knowledge, ability and associated attitudes and values related to ethical and professional conduct in practice and research.

3.1. Knowledge of ethical/professional codes

Demonstrate knowledge of ethical/professional codes, standards and guidelines.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615

Target: Grade of B- or above

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

▼ **Measure:** Internship evaluations - items related to ethics and professional conduct
Direct - Other

Details/Description: Competencies 19-23 relate to ethical and professional conduct and are assessed in part through "Ratings of acceptable performance on Internship evaluation (ethics and professional conduct)."

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluations - items related to ethics and professional conduct

Summary of Findings: Outcomes related to Ethics and Professional Conduct

- Student #1: average ratings on ethical/legal awareness/application (3/6)
- Student #2: average rating on ethical/legal awareness/application
- Student #3: meets expectations in competence in ethical practice
- Student #4: average rating on knowledge of ethical/legal standards and ethical decision making
- Student #5: average ratings on knowledge and application of ethics

Summary: All students on internship have demonstrated acceptable performance in ethical/professional conduct

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Student Evaluation Form - ethics and professional conduct items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: ethics and professional conduct items (2nd, 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student Evaluation Form - ethics and professional conduct items

Summary of Findings: Performance on student evaluation form: ethics and professional conduct items (2nd, 3rd year)

2nd year: Overall Ethics and Professional Conduct"

Fall 2011

Meets expectations = 8

Spring 2012

Exceeds expectations = 4

Meets expectations = 6

3rd year: Overall Ethics and Professional Conduct:

Fall 2011

Exceeds expectations = 2

Meets expectations = 6

Spring 2012

Exceeds expectations = 7

Meets expectations = 3

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

20. Rules, regulations and case law relevant to psychology

Demonstrate knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615

Target: Grade of B- or above

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

No Findings Added

3.3. Ability to recognize & analyze ethical & legal issues

Demonstrate ability to

▼ **Measure:** Grades
Direct - Student Artifact



recognize and analyze ethical and legal issues across the range of professional activities.

Details/Description: Grade of B- or above in Psy 663. 615
Target: Grade of B- or above
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Grades

No Findings Added

3.4. Commitment to professional and ethical practice

Demonstrate commitment to professional and ethical practice in clinical activities, including accurate and timely record keeping

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615
Target: Grade of B- or above
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Grades

No Findings Added

3.5. Ability to seek & use resources that promote health

Demonstrate ability to seek and use resources that support and maintain healthy functioning and management of personal distress.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615
Target: Grade of B- or above
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Grades

No Findings Added

3. *No measures specified*

2:4 Cultural Sensitivity

Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity* in professional work and relationships with patients, organizations and colleagues.

24. Demonstrate willingness to examine their own values

Students will demonstrate willingness to examine their own personal values and attitudes.

▼ **Measure:** Grades in COUN 666
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline):
Responsible Individual(s):

Findings for Grades in COUN 666

Summary of Findings: Students in their 3rd year of the program completed COUN 666 (Multicultural Counseling) with a grade of B or better, thus providing support that these students have gained foundational knowledge related to cultural and individual diversity. A specific emphasis in this course is on helping

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : Outcome data collected from faculty as well as external placement supervisors provides support that 100% of students are meeting expectations in regard to diversity related outcomes.

▼ **Measure:** Internship evaluations - items related to cultural sensitivity in clinical practice
Direct - Other

Details/Description: Competencies 24 to 28 relate to cultural sensitivity in clinical practice and are assessed in part through: Ratings of acceptable performance on Internship evaluation (items related to cultural sensitivity/competence)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluations - items related to cultural sensitivity in clinical practice

Summary of Findings: Outcomes related to cultural competence

- Student #1: Slightly above average rating on sensitivity to cultural differences (4/6)
- Student #2: average rating on sensitivity to cultural differences
- Student #3: meets expectations in cultural identity and diversity
- Student #4: average rating on sensitivity to cultural diversity; above average rating in ability to conceptualize cases via spiritual/religious dimensions.
- Student #5: average rating for sensitivity to individual/cultural differences

Summary: All students on internship have demonstrated acceptable performance in sensitivity to cultural differences.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Student Evaluation Form: diversity items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: diversity items (1st - 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student Evaluation Form: diversity items

Summary of Findings: Performance on student evaluation form: diversity items (1st - 3rd year)

1st year: Overall Diversity
Fall 2011
Meets expectations =13
Spring 2012
Meets expectations = 7

2nd year: Overall Diversity
Fall 2011
Meets expectations =8
Spring 2012
Exceeds expectations = 2
Meets expectations = 6

3rd year: Overall Diversity
Fall 2011
Meets expectations =8
Spring 2012
Exceeds expectations = 3
Meets expectations = 7

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

25. Consider the impact of diversity in their coursework

Students will be sensitive to and consider the impact of diversity in their coursework including clinical, core courses and seminars.

▼ **Measure:** Ratings on culture and individual difference items
Direct - Other

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Ratings on culture and individual difference items

Summary of Findings: Competencies 25-29

100% of students in the 1st-3rd year cohorts receiving ratings of "meets expectations" or higher for items related to sensitivity to cultural and individual differences on both Fall 2011 and Spring 2011 evaluations completed by faculty instructors and clinical supervisors. (This includes ratings by dissertation supervisors, thus supporting sensitivity to cultural and individual differences in research work). Comparing the Fall 2011 to Spring 2012 ratings, approximately 10-20% of students were rated in the "exceeds expectations" range in the spring, suggesting improvement in this area of competence over the academic year.

4th year students (as well as 3rd year students that go out on placement) are also evaluated by their external placement supervisors in regard to "Knowledge and sensitivity to individual differences and cultural diversity." During the Fall 2011 semester, all but one student was rating in the "meets" or "exceeds" expectations range on this item. In the Spring 2012 semester, all students were rated in the "meets expectations" range or above (37% of students were in the "exceeds" expectations range).

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : 100% of students in the 1st-3rd year cohorts receiving ratings of "meets expectations" or higher for items related to sensitivity to cultural and individual differences on both Fall 2011 and Spring 2011 evaluations completed by faculty instructors and clinical supervisors. (This includes ratings by dissertation supervisors, thus supporting sensitivity to cultural and individual differences in research work). Comparing the Fall 2011 to Spring 2012 ratings, approximately 10-20% of students were rated in the "exceeds expectations" range in the spring, suggesting improvement in this area of competence over the academic year.

4th year students (as well as 3rd year students that go out on placement) are also evaluated by their external placement supervisors in regard to "Knowledge and sensitivity to individual differences and cultural diversity." During the Fall 2011 semester, all but one student was rating in the "meets" or "exceeds" expectations range on this item. In the Spring 2012 semester, all students were rated in the "meets expectations" range or above (37% of students were in the "exceeds" expectations range).

26. Consider impact of diversity in assessment techniques

No measures specified

Students will consider the impact of diversity in the selection and interpretation of assessment techniques.

27. Sensitive/responsive to issues of diversity in treatment

No measures specified

Students will be sensitive and responsive to issues of diversity in treatment.

28. Address issues of diversity in research

No measures specified

Students will address issues of diversity in conducting and evaluating research

2:5. Supervision, consultation, and program development

Students will gain foundational knowledge and skills in supervision, consultation and program development and administration.

29. Knowledge of fundamentals of consultation

Demonstrate knowledge of fundamental approaches, techniques and skills of consultation.

▼ **Measure:** Internship evaluation - items related to consultation skills
Direct - Other

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation - items related to consultation skills

Summary of Findings: Outcomes related to Consultation Skills

- Student #1: average ratings on consultation (3.5/6)
- Student #2: average rating on consultation skills
- Student #3: meets expectation in consultation skills
- Student #4: average rating in consultation skills
- Student #5: no ratings provided for consultation

Summary: Considering those students with evaluation ratings or comments specific to consultation skills (4/5), all have demonstrated acceptable performance.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Student Evaluation Form: supervision and consultation items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: supervision and consultation items (4th year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student Evaluation Form: supervision and consultation items

Summary of Findings: Performance on student evaluation form: supervision and consultation items (4th year):

4th year: Overall Supervision and Consultation

Supervision -
Fall 2011
Exceeds expectations = 2
Meets expectations = 5
Spring 2012
Exceeds expectations = 1
Meets expectations = 6

Consultation -
Fall 2011
Meets expectations = 1
Spring 2012
Meets expectations = 6

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

30. Understanding of key concepts/processes of supervision

Demonstrate understanding of key concepts and processes of supervision.

No measures specified

31. Demonstrate basic skills in supervision

Demonstrate basic skills in supervision

▼ **Measure:** Internship evaluation - items related to supervision skills
Direct - Other

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation - items related to supervision skills

Summary of Findings: Outcomes related to Provision of Supervision

- Student #1: N/A
- Student #2: N/A
- Student #3: no item related to providing supervision
- Student #4 average rating in skill in providing supervision
- Student #5: no information regarding provision of supervision

Summary: Provision of supervision was evaluated for only 1/5 students; this student demonstrated acceptable performance in this area.

Results: Target Achievement: Not Met

Recommendations :

Reflections/Notes :

32.. Knowledge of foundations of program administration

No measures specified

Demonstrate knowledge of foundations of program administration and evaluation (e.g., funding and budgeting, personnel management, program development and evaluation, legal issues, and government relation).

Retired Goal 3: Prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition

Outcome

32. Practicing psychologists

Graduates will have knowledge and skills needed for professional practice.

▼ **Measure:** Alumni Survey - employment items
Indirect - Survey

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Alumni Survey - employment items

Summary of Findings: (based on Spring 2012 Alumni survey responses, N = 24)

96% of graduates are currently employed.

- The majority are employed in VA hospitals (35%), community mental health (13%) or correctional facilities (9%).
- Nature of current employment activities: 91% therapy, 87% assessment, 87% consultation, 78% supervision, 52% administration, 30% teaching, 13% research.
- 89% of graduates in the past 3 years are licensed to fully practice.
- Graduates have contributed to the profession through mentoring other students (87%), presenting workshops (52%), presenting research (28%), serving on committees at place of employment (65%), administrative position at place of employment (26%), and leadership position in a professional organization (9%).

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : Summary: All but one graduate is employed and working in a position providing clinical services. Most graduates are fully accredited to practice independently as a psychologist (89%) and those that are not are recent graduates who may still be accumulating

post-doctorate hours. The majority of graduates engage in professional activities that contribute to the profession.

33. Professional Activities

Graduate will contribute to the field through professional activities.

▼ **Measure:** Alumni Survey - life-long learning items
 Indirect - Survey

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Alumni Survey - life-long learning items

Summary of Findings: All graduates reported engaging in multiple activities to stay current in the field. Resources that graduates reported using at least occasionally included:

- Professional journals (79%)
- Attend workshops (83%)
- Attend conferences (83%)
- Books on evidence-based interventions (92%)
- Theoretically-based books (83%)
- Treatment manuals (83%)
- Web sites associated with professional organizations (88%)

*Percent above reflects cumulative percent of those reporting use of the resource occasionally, often or very often.

All graduates (100%) reported that the ISU Psy.D. program prepared them to be lifelong active and competent consumers of research and clinical literature. The majority (83%) indicated that they felt well prepared or very well prepared to engage in life-long learning as a result of their training at ISU.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : All graduates reported engaging in multiple activities to stay current in the field. In addition, the majority of graduates feel that the program prepared them well to engage in life-long learning.

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

Action Plan

Outcome

Action Plan

▼ Action: Students needing attention

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: Overall, nearly all students in the program performed at the expected level in all areas evaluated during the year, with some students performing above the expected level for their year in the program. A trend was noted for students to improve somewhat from the fall to the spring semester. A very small number of students, no more than one student per year in the program, were rated as needing attention in a particular area. The clinical faculty have been working with these students to bring these areas of performance up to the expected level.

Implementation Plan (timeline): 2012-2013

Key/Responsible Personnel: Program faculty

Measures: Monitor trends and identify students who need attention and bring their performance to expected levels.

Resource Allocations:

Priority: High

◆ Status Report

Action Statuses

Action Plan

Outcome

Action Plan

▼ Action: Students needing attention

Action Details: Overall, nearly all students in the program performed at the expected level in all areas evaluated during the year, with some students performing above the expected level for their year in the program. A trend was noted for students to improve somewhat from the fall to the spring semester. A very small number of students, no more than one student per year in the program, were rated as needing attention in a particular area. The clinical faculty have been working with these students to bring these areas of performance up to the expected level.

Implementation Plan (timeline): 2012-2013

Key/Responsible Personnel: Program faculty

Measures: Monitor trends and identify students who need attention and bring their performance to expected levels.

Resource Allocations:

Priority: High

Status for Students needing attention

No Status Added

Status Summary

No text specified

Summary of Next Steps

No text specified

2012-2013 Assessment Cycle

Assessment Plan

Outcomes and Measures

Retired PSD in Clinical Psychology - Outcome Set (Revised Dec. 2012)

Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals

1:1 Knowledge of core areas of psychology

Students will acquire knowledge of core areas of psychology, with particular emphasis on those areas which form the foundation of clinical practice.

1. Biological Bases of Behavior
2. Social Basis of Behavior
3. Cognitive/Affective Aspects of Behavior
4. Knowledge of history and systems
5. Human development and individual differences

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

1:2 Scientific methodology and measurement

Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice.

6. Statistical analysis and research design
7. Evaluate strengths and weaknesses of alternative research designs.
8. Design and conduct a dissertation.
9. Apply knowledge of statistical analysis and research methodology to the evaluation of research in clinical and core areas of psychology.

▼ **Measure:** Dissertation
Direct - Student Artifact

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Grades
Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student Evaluation Form - dissertation progress items
Direct - Student Artifact

Details/Description: Rating of acceptable performance on student evaluation form: dissertation items (3rd, 4th year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Goal 2: To produce graduates who are effective and competent clinicians.

2.1 Competence in Assessment and Diagnosis

Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis.

10. Demonstrate proficiency in diagnostic interviewing, psychosocial interview (adult and child) and mental status examination.

11a. Demonstrate proficiency in ability to administer, score and interpret cognitive and achievement tests.

11b: Demonstrate proficiency in ability to administer, score and interpret personality assessments.

12. Demonstrate ability to appropriately apply diagnostic criteria.

13. Demonstrate proficiency in ability to integrate assessment findings into a coherent report with appropriate recommendations.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on internship evaluation for each subcomponent.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student Evaluation Form - assessment items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: assessment items (1st - 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

2.2 Foundation of competent intervention

Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues.

15. Use effective listening and communication skills to develop an effective therapeutic relationship.

16. Implement and evaluate outcome for at least three evidence based interventions.

17. Appropriately use consultants and adjunctive services.

18. Appropriately seek and participate in clinical supervision.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: professionalism items (1st – 4th year), interviewing items (1st – 3rd year), therapy/intervention items, and supervision items (2nd, 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student Evaluation Form - ethics and professional conduct items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: ethics and professional conduct items (2nd, 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student Evaluation Form: professionalism items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: professionalism items (1st – 4th year), interviewing items (1st – 3rd year), therapy/intervention items, and supervision items (2nd, 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

2.3. Ethical and professional conduct

Students will acquire knowledge, ability and associated attitudes and values related to ethical and professional conduct in practice and research.

19. Demonstrate knowledge of ethical/professional codes, standards and guidelines.

20. Demonstrate knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.

21. Demonstrate ability to recognize and analyze ethical and legal issues

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615

Target: Grade of B- or above

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student Evaluation Form: diversity items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: diversity items (1st - 3rd year)

Target:

Implementation Plan (timeline):

across the range of professional activities.

22. Demonstrate commitment to professional and ethical practice in clinical activities, including accurate and timely record keeping.

23. Ability to seek & use resources that promote health
Demonstrate ability to seek and use resources that support and maintain healthy functioning and management of personal distress.

Responsible Individual(s):

2.4 Cultural Sensitivity

Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity* in professional work and relationships with patients, organizations and colleagues.

24. Students will demonstrate willingness to examine their own personal values and attitudes.

25. Students will be sensitive to and consider the impact of diversity in their coursework including clinical, core courses and seminars.

26. Students will consider the impact of diversity in the selection and interpretation of assessment techniques.

27. Students will be sensitive and responsive to issues of diversity in treatment.

28. Students will address issues of diversity in conducting and evaluating research.

▼ **Measure:** Internship Evaluation

Details/Description: 100% of students will be rated by internship supervisors as meeting expectations (or exceeding) on items related to cultural competence.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement Evaluation form

Details/Description: 100% of students will be rated by placement supervisors as meeting expectations on items related to cultural competence.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Student Evaluation

Details/Description:

Target: A minimum of 90% of students will be rated as meeting expectations on items related to cultural competence.

Implementation Plan (timeline):

Responsible Individual(s):

2.5. Supervision, consultation, and program development

Students will gain foundational knowledge and skills in supervision, consultation and program development and administration.

29. Demonstrate knowledge of fundamental approaches, techniques and skills of consultation.

30. Demonstrate

▼ **Measure:** Student Evaluation Form: supervision and consultation items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: professionalism items (1st – 4th year), interviewing items (1st – 3rd year), therapy/intervention items, and supervision items (2nd, 3rd year)

Target: Rating of acceptable performance on student evaluation form: supervision and consultation items (4th year)

Implementation Plan (timeline):

Responsible Individual(s):

understanding of key concepts and processes of supervision.

31. Demonstrate basic skills in supervision.

32. Demonstrate knowledge of foundations of program administration and evaluation (e.g., funding and budgeting, personnel management, program development and evaluation, legal issues, and government relation).

Goal 3: Prepare graduates to contribute to the field of psychology

3:1: Prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition

▼ **Measure:** Alumni Survey - employment items
Indirect - Survey

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

3:2: To produce graduates who engage in life-long learning.

▼ **Measure:** Alumni Survey - life-long learning items
Indirect - Survey

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

📄 Assessment Findings

Finding per Measure

Retired PSD in Clinical Psychology - Outcome Set (Revised Dec. 2012)

Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals

1:1 Knowledge of core areas of psychology

Students will acquire knowledge of core areas of psychology, with particular emphasis on those areas which form the foundation of clinical practice.

1. Biological Bases of Behavior
2. Social Basis of Behavior

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

3: Cognitive/Affective Aspects of Behavior
4: Knowledge of history and systems
5: Human development and individual differences

Findings for Grades

Summary of Findings: All students met criteria

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Passing performance on EPPP
Direct - Other

Details/Description:

Target: Passing performance

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Passing performance on EPPP

No Findings Added

1:2 Scientific methodology and measurement

Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice.

- 6. Statistical analysis and research design
- 7. Evaluate strengths and weaknesses of alternative research designs.
- 8: Design and conduct a dissertation.
- 9. Apply knowledge of statistical analysis and research methodology to the evaluation of research in clinical and core areas of psychology.

▼ **Measure:** Dissertation
Direct - Student Artifact

Details/Description: Successful dissertation proposal defense and final defense

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Dissertation

Summary of Findings: All 8 students in the 4th year class successfully defended their dissertation proposal prior by February 2013 (prior to accepting an internship position).

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Grades
Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: all students met criteria

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: All 7 students in the 2nd year cohort completed a portfolio demonstrating competence in clinical and research skills. All portfolios were approved by the program director.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Student Evaluation Form - dissertation progress items
Direct - Student Artifact

Details/Description: Rating of acceptable performance on student evaluation form: dissertation items (3rd, 4th year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student Evaluation Form - dissertation progress items

Summary of Findings: all 3rd and 4th year students were rated as meeting expectations on semester evaluation items related to progress on dissertation

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

Goal 2: To produce graduates who are effective and competent clinicians.

2.1 Competence in Assessment and Diagnosis

Students will acquire

▼ **Measure:** Grades
Direct - Other

knowledge, skill and supporting attitudes for competence in assessment and diagnosis.

10. Demonstrate proficiency in diagnostic interviewing, psychosocial interview (adult and child) and mental status examination.

11a. Demonstrate proficiency in ability to administer, score and interpret cognitive and achievement tests.

11b: Demonstrate proficiency in ability to administer, score and interpret personality assessments.

12. Demonstrate ability to appropriately apply diagnostic criteria.

13. Demonstrate proficiency in ability to integrate assessment findings into a coherent report with appropriate recommendations.

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: All students obtained a B or better.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on internship evaluation for each subcomponent.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

Summary of Findings: All students rated as meets expectations or exceeds expectations on mid-year Internship evaluations (January-February 2013).

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

Summary of Findings: 100% of students rated as meets expectations or above expectations for all items on the end of semester (Spring 2013) placement supervisor evaluation.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: All 7 students in the 2nd year cohort completed a portfolio demonstrating competence in clinical and research skills. All portfolios were approved by the program director.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

Summary of Findings: All 8 students (4th year) that took preliminary exams in August of 2012 passed.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Student Evaluation Form - assessment items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: assessment items (1st - 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student Evaluation Form - assessment items

No Findings Added

2.2 Foundation of competent intervention

Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues.

15. Use effective listening and communication skills to develop an effective therapeutic relationship.

16. Implement and evaluate outcome for at least three evidence based interventions.

17. Appropriately use consultants and adjunctive services.

18. Appropriately seek and participate in clinical supervision.

▼ Measure: Grades Direct - Other

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: All students met criteria

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ Measure: Internship evaluation Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: professionalism items (1st – 4th year), interviewing items (1st – 3rd year), therapy/intervention items, and supervision items (2nd, 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship evaluation

Summary of Findings: All students rated as meets expectations or exceeds expectations on mid-year Internship evaluations (January-February 2013).

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ Measure: Placement supervisor evaluation Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement supervisor evaluation

Summary of Findings: 100% of students rated as meets expectations or above expectations for all items on the end of semester (Spring 2013) placement supervisor evaluation.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio

Summary of Findings: All 7 students in the 2nd year cohort completed a portfolio demonstrating competence in clinical and research skills. All portfolios were approved by the program director.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Preliminary examination performance

Summary of Findings: 100% of students who took preliminary exams passed both written and oral portions of the exam.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Student Evaluation Form - ethics and professional conduct items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: ethics and professional conduct items (2nd, 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student Evaluation Form - ethics and professional conduct items

Summary of Findings: all students met criteria

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Student Evaluation Form: professionalism items Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: professionalism items (1st – 4th year), interviewing items (1st – 3rd year), therapy/intervention items, and supervision items (2nd, 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student Evaluation Form: professionalism items

Summary of Findings: all students rated as meets or exceed expectations

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

2.3. Ethical and professional conduct

Students will acquire knowledge, ability and associated attitudes and values related to ethical and professional conduct in practice and research.

19. Demonstrate knowledge of ethical/professional codes, standards and guidelines.

20. Demonstrate knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.

21. Demonstrate ability to recognize and analyze ethical and legal issues across the range of professional activities.

22. Demonstrate commitment to professional and ethical practice in clinical activities, including accurate and timely record keeping.

▼ **Measure:** Grades Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663. 615

Target: Grade of B- or above

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades

Summary of Findings: all students met criteria

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Student Evaluation Form: diversity items Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: diversity

23. Ability to seek & use resources that promote health
Demonstrate ability to seek and use resources that support and maintain healthy functioning and management of personal distress.

items (1st - 3rd year)

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student Evaluation Form: diversity items

Summary of Findings: all students rated as meets or exceed expectations

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

2.4 Cultural Sensitivity

Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity* in professional work and relationships with patients, organizations and colleagues.

24. Students will demonstrate willingness to examine their own personal values and attitudes.

25. Students will be sensitive to and consider the impact of diversity in their coursework including clinical, core courses and seminars.

26. Students will consider the impact of diversity in the selection and interpretation of assessment techniques.

27. Students will be sensitive and responsive to issues of diversity in treatment.

28. Students will address issues of diversity in conducting and evaluating research.

▼ **Measure:** Internship Evaluation

Details/Description: 100% of students will be rated by internship supervisors as meeting expectations (or exceeding) on items related to cultural competence.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship Evaluation

Summary of Findings: all students met criteria

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Placement Evaluation form

Details/Description: 100% of students will be rated by placement supervisors as meeting expectations on items related to cultural competence.

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement Evaluation form

Summary of Findings: 100% of students rated as meets expectations or above expectations for all items on the end of semester (Spring 2013) placement supervisor evaluation.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Student Evaluation

Details/Description:

Target: A minimum of 90% of students will be rated as meeting expectations on items related to cultural competence.

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student Evaluation

Summary of Findings: 100% of students rated as meeting or exceeded expectations on items related to cultural competence.

Results: Target Achievement: Exceeded

Recommendations :

Reflections/Notes :

2.5. Supervision, consultation, and program development

Students will gain foundational knowledge and skills in supervision, consultation and program development and administration.

29. Demonstrate knowledge of fundamental approaches, techniques and skills of consultation.

30. Demonstrate understanding of key concepts and processes of supervision.

31. Demonstrate basic skills in supervision.

32. Demonstrate knowledge of foundations of program administration and evaluation (e.g., funding and budgeting, personnel management, program development and evaluation, legal issues, and government relation).

▼ **Measure:** Student Evaluation Form: supervision and consultation items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: professionalism items (1st – 4th year), interviewing items (1st – 3rd year), therapy/intervention items, and supervision items (2nd, 3rd year)

Target: Rating of acceptable performance on student evaluation form: supervision and consultation items (4th year)

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Student Evaluation Form: supervision and consultation items

Summary of Findings: all 8 of the 4th year students (100%) were rated as meets or exceeds expectations for items related to supervision and consultation knowledge/skills.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

Goal 3: Prepare graduates to contribute to the field of psychology

3:1: Prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition

▼ **Measure:** Alumni Survey - employment items
Indirect - Survey

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Alumni Survey - employment items

No Findings Added

3:2: To produce graduates who engage in life-long learning.

▼ **Measure:** Alumni Survey - life-long learning items
Indirect - Survey

Details/Description:

Target:

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Alumni Survey - life-long learning items

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

Actions

Action Plan

Outcome

Action Plan

▼ **Action:** Students needing attention

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: All students in the program performed at the expected level in all areas evaluated during the year, with some students performing above the expected level for their year in the program. As expected, a trend was noted such that students were rated somewhat higher in clinical skills in the spring semester versus fall semester, reflecting development of skills over the year. One student earned a grade below B- on a core clinical class not linked to a specific objective. The student was required to repeat the course and did well the 2nd time.

Implementation Plan (timeline): 2013-2014

Key/Responsible Personnel: Program faculty

Measures: Monitor trends and identify students who need attention and bring their performance to expected levels.

Resource Allocations:

Priority: High

◆ Status Report

Action Statuses

Action Plan

Outcome

Action Plan

▼ **Action:** Students needing attention

Action Details: All students in the program performed at the expected level in all areas evaluated during the year, with some students performing above the expected level for their year in the program. As expected, a trend was noted such that students were rated somewhat higher in clinical skills in the spring semester versus fall semester, reflecting development of skills over the year. One student earned a grade below B- on a core clinical class not linked to a specific objective. The student was required to repeat the course and did well the 2nd time.

Implementation Plan (timeline): 2013-2014

Key/Responsible Personnel: Program faculty

Measures: Monitor trends and identify students who need attention and bring their performance to expected levels.

Resource Allocations:

Priority: High

Status for Students needing attention

No Status Added

Status Summary

All students in the program performed at the expected level in all areas evaluated during the year, with some students performing above the expected level for their year in the program. As expected, a trend was noted such that students were rated somewhat higher in clinical skills in the spring semester versus fall semester, reflecting development of skills over the year. One student earned a grade below B- on a core clinical class not linked to a specific objective. The student was required to repeat the course and did well the 2nd time.

Summary of Next Steps

Monitor trends and identify students who need attention and bring their performance to expected levels.

2013-2014 Assessment Cycle

Assessment Plan

Outcomes and Measures

PSD in Clinical Psychology - Outcome Set (Effective 2014-2015)

Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals

1.1 Knowledge of core areas of psychology

Students will acquire knowledge of core areas of psychology

1. Demonstrate knowledge in the broad theoretical and scientific foundations of the field of psychology including biological, cognitive, affective, and social aspects of behavior.

▼ **Measure:** Grades in Core Courses
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Performance on National Exam
Direct - Exam

Details/Description: passing performance (70% of higher) on the national licensure exam required for licensure.

Target: Passing Performance on EPPP

Implementation Plan (timeline):

Responsible Individual(s):

1.2 Scientific methodology and measurement

Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice.

2. Demonstrate knowledge of statistics and research design

▼ **Measure:** Dissertation
Direct - Student Artifact

Details/Description: Successful dissertation proposal defense and final defense

Target: Successful dissertation proposal defense and final defense

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Grades in Research focused courses

Details/Description: Student performance in research sequences which includes Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Masters Portfolio Research Criteria
Direct - Portfolio

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target: faculty endorsement that students has demonstrated proficiency for all 12 research skills

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Ratings on Dissertation Progress
Indirect - Other

Details/Description: Ratings of acceptable performance on student evaluation form (dissertation items)

Target: Rating of meets or exceeds expectations on 9 items in dissertation section of semester evaluation form (completed by dissertation chair).

Implementation Plan (timeline):

Responsible Individual(s):

Goal 2: To produce graduates who are effective and competent clinicians.

2.1 Competence in assessment and diagnosis

Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis.

3. Demonstrate competence relative to stage of training in assessment and diagnosis skills

▼ **Measure:** Grades in Core Clinical Courses
Direct - Other

Details/Description: Student performance in core clinical courses including: Psy 664A, Psy 664B, Psy 664C and Psy 676.

Target: Grade of B- or above

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Internship Supervisor Ratings
Indirect - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment, diagnosis and report writing)

Target: Ratings of average (or meets expectations) to above average (exceeds expectations) on items related to assessment, diagnosis and report writing on internship end of year evaluation.

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Performance on Preliminary Exams
Direct - Other

Details/Description: Student performance on written and oral portions of preliminary exams

Target: all students will pass both written and oral portions of preliminary exam.

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement Supervisor Ratings
Indirect - Other

Details/Description: Ratings of acceptable performance on Placement evaluation (items related to assessment, diagnosis and report writing)

Target: Rating of meets or exceeds expectations on items 1 (Knowledge of assessment and diagnosis) and 15 (overall assessment of performance).

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio (Clinical Skills)
Direct - Portfolio

Details/Description: Portfolio with documentation of Clinical skills.

Target: faculty endorsement confirming student proficiency for 14 specific clinical skills.

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Ratings of Clinical Skills
Indirect - Other

Details/Description: Rating of acceptable performance on student evaluation form (items that cover assessment, Report writing skills)

Target: Rating of meets or exceed on item #13 in Assessment Skills Section (Overall demonstration of knowledge, skill, and competence in assessment and diagnosis).

Implementation Plan (timeline):

Responsible Individual(s):

2.2 Foundatoin of competent intervention

Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues.

4. Demonstrate knowledge of and ability to implement evidence based interventions for a range of disorders.

5. Demonstrate knowledge and ability to evaluate client progress and treatment outcomes.

▼ **Measure:** Internship Supervisor Ratings
Indirect - Other

Details/Description: Ratings of acceptable performance on Internship

Target: Average (e.g., meets expectations) or above average (e.g., exceeds expectations) ratings on internship supervisor evaluation, items pertaining to overall therapy skills, professionalism and evaluating treatment outcomes).

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Performance in Core Clinical Courses
Direct - Other

Details/Description: Student performance in therapy focused clinical core courses (Psy 665A, 665B, 676, COUN666).

Target: Grade of B- or above

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement Supervisor Ratings
Indirect - Other

Details/Description: Ratings of acceptable performance on Placement evaluation form

Target: Rating of meets or exceed expectations on items 2, 4, and 15 (items related to therapy

skills, supervision, and overall clinical skills).

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Portfolio (Clinical Skills)

Details/Description: Portfolio with documentation of Clinical skills.

Target: faculty endorsement of student competence on 14 clinical skills

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Supervisor Ratings

Indirect - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target: Rating of meets or exceed expectations for item #10 under Therapy Skills (Overall knowledge, ability, supporting attitudes and values, and competence in therapy and interventions), and item #7-8 (evaluating client progress)

Implementation Plan (timeline):

Responsible Individual(s):

2.3 Ethical and professional conduct

Students will acquire knowledge, skills and supporting attitudes related to ethical and professional conduct in practice and research

6. Demonstrate knowledge of ethical/professional codes, standards and guidelines.

7. Demonstrate ability to recognize and analyze ethical and legal issues across the range of professional activities.

▼ **Measure:** Internship Supervisor Ratings

Indirect - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (ethics and professional conduct)

Target: Average or above average (meets or exceed expectations) on internship ratings related to ethics and professional conduct.

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement Supervisor Ratings

Indirect - Other

Details/Description: Ratings of acceptable performance on Placement evaluation (ethics and professional conduct)

Target: Rating of meets or exceeds expectations for item #6 (knowledge of ethics and standards) as well as item #11 (overall professionalism).

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Supervisor Ratings

Indirect - Other

Details/Description: Rating of acceptable performance on student evaluation form (ethics and professional conduct)

Target: Rating of meets or exceed expectations for Items #7 (sensitivity to ethical issues in clinical work) and item #14 (overall professionalism) under Professionalism section.

Implementation Plan (timeline):

Responsible Individual(s):

2.4 Cultural sensitivity

Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity* in professional work and relationships with patients, organizations and colleagues.

8. Demonstrate competence in issues related to diversity across professional settings and activities.

▼ **Measure:** Internship Supervisor Ratings
Indirect - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (diversity items)

Target: Average or above average rating (e.g., meets or exceeds expectations) on items related to knowledge of and sensitivity to individual and cultural diversity.

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Performance in Multicultural Counseling class
Direct - Other

Details/Description: Student performance in COUN666 (Multicultural Counseling)

Target: Grade of B- or above in Counseling 666 course.

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Placement Supervisor Ratings
Indirect - Other

Details/Description: Ratings of acceptable performance on Placement evaluation (diversity items)

Target: Rating of meets or exceeds expectations on item #3 (knowledge and sensitivity to individual and cultural differences)

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Supervisor Ratings
Indirect - Other

Details/Description: Rating of acceptable performance on student evaluation form (diversity items)

Target: Rating of meets or exceeds expectations on item #4 under Cultural and Individual Diversity (overall knowledge, skills and sensitivity).

Implementation Plan (timeline):

Responsible Individual(s):

2.5 Supervision and consultation

Students will gain foundational knowledge and skills in supervision, and consultation

9. Demonstrate understanding of key concepts and processes of supervision and consultation.

10. Demonstrate basic

▼ **Measure:** Alumni Rating

Details/Description: Alumni survey administered every 3 years

Target: rating of adequately prepared or higher on items pertaining to supervision and consultation.

Implementation Plan (timeline):

Responsible Individual(s):

skills in supervision.

▼ **Measure:** Internship Supervisor Ratings
Indirect - Other

Details/Description: Ratings of acceptable performance on Internship evaluation form (consultation, provision of supervision)

Target: Average or above average ratings on internship evaluation form on items related to supervision and/or consultation (if included on internship evaluation).

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Performance in Supervision/Consultation Coursework
Direct - Other

Details/Description: Student performance in Psy 671 (Supervision) and Psy 677 (Consultation)

Target: grade of B- or higher in Psy 671 and Psy 677.

Implementation Plan (timeline):

Responsible Individual(s):

▼ **Measure:** Supervisor Ratings
Indirect - Other

Details/Description: Rating of acceptable performance on student evaluation form (consultation, provision of supervision)

Target: Ratings of meets or exceeds on items #4 (overall knowledge and competency in supervision) and item #11 (overall knowledge and competency in consultation) under Supervision/Consultation section.

Implementation Plan (timeline):

Responsible Individual(s):

Goal 3: To prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition

3.1 Produce practicing psychologists and contributors to the profession

To produce graduates who identify as practicing psychologists and contribute to the profession.

- 11. Graduates will have knowledge and skills needed for professional practice.
- 12. Graduate will contribute to the field through professional activities.

▼ **Measure:** Alumni Rating
Direct - Other

Details/Description: Alumni rating or preparedness to practice psychology and involvement in professional activities.

Target: Ratings of agree or strongly agree on Alumni Survey (#9-10: how well prepared; #11 professional activities)

Implementation Plan (timeline):

Responsible Individual(s):

3.2 Graduates engage in life-long learning

To produce graduates who engage in life-long learning.

- 13. Graduates will

▼ **Measure:** Alumni Rating
Direct - Other

Details/Description: Alumni survey given every 3 years.

Target: Alumni rating of agree or strongly agree on the following items (#9, lifelong consumer of

demonstrate commitment to continued professional developmental in order to remain current in their selected area of expertise

lit; #11:continuing ed; #12 resources to stay current)

Implementation Plan (timeline):

Responsible Individual(s):

Assessment Findings

Finding per Measure

PSD in Clinical Psychology - Outcome Set (Effective 2014-2015)

Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals

1.1 Knowledge of core areas of psychology

Students will acquire knowledge of core areas of psychology

1. Demonstrate knowledge in the broad theoretical and scientific foundations of the field of psychology including biological, cognitive, affective, and social aspects of behavior.

▼ **Measure:** Grades in Core Courses
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades in Core Courses

Summary of Findings: 100% of students met goal

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Performance on National Exam
Direct - Exam

Details/Description: passing performance (70% of higher) on the national licensure exam required for licensure.

Target: Passing Performance on EPPP

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Performance on National Exam

Summary of Findings: all areas higher than average as compared to other university based PsyD programs (peer institutions) (73% for Research/Stats to 84% for Tx/intervention. EPPP scores through July 2012: 95% pass (n = 40)

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

1.2 Scientific methodology and measurement

Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice.

2. Demonstrate knowledge of statistics and research design

▼ **Measure:** Dissertation Direct - Student Artifact

Details/Description: Successful dissertation proposal defense and final defense

Target: Successful dissertation proposal defense and final defense

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Dissertation

Summary of Findings: 8/8 4th year students defended proposal successfully.

5//8 5th year students (internship year) successfully defended dissertation and graduated in August of 2014. One 7th year student defended dissertation successfully in 2013 and graduated in August 2014 after completing internship.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Grades in Research focused courses

Details/Description: Student performance in research sequences which includes Psy 602, 604, 680 and 799

Target: Grade of B- or higher

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades in Research focused courses

Summary of Findings: 100% of students met goal

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Masters Portfolio Research Criteria Direct - Portfolio

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target: faculty endorsement that students has demonstrated proficiency for all 12 research skills

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Masters Portfolio Research Criteria

Summary of Findings: 100% of 2nd year student portfolios endorsed by faculty

Results: Target Achievement: Met

Recommendations :
Reflections/Notes :

▼ **Measure:** Ratings on Dissertation Progress
Indirect - Other

Details/Description: Ratings of acceptable performance on student evaluation form (dissertation items)

Target: Rating of meets or exceeds expectations on 9 items in dissertation section of semester evaluation form (completed by dissertation chair).

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Ratings on Dissertation Progress

Summary of Findings: Two 3rd yr and One 4th yr rated exceeds, 1 rated "needs improvement" on dissertation progress.

Results: Target Achievement: Met

Recommendations : majority of students have data collected and analyzed before leaving for internship. Those that leave for internship before submitting a draft or results and/or discussion are more at risk for ABD status. Continue to strongly encourage students to submit a draft of full dissertation before starting internship, when possible.

Reflections/Notes : Developing expectations for Psy 799: dissertation in Fall 2014, to specify that students enrolled in Psy 799 while off campus must submit at least one draft of a portion of dissertation and maintain regular communication with dissertation advisor.

Goal 2: To produce graduates who are effective and competent clinicians.

2.1 Competence in assessment and diagnosis

Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis.

3. Demonstrate competence relative to stage of training in assessment and diagnosis skills

▼ **Measure:** Grades in Core Clinical Courses
Direct - Other

Details/Description: Student performance in core clinical courses including: Psy 664A, Psy 664B, Psy 664C and Psy 676.

Target: Grade of B- or above

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Grades in Core Clinical Courses

Summary of Findings: 100% of students met goal

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Internship Supervisor Ratings
Indirect - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (items related to assessment, diagnosis and report writing)

Target: Ratings of average (or meets expectations) to above average (exceeds expectations) on items related to assessment, diagnosis and report writing on internship end of year evaluation.

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship Supervisor Ratings

Summary of Findings: Mid-year internship evaluation, 80% of students rated as meeting or exceeds expectations for items related to asm, dx and report writing. 2 students rated as "needs improvement" One of students was rated as needs improvement in regard to completing reports in a timely manner (qualify ot reports was good).

Both students were rated as meeting expectations for assessment skills by the final internship evaluation.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Performance on Preliminary Exams

Direct - Other

Details/Description: Student performance on written and oral portions of preliminary exams

Target: all students will pass both written and oral portions of preliminary exam.

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Performance on Preliminary Exams

Summary of Findings: 8/8 students passed oral and written portions of preliminary exam.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Placement Supervisor Ratings

Indirect - Other

Details/Description: Ratings of acceptable performance on Placement evaluation (items related to assessment, diagnosis and report writing)

Target: Rating of meets or exceeds expectations on items 1 (Knowledge of assessmetn and diagnosis) and 15 (overall assessment of performance).

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement Supervisor Ratings

Summary of Findings: 100% of students on placement rated as meets or exceed expectations

in all areas.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Portfolio (Clinical Skills)

Direct - Portfolio

Details/Description: Portfolio with documentation of Clinical skills.

Target: faculty endorsement confirming student proficiency for 14 specific clinical skills.

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio (Clinical Skills)

Summary of Findings: 100% of 2nd year student portfolio's endorsed by faculty

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Ratings of Clinical Skills

Indirect - Other

Details/Description: Rating of acceptable performance on student evaluation form (items that cover assessment, Report writing skills)

Target: Rating of meets or exceed on item #13 in Assessment Skills Section (Overall demonstration of knowledge, skill, and competence in assessment and diagnosis).

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Ratings of Clinical Skills

Summary of Findings: One 2nd year student and one 1st year student rated as "needs improvement" in Asm/Dx skills. Remaining 21 students rated as meeting or exceeding expectations on items pertaining to assessment skills.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : 2nd year student rated as needs improvement was placed on remediation and provided intensive clinical supervision over the summer of 2014. 1st year student will be monitored in regard to development of writing skills, assessmetn skills during 2nd year of the program.

2.2 Foundatoin of competent intervention

Students will gain knowledge, ability and

▼ **Measure:** Internship Supervisor Ratings

Indirect - Other

supporting attitudes to treat a range of mental health and adjustment issues.

4. Demonstrate knowledge of and ability to implement evidence based interventions for a range of disorders.

5. Demonstrate knowledge and ability to evaluate client progress and treatment outcomes.

Details/Description: Ratings of acceptable performance on Internship

Target: Average (e.g., meets expectations) or above average (e.g., exceeds expectations) ratings on internship supervisor evaluation, items pertaining to overall therapy skills, professionalism and evaluating treatment outcomes).

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship Supervisor Ratings

Summary of Findings: Mid Year internship evaluation, 100% rated as meets or exceeds expectations for items related to therapy, supv, professionalism.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Performance in Core Clinical Courses

Direct - Other

Details/Description: Student performance in therapy focused clinical core courses (Psy 665A, 665B, 676, COUN666).

Target: Grade of B- or above

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Performance in Core Clinical Courses

Summary of Findings: 100% of students met this goal.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Placement Supervisor Ratings

Indirect - Other

Details/Description: Ratings of acceptable performance on Placement evaluation form

Target: Rating of meets or exceed expectations on items 2, 4, and 15 (items related to therapy skills, supervision, and overall clinical skills).

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement Supervisor Ratings

Summary of Findings:

All students on placement rated as meeting or exceeding expectations and Approx 50% of 3 & 4th year exceed in professionalism

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Portfolio (Clinical Skills)

Details/Description: Portfolio with documentation of Clinical skills.

Target: faculty endorsement of student competence on 14 clinical skills

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Portfolio (Clinical Skills)

Summary of Findings: 100% of 2nd year student portfolio's endorsed by faculty

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Supervisor Ratings

Indirect - Other

Details/Description: Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism)

Target: Rating of meets or exceed expectations for item #10 under Therapy Skills (Overall knowledge, ability, supporting attitudes and values, and competence in therapy and interventions),and item #7-8(evaluating client progress)

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Supervisor Ratings

Summary of Findings: 13/14 students enrolled in Psy 696 were rated as meeting or exceeding expectations in regard to therapy skills. One student was rated as "needs improvement."

Results: Target Achievement: Met

Recommendations :

Reflections/Notes : Student rated as needs improvement was placed on remediation and provided with additional supervision over the summer. Student rated as meeting expectations in most areas by the end of Summer 2014.

2.3 Ethical and professional conduct

Students will acquire knowledge, skills and supporting attitudes related to ethical and professional conduct in practice and research

6. Demonstrate knowledge of ethical/professional

▼ **Measure:** Internship Supervisor Ratings

Indirect - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (ethics and professional conduct)

Target: Average or above average (meets or exceed expectations) on internship ratings related to ethics and professional conduct.

Implementation Plan (timeline):

codes, standards and guidelines.
7. Demonstrate ability to recognize and analyze ethical and legal issues across the range of professional activities.

Responsible Individual(s):

Findings for Internship Supervisor Ratings

Summary of Findings: 100% of students met this goal

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Placement Supervisor Ratings

Indirect - Other

Details/Description: Ratings of acceptable performance on Placement evaluation (ethics and professional conduct)

Target: Rating of meets or exceeds expectations for item #6 (knowledge of ethics and standards) as well as item #11 (overall professionalism).

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement Supervisor Ratings

Summary of Findings: 100% of students rated as meeting or exceeding on items related to therapy skills.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Supervisor Ratings

Indirect - Other

Details/Description: Rating of acceptable performance on student evaluation form (ethics and professional conduct)

Target: Rating of meets or exceed expectations for Items #7 (sensitivity to ethical issues in clinical work) and item #14 (overall professionalism) under Professionalism section.

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Supervisor Ratings

Summary of Findings: 100% meet or exceed

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

2.4 Cultural sensitivity

Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity* in professional work and relationships with patients, organizations and colleagues.

8. Demonstrate competence in issues related to diversity across professional settings and activities.

▼ **Measure:** Internship Supervisor Ratings Indirect - Other

Details/Description: Ratings of acceptable performance on Internship evaluation (diversity items)

Target: Average or above average rating (e.g., meets or exceeds expectations) on items related to knowledge of and sensitivity to individual and cultural diversity.

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship Supervisor Ratings

Summary of Findings: 100% meet or exceed expectations on items related to diversity

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Performance in Multicultural Counseling class Direct - Other

Details/Description: Student performance in COUN666 (Multicultural Counseling)

Target: Grade of B- or above in Counseling 666 course.

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Performance in Multicultural Counseling class

Summary of Findings: 100% of students met this goal

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Placement Supervisor Ratings Indirect - Other

Details/Description: Ratings of acceptable performance on Placement evaluation (diversity items)

Target: Rating of meets or exceeds expectations on item #3 (knowledge and sensitivity to individual and cultural differences)

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Placement Supervisor Ratings

Summary of Findings: 100% meet or exceed expectations on items related to diversity.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Supervisor Ratings

Indirect - Other

Details/Description: Rating of acceptable performance on student evaluation form (diversity items)

Target: Rating of meets or exceeds expectations on item #4 under Cultural and Individual Diversity (overall knowledge, skills and sensitivity).

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Supervisor Ratings

Summary of Findings: 100% of students meet or exceed expectations on items related to diversity

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

2.5 Supervision and consultation

Students will gain foundational knowledge and skills in supervision, and consultation

9. Demonstrate understanding of key concepts and processes of supervision and consultation.

10. Demonstrate basic skills in supervision.

▼ **Measure:** Alumni Rating

Details/Description: Alumni survey administered every 3 years

Target: rating of adequately prepared or higher on items pertaining to supervision and consultation.

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Alumni Rating

Summary of Findings: No updated alumni survey information from 2013-2014.

Recommendations :

Reflections/Notes : Alumni survey will be administered in Summer of 2014.

▼ **Measure:** Internship Supervisor Ratings

Indirect - Other

Details/Description: Ratings of acceptable performance on Internship evaluation form (consultation, provision of supervision)

Target: Average or above average ratings on internship evaluation form on items related to supervision and/or consultation (if included on internship evaluation).

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Internship Supervisor Ratings

Summary of Findings: Information on supervision not included on internship evals

Recommendations :

Reflections/Notes :

▼ **Measure:** Performance in Supervision/Consultation Coursework
Direct - Other

Details/Description: Student performance in Psy 671 (Supervision) and Psy 677 (Consultation)

Target: grade of B- or higher in Psy 671 and Psy 677.

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Performance in Supervision/Consultation Coursework

Summary of Findings: 100% of students met this goal

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Supervisor Ratings
Indirect - Other

Details/Description: Rating of acceptable performance on student evaluation form (consultation, provision of supervision)

Target: Ratings of meets or exceeds on items #4 (overall knowledge and competency in supervision) and item #11 (overall knowledge and competency in consultation) under Supervision/Consultation section.

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Supervisor Ratings

Summary of Findings: 100% of students met this goal

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

Goal 3: To prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition

3.1 Produce practicing psychologists and contributors to the

▼ **Measure:** Alumni Rating
Direct - Other

profession

To produce graduates who identify as practicing psychologists and contribute to the profession.

- 11. Graduates will have knowledge and skills needed for professional practice.
- 12. Graduate will contribute to the field through professional activities.

Details/Description: Alumni rating or preparedness to practice psychology and involvement in professional activities.

Target: Ratings of agree or strongly agree on Alumni Survey (#9-10: how well prepared; #11 professional activities)

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Alumni Rating

Summary of Findings: Alumni survey not administered in 2013-2014

Recommendations :

Reflections/Notes : Alumni survey will be administered in Summer of 2014.

3.2 Graduates engage in life-long learning

To produce graduates who engage in life-long learning.

- 13. Graduates will demonstrate commitment to continued professional developmental in order to remain current in their selected area of expertise

▼ **Measure:** Alumni Rating
Direct - Other

Details/Description: Alumni survey given every 3 years.

Target: Alumni rating of agree or strongly agree on the following items (#9, lifelong consumer of lit; #11: continuing ed; #12 resources to stay current)

Implementation Plan (timeline):

Responsible Individual(s):

Findings for Alumni Rating

Summary of Findings: No new alumni survey information in 2013-2014

Recommendations :

Reflections/Notes : Alumni survey will be administered in Summer of 2014.

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Actions

Action Plan

Outcome

Action Plan

▼ Action: Goals are largely being met

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: All students in the program performed at the expected level in all areas evaluated by the end of the summer 2014 session. Two students on internship were rated as needs improvement in assessment skills (and one in therapy skills) in the mid-year evaluation, however both students on internship were rated as meeting or exceeding expectations (in both therapy and assessment) by the end of the internship year. Likewise, one student was rated below expectations in therapy and assessment skills at the end of the Spring 2014 semester, however he was provided with more intensive supervision (and put on remediation) and improved his skills to the "meets expectation" range by the end of the Summer II session.

Implementation Plan (timeline): Continue to monitor and provide remediation for students rated below expectations in any area. Examine training in assessment skills, particularly in terms of assessment training during practicum and placement, to determine if students across different supervisors and different placement have similar opportunity for gaining assessment experience.

Key/Responsible Personnel: DCT

Measures: examine range of assessment hours via Titanium and student report of assessment hours on placement (via Time2Track of MyPsychTrack).

Resource Allocations:

Priority: Medium

▼ Action: Students needing attention

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action Details: All students in the program performed at the expected level in all areas evaluated during the year, with some students performing above the expected level for their year in the program. As expected, a trend was noted such that students were rated somewhat higher in clinical skills in the spring semester versus fall semester, reflecting development of skills over the year. One student earned a grade below B- on a core clinical class not linked to a specific objective. The student was required to repeat the course and did well the 2nd time.

Implementation Plan (timeline): 2013-2014

Key/Responsible Personnel: Program faculty

Measures: Monitor trends and identify students who need attention and bring their performance to expected levels.

Resource Allocations:

Priority: High

◆ Status Report

Action Statuses

Action Plan

Outcome

Action Plan

▼ Action: Goals are largely being met

Action Details: All students in the program performed at the expected level in all areas evaluated by the end of the summer 2014 session. Two students on internship were rated as needs improvement in assessment skills (and one in therapy skills) in the mid-year evaluation, however both students on internship were rated as meeting or exceeding expectations (in both therapy and assessment) by the end of the internship year. Likewise, one student was rated below expectations in therapy and assessment skills at the end of the Spring 2014 semester, however he was provided with more intensive supervision (and put on remediation) and improved his skills to the "meets expectation" range by the end of the Summer II session.

Implementation Plan (timeline): Continue to monitor and provide remediation for students rated below expectations in any area. Examine training in assessment skills, particularly in terms of assessment training during practicum and placement, to determine if students across different supervisors and different placement have similar opportunity for gaining assessment experience.

Key/Responsible Personnel: DCT

Measures: examine range of assessment hours via Titanium and student report of assessment hours on placement (via Time2Track of MyPsychTrack).

Resource Allocations:

Priority: Medium

Status for Goals are largely being met

No Status Added

▼ Action: Students needing attention

Action Details: All students in the program performed at the expected level in all areas evaluated during the year, with some students performing above the expected level for their year in the program. As expected, a trend was noted such that students were rated somewhat higher in clinical skills in the spring semester versus fall semester, reflecting development of skills over the year. One student earned a grade below B- on a core clinical class not linked to a specific objective. The student was required to repeat the course and did well the 2nd time.

Implementation Plan (timeline): 2013-2014

Key/Responsible Personnel: Program faculty

Measures: Monitor trends and identify students who need attention and bring their performance to expected levels.

Resource Allocations:

Priority: High

Status for Students needing attention

No Status Added

Status Summary

All students in the program performed at the expected level in all areas evaluated during the year, with some students performing above the expected level for their year in the program. As expected, a trend was noted such that students were rated somewhat higher in clinical skills in the spring semester versus fall semester, reflecting development of skills over the year. One student earned a grade below B- on a core clinical class not linked to a

specific objective. The student was required to repeat the course and did well the 2nd time.

Summary of Next Steps

No text specified

2014-2015 Assessment Cycle

Assessment Plan

Outcomes and Measures

Retired PSD in Clinical Psychology - Outcome Set (Revised Dec. 2012)

Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals

1:1 Knowledge of core areas of psychology

Students will acquire knowledge of core areas of psychology, with particular emphasis on those areas which form the foundation of clinical practice.

1. Biological Bases of Behavior
2. Social Basis of Behavior
3. Cognitive/Affective Aspects of Behavior
4. Knowledge of history and systems
5. Human development and individual differences

▼ Measure: Grades Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: 100% of student will obtain a grade of B- or higher

Implementation Plan (timeline): student academic performance is evaluated at the end of each semester. DCT summarizes info for fall/spring semester in May.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

▼ Measure: Passing performance on EPPP Direct - Other

Details/Description: EPPP is national exam required for licensure in Psychology.

Target: 70% average (correct responses) or higher on Biological, Cognitive-Affective, Social and Developmental Domains of EPPP.
(information obtained from EPPP Aggregate Data, compiled by ASPPB)

Implementation Plan (timeline): DCT examines performance of ny recent graduates who have taken EPPP in May of each year.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

1:2 Scientific methodology and measurement

Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice.

6. Statistical analysis and research design
7. Evaluate strengths and weaknesses of alternative research designs.
8. Design and conduct a dissertation.
9. Apply knowledge of statistical analysis and research methodology to

▼ Measure: Dissertation Direct - Student Artifact

Details/Description: Successful dissertation proposal defense and final defense

Target: All students (100%) will successfully defend (i.e., committee members all approve) dissertation proposal and final dissertation.

Implementation Plan (timeline): DCT receives feedback from dissertation chair at the end of each semester during student evaluation meeting (December and May).

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

▼ Measure: Grades Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

the evaluation of research in clinical and core areas of psychology.

Target: 100% of students will obtain a grade of B- or higher

Implementation Plan (timeline): Faculty provide feedback via student evaluation form, at the end of each semester, regarding any academic concerns.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Student Evaluation Forms.docx (Word Document (Open XML)) (See appendix)

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target: Faculty endorsement for all students (100%) for each of the 12 research skills confirming student proficiency in each area.

Implementation Plan (timeline): Portfolio is submitted by 2nd year students in March or April, faculty endorsement is completed by end of April.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Masters Portfolio checklist (Word Document (Open XML)) (See appendix)

▼ **Measure:** Student Evaluation Form - dissertation progress items
Direct - Student Artifact

Details/Description: Rating of acceptable performance on student evaluation form: dissertation items (3rd, 4th year)

Target: At least 90% of students will be rated as meets or exceeds expectations on items pertaining to dissertation.

Implementation Plan (timeline): ratings on student evaluation form are discussed by clinical faculty at the end of each semester.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Semester Evaluation Form (Word Document (Open XML)) (See appendix)

Goal 2: To produce graduates who are effective and competent clinicians.

2.1 Competence in Assessment and Diagnosis

Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis.

10. Demonstrate proficiency in diagnostic interviewing, psychosocial interview (adult and child) and mental status examination.

11a. Demonstrate proficiency in ability to administer, score and interpret cognitive and achievement tests.

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: 100% of students will receive a Grade of B- or higher

Implementation Plan (timeline): Student academic progress is evaluated at the end of each semester.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on internship evaluation for items pertaining to assessment, diagnosis and report writing.

11b: Demonstrate proficiency in ability to administer, score and interpret personality assessments.

12. Demonstrate ability to appropriately apply diagnostic criteria.

13. Demonstrate proficiency in ability to integrate assessment findings into a coherent report with appropriate recommendations.

Target: 100% of students will be rated as meeting or exceeding expectations in regard to assessment, diagnosis and report writing skills in the final internship evaluation.

Implementation Plan (timeline): DCT reviews mid-year internship evaluations in Jan or February and report to clinical faculty in May Assessment meeting. End of year evaluations are received in August or Sept.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

-  Mid-Year Internship Evaluation (Word Document (Open XML)) (See appendix)
Example of de-identified mid-year internship evaluation (each internship has their own rating form)

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target: At least 90% of students will be rated as meets or exceeds expectations on items related to assessment, diagnosis, and report writing.

Implementation Plan (timeline): ratings from placement supervisors are evaluated at the end of each semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

-  Placement Progress report (Word Document (Open XML)) (See appendix)
completed by external placement supervisor

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12 Clinical skills.

Target: Faculty endorsement for all students (100%) for all 12 clinical skills.

Implementation Plan (timeline): Portfolio reviewed by clinical faculty during May student evaluation meeting

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

-  Masters Portfolio Checklist.docx (Word Document (Open XML)) (See appendix)

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target: 100% of student will demonstrate passing performance on preliminary written and oral exams.

Implementation Plan (timeline): Prelims given in August/September

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

-  Prelim Performance Form June 15.docx (Word Document (Open XML)) (See appendix)
Form used to rate student performance on oral preliminary exam, summary of all prelim performance

▼ **Measure:** Student Evaluation Form - assessment items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: assessment items (1st - 3rd year)

Target: At least 90% of students will receive a rating of meets or exceeds expectations on overall assessment/diagnosis skills on student evaluation form.

Implementation Plan (timeline): Student Evaluation forms reviewed in December and May

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Student Evaluation Forms.docx (Word Document (Open XML)) (See appendix)

2.2 Foundation of competent intervention

Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues.

15. Use effective listening and communication skills to develop an effective therapeutic relationship.

16. Implement and evaluate outcome for at least three evidence based interventions.

17. Appropriately use consultants and adjunctive services.

18. Appropriately seek and participate in clinical supervision.

▼ Measure: Grades Direct - Other

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: 100% of student will receive a grade of B- or higher

Implementation Plan (timeline): Student academic performance is evaluated at the end of each semester.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

▼ Measure: Internship evaluation Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: professionalism items (1st - 4th year), interviewing items (1st - 3rd year), therapy/intervention items, and supervision items (2nd, 3rd year)

Target: At least 90% of students will be rated as meets or exceeds expectations on items pertaining to intervention skills

Implementation Plan (timeline): DCT reviews Internship evaluations in Jan/Feb and again in Aug/Sept and shares info with clinical faculty

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

▼ Measure: Placement supervisor evaluation Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target: At least 90% of student will be rated as meets or exceeds expectations on overall intervention skills on Student Evaluation form

Implementation Plan (timeline): student evaluation form reviewed at the end of each semester.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Student Evaluation Forms.docx (Word Document (Open XML)) (See appendix)

▼ Measure: Portfolio Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12 Clinical skills.

Target: Faculty documentation for all students (100%) for all 12 clinical skills.

Implementation Plan (timeline): Portfolio reviewed in May

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target: 100% of students will demonstrate passing performance on written and oral preliminary exam

Implementation Plan (timeline): Fall semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

▼ **Measure:** Student Evaluation Form - intervention items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: intervention items (2nd, 3rd year)

Target: At least 90% of students will be rated as meets or exceeds expectations on items pertaining to therapy interventions and evaluating outcomes

Implementation Plan (timeline): end of fall and spring semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

2.3. Ethical and professional conduct

Students will acquire knowledge, ability and associated attitudes and values related to ethical and professional conduct in practice and research.

19. Demonstrate knowledge of ethical/professional codes, standards and guidelines.

20. Demonstrate knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.

21. Demonstrate ability to recognize and analyze ethical and legal issues across the range of professional activities.

22. Demonstrate commitment to professional and ethical practice in clinical activities, including accurate and timely record keeping.

23. Ability to seek & use resources that promote health
Demonstrate ability to seek and use resources that support and maintain healthy functioning and management of personal distress.

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663 and Psy 615

Target: 100% of student will receive a grade of B- or above in Psy 663 and Psy 615

Implementation Plan (timeline): academic progress evaluated at the end of each semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

▼ **Measure:** Internship Evaluation- Ethics and Professional Conduct
Indirect - Other

Details/Description: Internship supervisor ratings on items pertaining to ethics or professional conduct

Target: At least 90% of students will be rated as meets or exceeds expectations on items pertaining to ethics or professional conduct

Implementation Plan (timeline): Jan/Feb and Aug/Sept

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

▼ **Measure:** Placement Progress Report- Ethics items
Indirect - Other

Details/Description: Ratings of acceptable performance on Placement Evaluation

Target: At least 90% of students will be rated as meets or exceeds expectations for knowledge of ethics and professional standards

Implementation Plan (timeline): end of each semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

▼ **Measure:** Preliminary Exam--Ethics Case Study
Direct - Exam

Details/Description: Student performance on ethics case study administered as part of oral preliminary exam
Target: 100% of students will demonstrate passing performance on ethics case study (defined as 2.5 mean or above)
Implementation Plan (timeline): fall semester
Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin
Supporting Attachments:
 Prelim Performance Form June 15.docx (Word Document (Open XML)) (See appendix)

▼ **Measure:** Preliminary Exam--Ethics Case Study
Direct - Exam

Details/Description: Student performance on ethics case study administered as part of oral preliminary exam
Target: passing performance (defined as 2.5 mean or above)
Implementation Plan (timeline): fall semester
Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin
Supporting Attachments:
 Prelim Performance Form June 15.docx (Word Document (Open XML)) (See appendix)

▼ **Measure:** Student Evaluation Form: diversity items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: diversity items (1st - 3rd year)
Target: meets or exceeds ratings for overall professionalism
Implementation Plan (timeline): end of each semester
Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

2.4 Cultural Sensitivity

Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity* in professional work and relationships with patients, organizations and colleagues.

24. Students will demonstrate willingness to examine their own personal values and attitudes.

25. Students will be sensitive to and consider the impact of diversity in their coursework including clinical, core courses and seminars.

26. Students will consider the impact of diversity in the selection and interpretation of assessment techniques.

27. Students will be

▼ **Measure:** Grades in courses with diversity focus

Details/Description: grade of B- or above in courses with diversity focus (Coun 666, Psy 668, Psy 665A, Psy 663).
Target: grade of B- or higher
Implementation Plan (timeline): academic performance evaluated at the end of each semester
Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

▼ **Measure:** Internship Evaluation
Indirect - Other

Details/Description: Internship supervisor ratings on items pertaining to cultural competence
Target: All students (100%) will be rated as meeting or exceeding expectations by the end of the internship year
Implementation Plan (timeline): Aug/Sept
Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

▼ **Measure:** Placement Evaluation form
Direct - Other

sensitive and responsive to issues of diversity in treatment.

28. Students will address issues of diversity in conducting and evaluating research.

Details/Description: Ratings of acceptable performance on Placement Progress Report, completed by external supervisor

Target: 100% of student will be rated as meets or exceeds expectations for items assessing knowledge/sensitivity to individual differences.

Implementation Plan (timeline): end of each semester

Responsible Individual(s): Liz O'Laughlin, Director of Clinical Training

▼ **Measure:** Student Evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Student Evaluation Form, items related to cultural and individual diversity

Target: A minimum of 90% of students will be rated as meeting or exceeding expectations on items related to cultural competence.

Implementation Plan (timeline): end of each semester

Responsible Individual(s): Liz O'Laughlin, Director of Clinical Training

2.5. Supervision, consultation, and program development

Students will gain foundational knowledge and skills in supervision, consultation and program development and administration.

29. Demonstrate knowledge of fundamental approaches, techniques and skills of consultation.

30. Demonstrate understanding of key concepts and processes of supervision.

31. Demonstrate basic skills in supervision.

32. Demonstrate knowledge of foundations of program administration and evaluation (e.g., funding and budgeting, personnel management, program development and evaluation, legal issues, and government relation).

▼ **Measure:** Grade in Supervision/Consultation Course
Direct - Other

Details/Description: Grade of B- or above in Psy 671: Supervision/Consultation course.

Target: 100% of student will achieve a grade of B- or above in Psy 671.

Implementation Plan (timeline): grades are evaluated at the end of each semester

Responsible Individual(s): Liz O'Laughlin, Director of Clinical Training

▼ **Measure:** Internship Evaluation- Supervision and Consultation Skills
Indirect - Other

Details/Description: Ratings from Internship Supervisor on Supervision and/or Consultation Skills

Target: At least 90% of students will be rated as meeting or exceeding expectations in regard to Supervision and Consultation skills.

Implementation Plan (timeline): Aug/Sept

Responsible Individual(s): Liz O'Laughlin, Director of Clinical Training

▼ **Measure:** Student Evaluation Form: supervision and consultation items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: -items pertaining to supervision and consultation

Target: At least 90% of students will be rated as meets or exceeds expectations on items pertaining to supervision and consultation knowledge and skills.

Implementation Plan (timeline): end of fall and spring semester

Responsible Individual(s): Liz O'Laughlin, Director of Clinical Training

Goal 3: Prepare graduates to contribute to the field of psychology

3:1: Prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition

▼ **Measure:** Alumni Survey - involvement in professional activities
Indirect - Survey

Details/Description: Responses from alumni on Alumni Survey, items assessing involvement in professional activities.

Target: At least 80% of Alumni Survey respondents will report involvement in a range of professional activities (>1).

Implementation Plan (timeline): Administered every three years in June. Last administered in June of 2015.

Responsible Individual(s): Liz O'Laughlin, Director of Training

▼ **Measure:** Performance on EPPP (National Licensure Exam)
Direct - Exam

Details/Description: Student performance on EPPP National Licensure exam

Target: 90% of more of graduates (within 7 years) will obtain a passing score on the EPPP.

Implementation Plan (timeline): annual in May

Responsible Individual(s): Liz O'Laughlin, Director of Training

3:2: To produce graduates who engage in life-long learning.

▼ **Measure:** Alumni Survey - life-long learning items
Indirect - Survey

Details/Description: Alumni response to items on Alumni Survey regarding use of resources for staying current in the field

Target: At least 80% of Alumni will report use of 1 or more resources for staying current in the field.

Implementation Plan (timeline): Alumni Survey administered every 3 years in June, last given in June of 2015.

Responsible Individual(s): Liz O'Laughlin, Director of Training
Liz O'Laughlin, Director of Training

 **Assessment Findings**

Finding per Measure

Retired PSD in Clinical Psychology - Outcome Set (Revised Dec. 2012)

Goal 1: To produce professional psychologists who understand and apply scientific knowledge and principals

1:1 Knowledge of core areas of psychology

Students will acquire knowledge of core areas of psychology, with particular emphasis on those areas which form the foundation of clinical practice.

1. Biological Bases of Behavior
2. Social Basis of Behavior
3. Cognitive/Affective

▼ **Measure:** Grades
Direct - Other

Details/Description: Grades in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621

Target: 100% of student will obtain a grade of B- or higher

Implementation Plan (timeline): student academic performance is evaluated at the end of each semester. DCT summarizes info for fall/spring semester in May.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Aspects of Behavior
4: Knowledge of history
and systems
5: Human development
and individual differences

Findings for Grades

Summary of Findings: 100% of student obtained a grade of B- or higher.

Results: Target Achievement: Met

Recommendations : no recommendations

Reflections/Notes :

▼ **Measure:** Passing performance on EPPP Direct - Other

Details/Description: EPPP is national exam required for licensure in Psychology.

Target: 70% average (correct responses) or higher on Biological, Cognitive-Affective, Social and Developmental Domains of EPPP.
(information obtained from EPPP Aggregate Data, compiled by ASPPB)

Implementation Plan (timeline): DCT examines performance of ny recent graduates who have taken EPPP in May of each year.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Findings for Passing performance on EPPP

Summary of Findings: mean of 40 program graduates taking EPPP between 2007-2012 was 80% for Biological Bases, 80% for Cognitive-Affective Bases and 77% for Social and Cultural domain of EPPP, 74% for Growth and Development.

thus data support 70% of higher performance on relevant domains of EPPP.

Results: Target Achievement: Met

Recommendations : no recommendations

Reflections/Notes : mean highest for Biological bases (80%) and Cognitive Affective Bases (80%) and lowest for Growth and Deveopment (74%). Social and Cultural Domain average for N= 40 students was 77%n (EPPP Aggregate Data 2007-2012)

1:2 Scientific methodology and measurement

Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice.

6. Statistical analysis and research design
7. Evaluate strengths and weaknesses of alternative research designs.
- 8: Design and conduct a dissertation.
9. Apply knowledge of statistical analysis and research methodology to the evaluation of research in clinical and core areas of psychology.

▼ **Measure:** Dissertation Direct - Student Artifact

Details/Description: Successful dissertation proposal defense and final defense

Target: All students (100%) will successfully defend (i.e., committee members all approve) dissertation proposal and final dissertation.

Implementation Plan (timeline): DCT receives feedback from dissertation chair at the end of each semester during student evaluation meeting (December and May).

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Findings for Dissertation

Summary of Findings: 6/6 of the 4th year students successfully defended their dissertation proposals. In addition 4/6 defended their final dissertation prior to leaving for internship.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ **Measure:** Grades
Direct - Other

Details/Description: Student grades in Psy 602, 604, 680 and 799

Target: 100% of students will obtain a grade of B- or higher

Implementation Plan (timeline): Faculty provide feedback via student evaluation form, at the end of each semester, regarding any academic concerns.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Student Evaluation Forms.docx (Word Document (Open XML)) (See appendix)

Findings for Grades

Summary of Findings: 100% of students obtained grades of B- or better

Results: Target Achievement: Met

Recommendations : no recommendations

Reflections/Notes :

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12 Research skills.

Target: Faculty endorsement for all students (100%) for each of the 12 research skills confirming student proficiency in each area.

Implementation Plan (timeline): Portfolio is submitted by 2nd year students in March or April, faculty endorsement is completed by end of April.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Masters Portfiolo checklist (Word Document (Open XML)) (See appendix)

Findings for Portfolio

Summary of Findings: 9/9 2nd year students received faculty endorsement confirming adequate demonstrate of all 12 clinical skills required in portfolio

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ **Measure:** Student Evaluation Form - dissertation progress items
Direct - Student Artifact

Details/Description: Rating of acceptable performance on student evaluation form: dissertation items (3rd, 4th year)

Target: At least 90% of students will be rated as meets or exceeds expectations on items pertaining to dissertation.

Implementation Plan (timeline): ratings on student evaluation form are discussed by clinical faculty at the end of each semester.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Semester Evaluation Form (Word Document (Open XML)) (See appendix)

Findings for Student Evaluation Form - dissertation progress items

No Findings Added

Goal 2: To produce graduates who are effective and competent clinicians.

2.1 Competence in Assessment and Diagnosis

Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis.

10. Demonstrate proficiency in diagnostic interviewing, psychosocial interview (adult and child) and mental status examination.

11a. Demonstrate proficiency in ability to administer, score and interpret cognitive and achievement tests.

11b. Demonstrate proficiency in ability to administer, score and interpret personality assessments.

12. Demonstrate ability to appropriately apply diagnostic criteria.

13. Demonstrate proficiency in ability to integrate assessment findings into a coherent report with appropriate recommendations.

▼ **Measure:** Grades Direct - Other

Details/Description: Grades in Psy 664A, Psy 664B, Psy 664C and Psy 676

Target: 100% of students will receive a Grade of B- or higher

Implementation Plan (timeline): Student academic progress is evaluated at the end of each semester.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Findings for Grades

Summary of Findings: All students received grades of B- or high--majority of students received A or A-.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ **Measure:** Internship evaluation Direct - Other

Details/Description: Ratings of acceptable performance on internship evaluation for items pertaining to assessment , diagnosis and report writing.

Target: 100% of students will be rated as meeting or exceeding expectations in regard to assessment, diagnosis and report writing skills in the final internship evaluation.

Implementation Plan (timeline): DCT reviews mid-year internship evaluations in Jan or February and report to clinical faculty in May Assessment meeting. End of year evaluations are received in August or Sept.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Mid-Year Internship Evaluation (Word Document (Open XML)) (See appendix)
Example of de-identified mid-year internship evaluation (each internship has their own rating form)

Findings for Internship evaluation

Summary of Findings: All students rated are meeting or exceeding expectations in assessment, diagnosis and report writing skills for end of the year Internship evaluation.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ **Measure:** Placement supervisor evaluation

Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target: At least 90% of students will be rated as meets or exceeds expectations on items related to assessment, diagnosis, and report writing.

Implementation Plan (timeline): ratings from placement supervisors are evaluated at the end of each semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Placement Progress report (Word Document (Open XML)) (See appendix) completed by external placement supervisor

Findings for Placement supervisor evaluation

Summary of Findings: 100% of students rated as meeting or exceeding expectations on items related to assessment diagnosis and report writing.

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Portfolio

Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12 Clinical skills.

Target: Faculty endorsement for all students (100%) for all 12 clinical skills.

Implementation Plan (timeline): Portfolio reviewed by clinical faculty during May student evaluation meeting

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Masters Portfolio Checklist.docx (Word Document (Open XML)) (See appendix)

Findings for Portfolio

Summary of Findings: 9/9 2nd year students received faculty endorsement confirming adequate demonstrate of all 12 clinical skills required in portfolio

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target: 100% of student will demonstrate passing performance on preliminary written and oral exams.

Implementation Plan (timeline): Prelims given in August/September

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Prelim Performance Form June 15.docx (Word Document (Open XML)) (See appendix)
Form used to rate student performance on oral preliminary exam, summary of all prelim performance

Findings for Preliminary examination performance

Summary of Findings: 6/6 4th year students successfully passed both written and oral preliminary exams.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ **Measure:** Student Evaluation Form - assessment items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: assessment items (1st - 3rd year)

Target: At least 90% of students will receive a rating of meets or exceeds expectations on overall assessment/diagnosis skills on student evaluation form.

Implementation Plan (timeline): Student Evaluation forms reviewed in December and May

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Student Evaluation Forms.docx (Word Document (Open XML)) (See appendix)

Findings for Student Evaluation Form - assessment items

No Findings Added

2.2 Foundation of competent intervention

Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues.

15. Use effective listening and communication skills to develop an effective therapeutic relationship.

16. Implement and

▼ **Measure:** Grades
Direct - Other

Details/Description: Grade of B- or above in Psy 665A, 665B, 676, COUN666

Target: 100% of student will receive a grade of B- or higher

Implementation Plan (timeline): Student academic performance is evaluated at the end of each semester.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Findings for Grades

evaluate outcome for at least three evidence based interventions.

17. Appropriately use consultants and adjunctive services.

18. Appropriately seek and participate in clinical supervision.

No Findings Added

▼ **Measure:** Internship evaluation
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: professionalism items (1st – 4th year), interviewing items (1st – 3rd year), therapy/intervention items, and supervision items (2nd, 3rd year)

Target: At least 90% of students will be rated as meets or exceeds expectations on items pertaining to intervention skills

Implementation Plan (timeline): DCT reviews Internship evaluations in Jan/Feb and again in Aug/Sept and shares info with clinical faculty

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Findings for Internship evaluation

No Findings Added

▼ **Measure:** Placement supervisor evaluation
Direct - Other

Details/Description: Ratings of acceptable performance on Placement supervisor evaluation.

Target: At least 90% of student will be rated as meets or exceeds expectations on overall intervention skills on Student Evaluation form

Implementation Plan (timeline): student evaluation form reviewed at the end of each semester.

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Student Evaluation Forms.docx (Word Document (Open XML)) (See appendix)

Findings for Placement supervisor evaluation

No Findings Added

▼ **Measure:** Portfolio
Direct - Student Artifact

Details/Description: Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12 Clinical skills.

Target: Faculty documentation for all students (100%) for all 12 clinical skills.

Implementation Plan (timeline): Portfolio reviewed in May

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Findings for Portfolio

Summary of Findings: 9/9 2nd year students received faculty endorsement confirming adequate demonstrate of all 12 clinical skills required in portfolio

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ **Measure:** Preliminary examination performance
Direct - Exam

Details/Description: Preliminary examination performance

Target: 100% of students will demonstrate passing performance on written and oral preliminary exam

Implementation Plan (timeline): Fall semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Findings for Preliminary examination performance

Summary of Findings: 6/6 4th year students successfully passed both written and oral preliminary exams.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ **Measure:** Student Evaluation Form - intervention items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: intervention items (2nd, 3rd year)

Target: At least 90% of students will be rated as meets or exceeds expectations on items pertaining to therapy interventions and evaluating outcomes

Implementation Plan (timeline): end of fall and spring semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Findings for Student Evaluation Form - intervention items

Summary of Findings: All students rated as meeting or exceeding expectations for overall therapy skills for both fall and spring semester evaluations.

One student rated as "needs improvement" in regard to evaluating outcomes.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

2.3. Ethical and professional conduct

Students will acquire knowledge, ability and associated attitudes and values related to ethical and professional conduct in practice and research.

19. Demonstrate knowledge of ethical/professional codes,

▼ **Measure:** Grades
Direct - Student Artifact

Details/Description: Grade of B- or above in Psy 663 and Psy 615

Target: 100% of student will receive a grade of B- or above in Psy 663 and Psy 615

Implementation Plan (timeline): academic progress evaluated at the end of each semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

standards and guidelines.

20. Demonstrate knowledge of statutes, rules, regulations and case law relevant to the practice of psychology.

21. Demonstrate ability to recognize and analyze ethical and legal issues across the range of professional activities.

22. Demonstrate commitment to professional and ethical practice in clinical activities, including accurate and timely record keeping.

23. Ability to seek & use resources that promote health
Demonstrate ability to seek and use resources that support and maintain healthy functioning and management of personal distress.

Findings for Grades

Summary of Findings: All 1st year (Psy 615) and 3rd year (Psy 663) Students received a grade of A- or higher.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ Measure: Internship Evaluation- Ethics and Professional Conduct Indirect - Other

Details/Description: Internship supervisor ratings on items pertaining to ethics or professional conduct

Target: At least 90% of students will be rated as meets or exceeds expectations on items pertaining to ethics or professional conduct

Implementation Plan (timeline): Jan/Feb and Aug/Sept

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Findings for Internship Evaluation- Ethics and Professional Conduct

Summary of Findings: All students rated as meeting or exceeding expectations on items pertaining to ethics and professional conduct on end of internship year evaluations.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ Measure: Placement Progress Report- Ethics items Indirect - Other

Details/Description: Ratings of acceptable performance on Placement Evaluation

Target: At least 90% of students will be rated as meets or exceeds expectations for knowledge of ethics and professional standards

Implementation Plan (timeline): end of each semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Findings for Placement Progress Report- Ethics items

Summary of Findings: 100% of students rated as meeting or exceeding expectations for knowledge of ethics as well as other items assessing professionalism.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ Measure: Preliminary Exam--Ethics Case Study Direct - Exam

Details/Description: Student performance on ethics case study administered as part of oral preliminary exam

Target: 100% of students will demonstrate passing performance on ethics case study (defined as 2.5 mean or above)

Implementation Plan (timeline): fall semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Prelim Performance Form June 15.docx (Word Document (Open XML)) (See appendix)

Findings for Preliminary Exam--Ethics Case Study

Summary of Findings: 6/6 students receiving a passing score on the ethics case study (part of oral preliminary exam).

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ **Measure:** Preliminary Exam--Ethics Case Study Direct - Exam

Details/Description: Student performance on ethics case study administered as part of oral preliminary exam

Target: passing performance (defined as 2.5 mean or above)

Implementation Plan (timeline): fall semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Supporting Attachments:

 Prelim Performance Form June 15.docx (Word Document (Open XML)) (See appendix)

Findings for Preliminary Exam--Ethics Case Study

Summary of Findings: see above--same outcome included twice

Results: Target Achievement: Met

Recommendations :

Reflections/Notes :

▼ **Measure:** Student Evaluation Form: diversity items Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: diversity items (1st - 3rd year)

Target: meets or exceeds ratings for overall professionalism

Implementation Plan (timeline): end of each semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Findings for Student Evaluation Form: diversity items

Summary of Findings: 100% of students rated as meeting or exceeding expectations on items related to cultural competency/sensitivity to client diversity.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

2.4 Cultural Sensitivity

Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity* in professional work and relationships with patients, organizations and colleagues.

24. Students will demonstrate willingness to examine their own personal values and attitudes.

25. Students will be sensitive to and consider the impact of diversity in their coursework including clinical, core courses and seminars.

26. Students will consider the impact of diversity in the selection and interpretation of assessment techniques.

27. Students will be sensitive and responsive to issues of diversity in treatment.

28. Students will address issues of diversity in conducting and evaluating research.

▼ Measure: Grades in courses with diversity focus

Details/Description: grade of B- or above in courses with diversity focus (Coun 666, Psy 668, Psy 665A, Psy 663).

Target: grade of B- or higher

Implementation Plan (timeline): academic performance evaluated at the end of each semester

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Findings for Grades in courses with diversity focus

Summary of Findings: 100% of students received a grade of B+ or higher

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ Measure: Internship Evaluation

Indirect - Other

Details/Description: Internship supervisor ratings on items pertaining to cultural competence

Target: All students (100%) will be rated as meeting or exceeding expectations by the end of the internship year

Implementation Plan (timeline): Aug/Sept

Responsible Individual(s): Director of Clinical Training (DCT): Liz O'Laughlin

Findings for Internship Evaluation

Summary of Findings: For cases in which internship evaluation included items related to cultural competence/sensitivity, 100% of students rated as meeting or exceeding expectations.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ Measure: Placement Evaluation form

Direct - Other

Details/Description: Ratings of acceptable performance on Placement Progress Report, completed by external supervisor

Target: 100% of student will be rated as meets or exceeds expectations for items assessing knowledge/sensitivity to individual differences.

Implementation Plan (timeline): end of each semester

Responsible Individual(s): Liz O'Laughlin, Director of Clinical Training

Findings for Placement Evaluation form

Summary of Findings: 100% of students rated as meeting or exceeding expectations on items assessing cultural competence/sensitivity to individual differences.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ **Measure:** Student Evaluation

Direct - Other

Details/Description: Ratings of acceptable performance on Student Evaluation Form, items related to cultural and individual diversity

Target: A minimum of 90% of students will be rated as meeting or exceeding expectations on items related to cultural competence.

Implementation Plan (timeline): end of each semester

Responsible Individual(s): Liz O'Laughlin, Director of Clinical Training

Findings for Student Evaluation

Summary of Findings: 100% of students rated as meeting or exceeding expectations on items assessing cultural competence/sensitivity to individual differences.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

2.5. Supervision, consultation, and program development

Students will gain foundational knowledge and skills in supervision, consultation and program development and administration.

29. Demonstrate knowledge of fundamental approaches, techniques and skills of consultation.

30. Demonstrate understanding of key concepts and processes of supervision.

31. Demonstrate basic skills in supervision.

32. Demonstrate knowledge of foundations of program administration

▼ **Measure:** Grade in Supervision/Consultation Course

Direct - Other

Details/Description: Grade of B- or above in Psy 671: Supervision/Consultation course.

Target: 100% of student will achieve a grade of B- or above in Psy 671.

Implementation Plan (timeline): grades are evaluated at the end of each semester

Responsible Individual(s): Liz O'Laughlin, Director of Clinical Training

Findings for Grade in Supervision/Consultation Course

Summary of Findings: all students received a grade of A- or higher

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

and evaluation (e.g., funding and budgeting, personnel management, program development and evaluation, legal issues, and government relation).

▼ **Measure:** Internship Evaluation- Supervision and Consultation Skills
Indirect - Other

Details/Description: Ratings from Internship Supervisor on Supervision and/or Consultation Skills

Target: At least 90% of students will be rated as meeting or exceeding expectations in regard to Supervision and Consultation skills.

Implementation Plan (timeline): Aug/Sept

Responsible Individual(s): Liz O'Laughlin, Director of Clinical Training

Findings for Internship Evaluation- Supervision and Consultation Skills

Summary of Findings: for cases in which final internship evaluation included items assessing Supervision and Consultation skills, 100% of students rated as meeting or exceeding expectations.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

▼ **Measure:** Student Evaluation Form: supervision and consultation items
Direct - Other

Details/Description: Rating of acceptable performance on student evaluation form: -items pertaining to supervision and consultation

Target: At least 90% of students will be rated as meets or exceeds expectations on items pertaining to supervision and consultation knowledge and skills.

Implementation Plan (timeline): end of fall and spring semester

Responsible Individual(s): Liz O'Laughlin, Director of Clinical Training

Findings for Student Evaluation Form: supervision and consultation items

Summary of Findings: all 4th year students rated as meeting or exceeding expectations on items pertaining to supervision and consultation knowledge and skills.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

Goal 3: Prepare graduates to contribute to the field of psychology

3:1: Prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition

▼ **Measure:** Alumni Survey - involvement in professional activities
Indirect - Survey

Details/Description: Responses from alumni on Alumni Survey, items assessing involvement in professional activities.

Target: At least 80% of Alumni Survey respondents will report involvement in a range of professional activities (>1).

Implementation Plan (timeline): Administered every three years in June. Last administered in June of 2015.

Responsible Individual(s): Liz O'Laughlin, Director of Training

Findings for Alumni Survey - involvement in professional activities

Summary of Findings: 2012 Alumni survey: 92% of respondents reported involvement in at least 2 professional activities.

2015: 100% of respondents reported attending workshops, 85% report mentoring students, 69% engaged in consultation.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes : alumni responding to 2015 survey were 3 years or less from graduation, thus less opportunity to become involved in professional activities as compared to 2012 alumni survey respondents (covering 5 years post-graduation).

▼ **Measure:** Performance on EPPP (National Licensure Exam) Direct - Exam

Details/Description: Student performance on EPPP National Licensure exam

Target: 90% of more of graduates (within 7 years) will obtain a passing score on the EPPP.

Implementation Plan (timeline): annual in May

Responsible Individual(s): Liz O'Laughlin, Director of Training

Findings for Performance on EPPP (National Licensure Exam)

Summary of Findings: 95% pass rate for 40 students taking EPPP between 2007-2012.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :

3:2: To produce graduates who engage in life-long learning.

▼ **Measure:** Alumni Survey - life-long learning items Indirect - Survey

Details/Description: Alumni response to items on Alumni Survey regarding use of resources for staying current in the field

Target: At least 80% of Alumni will report use of 1 or more resources for staying current in the field.

Implementation Plan (timeline): Alumni Survey administered every 3 years in June, last given in June of 2015.

Responsible Individual(s): Liz O'Laughlin, Director of Training
Liz O'Laughlin, Director of Training

Findings for Alumni Survey - life-long learning items

Summary of Findings: 2012 Alumni survey: 100% reporting using one or more resources occasionally or more often to stay current in the field

2015 Alumni Survey: 93% report using one or more resource to stay current in the field.

Results: Target Achievement: Met

Recommendations : none

Reflections/Notes :



Overall Recommendations

No text specified

Overall Reflection

No text specified

 **Action Plan**

 **Status Report**



2015-2016 Assessment Cycle

📄 **Assessment Plan**

📄 **Assessment Findings**

📄 **Action Plan**

📄 **Status Report**

2016-2017 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2017-2018 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2018-2019 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

2019-2020 Assessment Cycle

 **Assessment Plan**

 **Assessment Findings**

Appendix

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- A. **Clinical Psychology** (Adobe Acrobat Document)
 - B. **2015 Curriculum Map Final** (Curriculum Map)
 - C. **Curriculum Map for Goal 3** (Curriculum Map)
 - D. **Curriculum Map for Goal 1** (Curriculum Map)
 - E. **2015 Psy.D. Curriculum Map Goal 1** (Curriculum Map)
 - F. **Curriculum Map for Goal 2** (Curriculum Map)
 - G. **Summary of Outcomes for 2010-2011** (Microsoft Word)
 - H. **Outcomes for 2011-2012** (Word Document (Open XML))
 - I. **Response to APA - 2012.pdf** (Adobe Acrobat Document)
 - J. **Prelim Performance Form June 15.docx** (Word Document (Open XML))
 - K. **Prelim Performance Form June 15.docx** (Word Document (Open XML))
 - L. **Semester Evaluation Form** (Word Document (Open XML))
 - M. **Student Evaluation Forms.docx** (Word Document (Open XML))
 - N. **Student Evaluation Forms.docx** (Word Document (Open XML))
 - O. **Student Evaluation Forms.docx** (Word Document (Open XML))
 - P. **Masters Portfiolo checklist** (Word Document (Open XML))
 - Q. **Masters Portfolio Checklist.docx** (Word Document (Open XML))
 - R. **Placement Progress report** (Word Document (Open XML))
 - S. **Mid-Year Internship Evaluation** (Word Document (Open XML))
 - T. **Prelim Performance Form June 15.docx** (Word Document (Open XML))
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August 29, 2012
Susan F. Zlotlow, Ph.D.
Director, Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242

Dear Dr. Zlotlow,

Following is a narrative response to the issues we were asked to address following our last site review in the Spring of 2011. We have listed each issue (**in bold**) noted in the 8/9/2011 letter followed by our response. In addition, we have made note of any response that also includes an attached document. The Attachments referenced below are in a separate document.

1. Discuss how the program has ensured that all students are exposed to the current body of knowledge in the required area of affective aspects of behavior and provide recent copies of any syllabi mentioned in this response.

In our self-study, we noted that coverage of affective aspects of behavior is covered in Psy 603: Learning and Cognition and EPSY 621: Development through the Lifespan. However, the site reviewers felt that a review of the syllabi indicated insufficient coverage of affective aspects of behavior. In our response to the site visit report, we indicated that the affective aspects of behavior are also covered in Psy 662: Theories of Personality and Psy 668: Advanced Psychopathology. The CoA response was that these courses cover applied aspects of personality and psychopathology and the coverage of affective aspects of behavior was not evident.

Through discussion with core faculty, it was decided that coverage of affective aspects of behavior fits most clearly in our Psy 608: Biopsychology course. The faculty instructor for this course, Dr. Shin, has added content to Psy 608 related to affective aspects of behavior (see **Attachment A**: Fall 2012 Psy 608 syllabus). In addition, we have a new tenure-track faculty member, Dr. Brez, who will be teaching Psy 566: Human Ontogeny, which is the departmental equivalent of EPSY 621 and had not been taught recently because we did not have a developmental psychologist in the department. Dr. Brez has agreed to incorporate coverage of affective aspects of behavior into her course. Dr. Brez will be teaching Psy 566 in Spring of 2013, and she has prepared a draft of her syllabus, which is attached (See **Attachment B**: Spring 2013 Draft Psy 566: Human Ontogeny Syllabus). Both Psy 608: Biopsychology and Psy 566: Human Ontogeny are required core courses for the program. EPSY 621 was an alternative course for PSY 566, but students will be taking PSY 566 now that we have Dr. Brez in the department.

2. Discuss how the program has ensured that all students are exposed to the current body of knowledge in the required area of human development and provide recent copies of any syllabi mentioned in this response.

The site visitors noted that the textbook used for EPSY 621 appeared to be an undergraduate textbook. In addition, reviewers were unclear regarding the how many courses were available to cover the area of human development and what core competencies were expected for this area. As noted above, we have a new faculty member with expertise in developmental psychology who will be teaching Psy 566: Human Ontogeny beginning in the Spring 2013 semester. As indicated in the attached draft of her syllabus, Dr. Brez will be using a well-respected graduate level textbook for this course (See Attachment B: Psy 566: Human Ontogeny syllabus). The core competencies associated with knowledge of human development are part of Goal #1, Competency 5: Demonstrate knowledge of Human Development and Individual Differences. Although content related to human development and individual differences is discussed in most of our assessment and therapy-focused courses, the foundational information for this content area will be covered in Psy 566. (See Attachment C: May 2012 Revised Goals, Objectives and Competencies).

3. Provide an updated syllabus for the courses Psy 671: Supervision and Consultation (or Psy 674: Program Administration and Evaluation) and discuss how broad and general coverage of theories and methods of consultation is provided.

Given the increase in psychologists' involvement in behavioral health as well as other areas of practice that involve consultation, we made the decision to devote an entire course to consultation skills. The new class, Psy 672: Consultation and Collaboration, will replace Psy 674: Program Administration and Evaluation as a required clinical course. Psy 672 will include coverage of both theories and methods of consultation. In addition, students will gain experience in implementing consultation skills through small group discussion and presentation on a hypothetical consultation case. (See Attachment D: Psy 672: Consultation and Collaboration syllabus). Psy 671 will continue as a required course and has been retitled as Psy 671: *Clinical Supervision* rather than *Supervision and Consultation*. (See Attachment E: Psy 671: Clinical Supervision)

4. Provide a copy of the syllabus for Psy 668: Advanced Psychopathology with the articles related to evidence-based practice highlighted. Also provide a copy of the revised syllabus for Psy 665B: Cognitive Behavior Therapy that reflects coverage of evidence based practices for effective intervention.

We have attached the Spring 2012 syllabus for Psy 668: Advanced Psychopathology with the relevant articles highlighted. (See Attachment F: Psy 668: Advanced Psychopathology syllabus). We have also attached a draft of the Spring 2013 syllabus that includes coverage of evidence-based practices for effective interventions. (See Attachment G: Psy 665B: Cognitive Behavioral Therapy syllabus). In addition to Psy 668 and Psy 665B, information regarding evidence-based practice is introduced in Psy 665A: Foundations of Psychotherapy (See Attachment H: Psy 665A Foundations of Psychotherapy) and is also reinforced in Psy 676:

Advanced Treatment and Assessment. (See Attachment I: Psy 676: Advanced Treatment and Assessment).

We have also made some changes in expectations for clinical work that relates to practice in implementing and evaluating outcomes. We revised one of the criteria for our master degree from “implement three evidence based interventions” to “implement and evaluate outcomes for at least three empirically supported interventions.” In addition, we now require all students seeing clients in the ISU Psychology Clinic to administer the Outcome Questionnaire (OQ-45) to all clients during the intake, every third session after the intake, and at termination. Students (and their supervisors) will make use of the information from the OQ-45 to evaluate the effectiveness of their therapy interventions.

5. Provide a copy of any new or updated practicum evaluation forms and any aggregate data for current students (proximal data) specific to practicum experiences that have been collected using these new forms.

To clarify, we have two “practicum evaluation” forms that are used to evaluate students prior to internship. Both are conducted on a semi-annual basis and completed online.

The *Student Evaluation Form* is used for semi-annual evaluations of all students in the 1st-4th years, and covers all aspects of student performance including academic performance, clinical skills in courses and practicum at the ISU Psychology Clinic, professional behavior and ethics, and progress on the dissertation. The form is completed by the clinical faculty (core program faculty), and by experimental faculty (associated program faculty) who have had contact with the student that semester. This evaluation form has been used for many years with frequent updates and revisions. The most recent version of the Student Evaluation Form, used in fall 2011 and spring 2012, is attached (See Attachment J: Student Evaluation Form). We have also attached aggregate data by year in the program for fall 2011 and spring 2012 (See Attachment K: Student Evaluation Outcome for Fall 2011 and Spring 2012).

The *Placement Progress Report* is used for semi-annual evaluations of 3rd and 4th year students on placement and is completed by the clinical supervisors (other contributors) at the external clinical placements. This form was revised in 2011 and again in 2012. The most recent version of the *Placement Progress Report*, used in spring 2012, is attached (See Attachment L: Placement Evaluation Form). Table 2 presents aggregate data by year in the program for fall 2011 and spring 2012. (See Attachment M: Placement Outcomes for 2011-2012)

6. Provide updated internship forms and relevant outcome data on student achievement of goals, objectives, and competencies while students are in the program. Also, reiterate the goals, objectives and competencies in this response to allow for a clear review of the correspondence between these goals, objectives, competencies and the data and evaluation mechanisms provided.

We have attached a copy of the internship evaluation form that has been used the past several years (See Attachment N: Internship Evaluation Form). Given the recent change in Director of

Training for our program, we are in the process of revising this form. Although we send a copy of our program evaluation form to the internship programs, we give internship training directors the option of completing their own internship evaluation form. Usually, the internship training director returns the evaluation form used by the internship program. Since all our students complete internships at APA-accredited and/or APPIC member internship sites, there is considerable consistency in the content areas covered across the various evaluation forms. We have attached a summary of outcome data from the mid-year internship evaluations we received in December/January of 2011 related to the specific objectives and competencies listed below (See Attachment O: Summary of Internship Evaluation Outcomes). *Please note, these are mid-year evaluations, thus it is to be expected that most interns would be rated in the average range, with higher ratings anticipated at the end of the internship year as competencies further develop. Most of our students' internships are completed at the end of August, and the final internship evaluations are anticipated to be received in September.*

The Goals, objectives and competences that are related to performance on internship are summarized below (See Attachment C for a full list of Program Goals, Objectives and Competencies).

Goal 2: To produce graduates who are effective and competent clinicians

- Goal 2, Objective 2.1: Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis. Competencies 10-13 all relate to specific clinical skills. Competency in this area is assessed, in part, through "Ratings of acceptable performance on Internship evaluation (items related to assessment, diagnosis and report writing)."
- Goal 2, Objective 2.2: Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues. Competencies 14-18 all relate to specific therapy skills (and use of supervision). Competencies are assessed in part through: "Ratings of acceptable performance on Internship evaluation form (therapy, supervision, professionalism)."
- Goal 2: Objective 2.3: Students will acquire knowledge, skills and supporting attitudes related to ethical and professional conduct in practice and research. Competencies 19-23 relate to ethical and professional conduct and are assessed in part through "Ratings of acceptable performance on Internship evaluation (ethics and professional conduct)."
- Goal 2: Objective 2.4: Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity* in professional work and relationships with patients, organizations and colleagues. Competencies 24 to 28 relate to cultural sensitivity in clinical practice and are assessed in part through: Ratings of acceptable performance on Internship evaluation (diversity items)
- Goal 2: Objective 2.5: Students will gain foundational knowledge and skills in supervision, consultation and program administration. Competencies 29-32 relate to demonstrating

knowledge and skills in supervision and consultation and are assessed in part through: Ratings of acceptable performance on Internship evaluation form (consultation, provision of supervision)

7. Provide the updated survey for program graduates and relevant outcome data on goals and objective after program completion.

We have attached our updated alumni survey which was given to 24 former students (100% response rate) who graduated within the past three years. (See Attachment P: Alumni Survey).

Specific goals and objectives for program graduates have been added (see Attachment C: Program Goals, Objective and Competencies) and include:

Goal #3: To prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition

- Objective 3:1: To produce graduates who identify as practicing psychologists and contribute to the profession.
- Objective 3:2: To produce graduates who engage in life-long learning.

Please see Attachment Q (Summary of Alumni Survey Outcomes) for outcome data related to the above goals and objectives, based on data collected through the Alumni Survey in Spring 2012.

8. Provide a copy of the next Annual Assessment Report with outcome measures on diversity competence.

The Annual Assessment Report that was prepared in past years provided an overview of student performance on a number of measures (e.g., performance on preliminary examinations, success in obtaining an internship, performance on the EPPP) as well as descriptive data (e.g., students' placement sites). However, the data presented in the report did not directly relate to our program goals, objectives and competencies. In lieu of the Annual Assessment Report, we have decided to present and discuss outcomes for select objectives (e.g., half of objectives in one year, remaining half the next year) during a yearly retreat scheduled in May. We had our first assessment retreat in Spring 2012, when we agreed on revised program goals, objectives and competencies (see Attachment D).

Regarding outcome measures on diversity competence, we have attached a table that summarizes data from 2011-2012 (semester evaluations, placement evaluations, internship evaluations) for objectives related to diversity competence. (See Attachment R: Diversity Competence Outcomes: 2011-2012)

9. Provide a copy of the revised program guide and brochure that represents consistency in goals and objectives across all public materials.

We do not currently have a program brochure. Rather, we direct individuals to our web site for information about our program. We have added information on program goals and objectives on

our web site (http://web.indstate.edu/psychology/psyd_program/programvalues.htm). In addition these same goals and objectives are in the updated Program Guide. The 2012 Program Guide is attached (separate file from the 'Attachments A-R' attachment).

10. Provide documentation of the inclusion of descriptions of students in public materials.

This content has been added on the Psy.D program home page:
<http://web.indstate.edu/psychology/psydProg.htm>.

11. Provide documentation that the note concerning time to completion data for students entering the program with a master's degree has been added to the program webpage

We have used the C-20 template for the required student information posted on the web site. This template includes a separate section of time to completion information for students entering with a Master's degree. Thus, rather than including a foot note, we have included information about time to completion for those with a master's degree in this table which can be viewed at:
http://web.indstate.edu/psychology/psyd_program/TimetoCompleterevised.pdf

12. Provide documentation that the note regarding half-time internships has been added to the webpage.

As mentioned above, we are now using the C-20 template for required student information. This template/table includes information on half-time internships. See Internship placement table at:
http://web.indstate.edu/psychology/psyd_program/Psychology%20Tables.pdf#nameddest=Internship

13. Provide documentation that the note concerning the level of licensing presented in the licensing table has been added to the program webpage.

A footnote has been added to the Licensure table indicating that the tally of former students who are currently licensed includes only those students who have credentials to fully practice. See Licensure table at:
http://web.indstate.edu/psychology/psyd_program/studentadmissionsinfo.htm

Sincerely,

Liz O'Laughlin, Ph.D.
Director of Clinical Training
Indiana State University
(812) 237-2455
lizo@indstate.edu

Summary of Attachments

- A: Fall 2012 Psy 608 Biopsychology Syllabus
- B. Spring 2013 (draft): Psy 566: Human Ontogeny Syllabus
- C. 2012 Revised Goals, Objectives and Competencies
- D. Fall 2012/Spring 2013: Psy 672: Consultation and Collaboration
- E. Fall 2012/Spring 2013: Psy 671: Clinical Supervision
- F. Spring 2012: Psy 668: Advanced Psychopathology
- G. Spring 2013 (draft): Psy 665B: Cognitive Behavioral Therapy
- H. Fall 2012: Psy 665A: Foundations of Psychotherapy
- I. Spring 2012: Psy 676: Advanced Treatment and Assessment
- J. Student Evaluation Form
- K. Table 1: Student Evaluation Outcomes: 2011-2012
- L. Placement Progress Report
- M. Table 2: Placement Outcomes: 2011-2012
- N. Practicum Evaluation form
- O. Internship Evaluation Form
- P. Summary of Internship Evaluation Outcomes: 2011-2012
- Q. Alumni Survey (updated 2012)
- R. Summary of Alumni Survey outcomes
- S. Diversity Competence Outcomes: 2011-2012

Note: 2012 Program Guide attached to email as a separate PDF file.

ATTACHMENT A: PSY 608: BIOPSYCHOLOGY

Syllabus: Fall, 2012 **PSY 608 Biopsychology** **Professor Jacqueline C. Shin, Ph.D.**

Mondays 2:00-4:45 pm, B027 Root Hall
Dr. Shin's contact information can be found on Blackboard

Description

How does the nervous system give rise to psychological experience—cognition, action, emotion, and conscious awareness? In this course, some basic principles of neural organization will be explored through the discussion of original research articles that draw from a variety of neurophysiological and neuropsychological methods. We will acquire an understanding of neural anatomy, physiology, and principles of brain organization and operation as well as research methods in biological psychology that will provide a basis for independent explorations.

Objectives

Become conversant on the biological factors underlying mental experience:

- Appreciate the role of biological factors in mental experience
- Acquire the vocabulary relating to neural anatomy and physiology
- Understand and form original opinions on philosophical issues concerning the mind-brain relationship
- Derive principles of brain organization and operation
- Understand research methods in brain research
- Develop the ability to evaluate biopsychology research
- Develop the ability to communicate about biological psychology
- Develop the skill to conduct research in biological psychology

Textbook

Breedlove, S. M., Rosenzweig, M. R., & Watson, N. V. (2010). *Biological psychology* (6th Ed.). Sunderland, MA: Sinauer Associates, Inc.

The textbook has a great companion website (www.biopsychology.com) that includes study questions, animated tutorials, and quizzes.

Grades

Grades will be earned through four avenues: attendance/class discussion, preparatory summaries and research, on-line quizzes, and final paper.

1. Attendance/Class Discussion (25 %): Each student is expected to attend every class on time, except for excruciating circumstances, which must be conveyed to Dr. Shin in advance. Attendance will be taken through a sign-in sheet, which will only be available until the class period starts. Late arrival will be construed as not attending. Furthermore, each student is expected to contribute to the collective understanding of the material and to an enjoyable and beneficial discussion.

2. Preparatory Summaries and Research (25 %): The class as a whole will collaborate on writing a summary of the journal article(s) to be discussed each week: Each student will answer a pre-assigned question about the readings on *Wikitoools* in *Blackboard* in advance of the class discussion. These will be due by 10:00 pm the night prior to the class session.

3. On-line Quizzes (25 %): Each week, on-line quiz questions will be posted in *Blackboard* based on the textbook reading for the following week. These should be completed open book two days prior to class.

4. Final Paper (25 %): Each student will submit a literature review or research proposal about a topic of interest that relates to biological psychology. The topic should be determined in consultation with Dr. Shin. The paper should be written in APA style and will not be constrained with respect to length. At least 5 research papers should be cited. The paper will be submitted through *TurnItIn* in *Blackboard* by **Nov. 30, 2012**.

- *Literature Review:* The literature review should include a) an introduction providing the definition and scope of the topic or question examined, b) a review of previous research describing the main methods and results, c) conclusions based on a critical comparison of the reviewed literature, and d) implications and suggestions for future research.

- *Research Proposal:* The proposal should include a) an introduction describing the main concepts and question to be investigated and the main hypotheses, b) a detailed description of the methods to be employed, c) predictions based on the hypotheses entertained, d) a discussion of the implications of the proposed research and predicted results for the hypotheses and the broader research question, and e) potential limitations of the proposed research and ways to improve or extend it.

Academic Integrity

All students are expected to follow the academic integrity standards as outlined in the Code of Student Conduct. Please see: <http://www1.indstate.edu/academicintegrity/index.htm>. Any form of plagiarism will result in failure in the course.

On-Line Activities

It is the students' responsibility to check Blackboard often and perhaps daily for announcements and other information.

1. Download the readings from the *Readings* tab in *Blackboard*.
2. Complete on-line Blackboard quiz at least two days in advance of class.
3. Submit *Preparatory Summaries* in *Blackboard* by 10:00 pm the day before the class.

Grade Distribution

A+	97.0-100	C+	77.0-79.9
A	93.0-96.9	C	73.0-76.9
A-	90.0-92.9	C-	70.0-72.9
B+	87.0-89.9	D+	67.0-69.9
B	83.0-86.9	D	63.0-66.9
B-	80.0-82.9	D-	60.0-62.9
	F		~59.9

**PSY 608 Biological Psychology
Readings
Fall, 2012**

(Aug. 27) Introduction

I. Brain Anatomy and Function

(Sept. 10) Brain Anatomy: The Big Picture

Textbook: pp. 35-50

Kandel, E. R. (2000). The brain and behavior. In E. R. Kandel, J. H. Schwartz, & T. M. Jessell (Eds.)
Principles of neural science (pp. 5-18).

(Sept. 17) Brain Cells: The Units of Brain Function

Textbook: pp. 23-35, 57-79

Fields, R. (2006). Beyond the neuron doctrine. *Scientific American Mind*, 17, 20-27

Fields, R. (2011). The hidden brain. *Scientific American Mind*, 22(2), 52-59.

(Sept. 24) The Balance between Facilitation and Excitation: Components of Synaptic Activity

Textbook: pp. 79-85, 87-94, and 234-244

Basbaum, A. I., & Julius, D. (2006). Toward better pain control. *Scientific American*, 60-67.

II. Cognition and Action

(Sept. 23) Integrating Perception and Action: Cohesion Inside and Outside the Self

Textbook: pp. 205-206, 292-299, 311-313, and 328-338

Blakemore, S. -J. (2006). Ask the brain: Why can't you tickle yourself? *Scientific American Mind*,
84.

Rizzolatti, G., Fogassi, L., & Gallese, V. (2006). Mirrors in the mind. *Scientific American*, 54-61.

(Oct. 1) Laterality: Segmentation and Cooperation within the Mind/Brain:

Textbook: pp. 590-597, 603-612

Gazzaniga, M. S., & LeDoux, J. E. (1978). *The integrated mind*. (pp. 1-18, 141-162). New York:
Plenum Press.

III. Affect and Health

(Oct. 8) The Case of Aggression: Combined Genetic and Hormonal Influences

(Textbook: pp. 464-467)

Strueber, D., Lueck, M., & Roth, G. (2006, Jan.). The violent brain. *Scientific American*, 20-27.

Bernhardt, P. C. (1997). Influences of serotonin and testosterone in aggression and dominance:
Convergence with social psychology. *Current Directions in Psychological Science*, 6, 44-
48.

(Oct. 15) Stress: The Mind-Body Connection

Textbook: pp. 121-131, 133-138, 143-144, and 467-474

Adler, N., & Matthews, K. (1994). Health psychology: Why do some people get sick and some
stay well? *Annual Review of Psychology*, 45, 229-259.

IV. Consciousness and the Mind-Brain Relationship

(Oct. 22) Human Consciousness and Self-Introspection: Going from Brain to Mind

Textbook: pp. 570-576

Ramachandran, V. S. (2011). An ape with a soul: how introspection evolved. In *The tell-tale brain: a neuroscientist's quest for what makes us human* (pp. 245-288). New York: W. W. Norton and Company, Inc.

V. Integrative Explorations Through Student Selected Readings

Topics Including:

- Genetic, behavioral, and neural influences
- Neural change over the life span
- Neural change through learning
- Effects of brain damage
- The brain and mental health
- Neural physiology and personality

(Oct. 29) Student Selected Readings

(Nov. 5) Student Selected Readings

(Nov. 12) Student Selected Readings

(Nov. 19) Fall and Thanksgiving Breaks—no class

(Nov. 26) Student Selected Readings

(Dec. 3) Student Selected Readings and Conclusions

ATTACHMENT B: Spring 2013 (draft): Psy 566: Human Ontogeny Syllabus

HUMAN ONTOGENY
PSY 566
Indiana State University
MW 3:30-4:45pm, RO B031
Spring 2013

Instructor: Caitlin Brez
Office: Root Hall B-212
Office Hours: TBA
Email: Caitlin.Brez@indstate.edu
Phone: 237-2450

I. Course Description:

This course will focus on developmental issues that are present from conception through late adulthood. Therefore it will cover a broad range of topics including neuroscience, cognition, language, emotion, personality, and social relations. In addition to learning about these various topics, one goal for the course is to improve your writing skills, particularly APA-style research reports, as well as your oral presentation skills. Therefore opportunities to practice and improve on these skills will be present throughout the course.

II. Course Requirements:

A. Texts:

Crain, W. *Theories of Development: Concepts and Applications*, 6th Edition. Prentice-Hall.

Useful, but not required texts:

APA. (2010). *Publication Manual of the American Psychological Association*. 6th Edition.

Galvan, J.L. (2009). *Writing Literature Reviews*. Pyrczak Publishing.

B. Blackboard

I will be using Blackboard primarily for posting grades, readings, and assignments as well as communicating important course reminders and announcements. The website is:

<https://blackboard.indstate.edu/webapps/login/>.

III. Evaluation of Student Performance:

Discussion Questions (150 pts): It is important that you arrive to class each day prepared and having read the materials. You will be expected to bring at least 2 discussion questions to class each day. While I will be lecturing on the material, there will also be significant portions of class time dedicated to discussion of the material and readings. Your discussion questions will be used to help stimulate the discussion. Participation in class discussion will determine a portion of your total grade for this assignment.

B. “Mini” Literature Review (100 pts): You will need to select a topic related to human development for your literature review. Hopefully you can find a topic that is of interest to you as well as relevant to this course. You will need to submit your topic to me for approval by January 23. For the mini literature review, you will select 2-3 articles on your topic and write an APA-style review. More detailed information about expectations, contents, and grading of this assignment will be presented towards the beginning of the semester. Note: this topic can be the same one used for your literature review due at the end of the semester. One goal for this assignment is to provide you with an opportunity to practice your critical thinking and writing skills. However, a second goal is to gain feedback on your writing and APA style before completing the more substantive report towards the end of the semester. This mini literature review is due **February 13**.

C. Literature Review (200 pts): As mentioned above, this report will be longer and cover a larger amount of research. While no exact number of articles is required, your paper should be 10-15 in lengths. As before, APA style will be required. Further details for this assignment will also provided at the start of the semester. The literature review is due **April 10**,

D. Oral Presentation (150 pts): In addition to writing skills, oral presentation skills are important for success in this field. On the date of the final exam (TBA), you will present the contents of your literature review to the class. Your presentation should be about 10 minutes in length and should include major findings from your review. Further details about the expectations, contents, and grading of this presentation will be provided after the start of the semester.

Letter grades for this course will be based on the percentage of total points achieved over the course of the semester. The scores from discussion (150 points), the mini literature review (100 points), the literature review (200 points) and the oral presentation (150 points) will provide a maximum possible score of 600 points. Grades will be assigned as follows:

Course Grade	Point Totals	Course Grade	Point Totals
A	≥ 558	C	438.6-461.9
A-	540-557.9	C-	420-438.5
B+	522-539.9	D+	402-419.9
B	498.6-521.9	D	378.6-401.9
B-	480-498.5	D-	360-378.5
C+	462-479.9	F	≤359.9

IV. Policy on Academic Dishonesty:

Academic dishonesty is a serious issue and will be treated accordingly. University policies will be followed. I encourage everyone to be familiar with the Code of Student Conduct (<http://www.indstate.edu/sci/code.htm>). Cheating and plagiarism include, but are not limited to copying another student’s answers and sharing assignments. All cases of cheating and plagiarism will be reported. Discipline in this type of matter will follow university policy and may include a zero on the assignment or failure of the course. If you have questions or concerns about this policy, please come talk to me. It is better to be safe than sorry!

V. Laptop Policy

Laptops are allowed in class to be used for note taking. However, you are not allowed to use your computer to check email, browse the internet, or other non-class related activities. Please be respectful

of your fellow students and myself by only using your laptop for taking notes. If this privilege is being abused, I will prohibit the use of all laptops during class. Similarly, all cell phones, iPods, and other electronic gadgets should be turned off and put away for the entirety of class.

VI. Tentative Schedule

**Although I do not plan on changing the schedule, I do reserve the right to make changes to the syllabus as needed throughout the semester.*

Date	Topic	Reading	Assignments
Jan 7	Introduction		
Jan 9	Developmental Methods		
Jan 14	Ethics	Martinson, Anderson & deVries (2005)	
Jan 16	Prenatal Development	TBA	
Jan 21	<i>MLK – NO CLASS</i>		
Jan 23	Perinatal/Neonatal Development	TBA	Topic Due
Jan 28	Biological Development	Champagne & Mashoodh (2009)	
Jan 30	Epigenetics	Gillman (2005)	
Feb 4	Brain	Nelson (1999)	
Feb 6	Sensory and Motor Skills	Johnson, Slemmer, Amso (2004)	
Feb 11	Cognitive Development	TBA	
Feb 13	Piaget's Theory	Crain, Ch. 6	Mini Lit Review Due
Feb 18	Information Processing	TBA	
Feb 20	Language Development	Crain, Ch. 17 Rowe & Goldin-Meadow (2009)	
Feb 25	Categories and Concepts	Gopnik & Wellman (1994)	
Feb 27	Intelligence/Academic Skills	Crain, Ch. 4 Ramey & Ramey (2004)	
Mar 4	Affective Development	Rudolph & Conley (2005)	
Mar 6	Emotions in Infancy	Bates, Schermerhorn, & Goodnight (2011)	
Mar 11-15	<i>Spring Break - NO CLASS</i>		
Mar 18	Attachment	Crain, Ch. 3 Harlow (1958)	
Mar 20	Erikson's Theory	Crain, Ch. 12	
Mar 25	Emotional Development in Adulthood	TBA	
Mar 27	Humanistic Psychology	Crain, Ch. 18	
Apr 1	Social Development	TBA	
Apr 3	Bandura's Theory	Crain, Ch. 9	

Apr 8	Self- Concept and Identity	TBA	
Apr 10	Family and Development	Biblarz & Stacey (2010)	Literature Review Due
Apr 15	Peer Development	Berndt (2004)	
Apr 17	Kohlberg's Theory	Crain, Ch. 7	
Apr 22	Aging	TBA	
Apr 24	Developmental Disorders	TBA	
TBA			Oral Presentations

ATTACHMENT C: Psy.D. Revised Goals, Objective and Competencies

Psy.D. Program Goals, Objectives and Competencies Revised 5/17/12

<u>Goal</u>	<u>Objectives</u>	<u>Competencies</u>	<u>How assessed</u>
1. To produce professional psychologists who understand and apply scientific knowledge and principals.	1.1 Students will acquire knowledge of core areas of psychology, with particular emphasis on those areas which form the foundation of clinical practice.	<ol style="list-style-type: none"> 1) Demonstrate knowledge of Biological Bases of behavior 2) Demonstrate knowledge of Social Basis of Behavior 3) Cognitive and Affective Aspects of Behavior 4) Demonstrate knowledge of History and Systems 5) Demonstrate knowledge of Human Development and Individual Differences. 	<ul style="list-style-type: none"> • Grade of B- or higher in Psy 608, 658, 603, 668, 662, 607, 615, 621, EPSY 621, • Passing performance on EPPP
	1.2. Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice.	<ol style="list-style-type: none"> 6) Demonstrate knowledge of statistical analysis and research design. 7) Evaluate strengths and weaknesses of alternative research designs. 8) Design and conduct a dissertation research project) 9) Apply knowledge of statistical analysis and research methodology to the evaluation of research in clinical and core areas of psychology. 	<ul style="list-style-type: none"> • Grade of B- or higher in Psy 602, 604, 680 and 799 • Successful dissertation proposal defense and final defense • Portfolio with documentation of proficiency (e.g., endorsement by faculty member) for each of 12? Research skills.

<p>2. To produce graduates who are effective and competent clinicians.</p>	<p>2.1. Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis.</p>	<p>10) Demonstrate proficiency in diagnostic interviewing, psychosocial interview (adult and child) and mental status examination 11a) Demonstrate proficiency in ability to administer, score and interpret cognitive and achievement tests 11b) Demonstrate proficiency in ability to administer, score and interpret personality assessments. 12) Demonstrate ability to appropriately apply diagnostic criteria. 13) Demonstrate proficiency in ability to integrate assessment findings into a coherent report with appropriate recommendations.</p>	<ul style="list-style-type: none"> • Grade of B- or above in Psy 664A, Psy 664B, Psy 664C and Psy 676. • Rating of acceptable performance on student evaluation form (assessment, Report writing skills) • Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills. • Ratings of acceptable performance on Placement evaluation (items related to assessment, diagnosis and report writing) • Ratings of acceptable performance on Internship evaluation (items related to assessment, diagnosis and report writing) • Preliminary examination performance
	<p>2.2. Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues.</p>	<p>14) Demonstrate knowledge of effective interventions for a range of disorders. 15) Use effective listening and communication skills to develop an effective therapeutic relationship. 16) Implement and evaluate outcome for at least three evidence based interventions. 17) Appropriately use consultants and adjunctive services. 18) Appropriately seek and participate in clinical supervision.</p>	<ul style="list-style-type: none"> • Grade of B- or above in Psy 665A, 665B, 676, COUN666 • Portfolio with documentation of proficiency (e.g., endorsement by faculty member) and work samples as necessary for each of 12? Clinical skills. • Rating of acceptable performance on student evaluation form (therapy, supervision, professionalism) • Ratings of acceptable performance on Placement evaluation form (therapy, supervision, professionalism) • Ratings of acceptable performance on Internship evaluation form (therapy, supervision, professionalism) • Preliminary examination performance

	<p>2.3 Students will acquire knowledge, skills and supporting attitudes related to ethical and professional conduct in practice and research</p>	<p>19) Demonstrate knowledge of ethical/professional codes, standards and guidelines. 20) Demonstrate knowledge of statutes, rules, regulations and case law relevant to the practice of psychology. 21) Demonstrate ability to recognize and analyze ethical and legal issues across the range of professional activities. 22) Demonstrate commitment to professional and ethical practice in clinical activities, including accurate and timely record keeping. 23) Demonstrate ability to seek and use resources that support and maintain healthy functioning and management of personal distress.</p>	<ul style="list-style-type: none"> • Grade of B- or above in Psy 663, 615. • Rating of acceptable performance on student evaluation form (ethics and professional conduct) • Ratings of acceptable performance on Placement evaluation (ethics and professional conduct) • Ratings of acceptable performance on Internship evaluation (ethics and professional conduct)
	<p>2.4. Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity* in professional work and relationships with patients, organizations and colleagues.</p>	<p>24) Students will demonstrate willingness to examine their own personal values and attitudes. 25) Students will be sensitive to and consider the impact of diversity in their coursework including clinical, core courses and seminars. 26) Students will consider the impact of diversity in the selection and interpretation of assessment techniques. 27) Students will be sensitive and responsive to issues of diversity in treatment. 28) Students will address issues of diversity in conducting and evaluating research</p>	<ul style="list-style-type: none"> • Grade of B- or above in COUN666 • Rating of acceptable performance on student evaluation form (diversity items) • Ratings of acceptable performance on Placement evaluation (diversity items) • Ratings of acceptable performance on Internship evaluation (diversity items)

	2.5 Students will gain foundational knowledge and skills in supervision, consultation and program administration.	<p>29) Demonstrate knowledge of fundamental approaches, techniques and skills of supervision and consultation.</p> <p>30) Demonstrate understanding of key concepts and processes of supervision and consultation.</p> <p>31) Demonstrate basic skills in supervision</p> <p>32) Demonstrate knowledge of foundations of program administration and evaluation (e.g., funding and budgeting, personnel management, program development and evaluation, legal issues, and government relation).</p>	<ul style="list-style-type: none"> • Grade of B- or above in Psy 671, 674 • Rating of acceptable performance on student evaluation form (consultation, program administration, provision of supervision) • Ratings of acceptable performance on Internship evaluation form (consultation, , provision of supervision) • Alumni Survey (#9: items on supervision, consultation and program adm)
3. To prepare graduates to contribute to the field of psychology in the practitioner-scientist tradition	3.1 To produce graduates who identify as practicing psychologists and contribute to the profession.	<p>33) Graduates will have knowledge and skills needed for professional practice.</p> <p>34) Graduate will contribute to the field through professional activities</p>	<ul style="list-style-type: none"> • Graduate Survey (#9-10: how well prepared; #11 professional activities)
	3. 2 To produce graduates who engage in life-long learning.	35) Graduates will demonstrate commitment to continued professional developmental in order to remain current in their selected area of expertise	<ul style="list-style-type: none"> • Graduate Survey (#9, lifelong consumer of lit; #11:continuing ed; #12 resources to stay current)

* Including differences based on age, gender, gender identify, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language and socioeconomic status.

ATTACHMENT D: Psy 672: Consultation and Collaboration Syllabus (2012/2013)

Indiana State University Department of Psychology
PSY 672 Consultation & Collaboration
Fall 2012/Spring 2013
Thursday 5:30 to 8:00pm

Instructor: Dr. Janis Leigh
Office: Root Hall, B-236
Phone: (812) 237-3447
Email: Janis.leigh@indstate.edu
Office Hours: Monday and Wednesday 1:00-2:00 and by appointment

Required Texts:

- 1) Brown, Przwansky, & Schulte (2011). *Psychological Consultation and Collaboration: Introduction to Theory and Practice* (7th ed). New Jersey: Pearson
- 2) Leigh & Streltzer (2008). *Handbook of Consultation-Liaison Psychiatry*. New York: Springer

Blackboard: The syllabus, PowerPoint slides, class handouts, and any homework assignments will be posted on Blackboard. PowerPoint slides will be posted as early as possible (preferably by Wednesday night). Please check your ISU email account regularly for announcements, reminders, etc.

Course Goals:

- 1) Provide an overview of the theory and practice of mental health, behavioral, and organizational consultation and collaboration
- 2) Introduce consultation strategies and review empirical support, including multicultural strengths/limitations
- 3) Review the history of the development of consultation-liaison (CL) psychiatry and the role of CL psychiatry in medical settings
- 4) Discuss common CL consults and review cultural and ethical considerations as well as potential conflicts of interest

Course Requirements:

- 1) **Complete all required readings** prior to class. Readings will consist of appropriate chapters from the texts and may be supplemented by additional readings that will be uploaded to Blackboard.
- 2) Successful performance on each of the **two exams**. Both exams will be an in-class exam with a combination of multiple choice, matching, and short essay responses.

- 3) **Presentation on a hypothetical consultation case. Hypothetical consultation case will be determined and approved by Dr. Leigh BY 1/17/13.** Your task is to develop a consultation case and present your proposal/recommendations to your classmates. The presentation should convey a grasp of the important conceptual issues, and development of feasible recommendation(s) for your consultee. You can use a consultant to help you identify a case and likely consultation question. See list of available consultants on page 5. The presentation will be 20-30 minutes in length, including time for questions. You will address your classmates as if they were your consultees. Prepare your presentation and any handouts with your hypothetical audience in mind. The important components and grading rubric for the presentation are provided on page 6.
- 4) **Attendance & Participation:** Attend and arrive on time to class each day, and participate regularly in order to get full credit.
- 5) Please let me know as soon as possible, if you need accommodations due to a disability or if you have emergency medical information you would like to share with me.
- 6) **Make up exams will only be given under certain circumstances** such as internship interviews, unforeseen family emergencies, serious illness or medical problems, or death in the family.

Grading:

Exams and the presentation will be graded on the following scale:

A+ = 98% to 100%	B+ = 88% & 89%	C+ = 78% & 79%
A = 92% to 97%	B = 82% to 87%	C = 72% to 77%
A- = 90% & 91%	B- = 80% & 81%	F = less than 72%

The final grade will be dependent on performance on examinations, the PowerPoint presentation, and class attendance and participation. Point allocation is as follows:

Each exam will be worth 100 points [200 points total] (67% of grade)

Oral Presentation: 70 points (23% of grade)

Attendance and Participation: 30 points (10% of grade)

Final Grades: Final grades will be determined on a 300-point scale and will be calculated by summing exams (200 points), presentation (70 points) and attendance & participation (30 points).

Final Grade Calculation

A+	294-300	B+	264-269	C+	234-239
A	276-293	B	246-263	C	216-233
A-	270-275	B-	240-245	F	≤ 215

Topic and Reading Schedule: Any changes to the schedule will be announced as soon as possible.
Note: Schedule will be modified (as needed) to accommodate internship interviews & necessary travel.

Week 1:

Aug 23rd Chapter 1: Introduction to Consultation & Collaboration (Brown, Pryzwansky, & Schulte; BPS – 10 pp)
Chapter 2: Mental Health Consultation (BPS – 24pp)

Week 2:

Sept. 6th Chapter 3: Cognitive-Behavioral Consultation & Collaboration (BPS – 23pp)
Chapter 4: Solution-Focused Consultee-Centered Consultation & Collaboration (BPS – 8pp)

Week 3:

Sept. 20th Chapter 5: Systemic Change Using Consultation & Collaboration (BPS – 22pp)
Chapter 6: Consultation Stages & Processes (BPS – 22pp)

Week 4:

Oct. 4th Chapter 7: The Skills & Characteristics of Consultants & Collaborators (BPS – 15p)
Chapter 8: The Consultee as a Variable (BPS – 16pp)

Week 5:

Oct. 18th Chapter 10: Consultation With Parents (BPS – 20pp)
Chapter 12: Ethical and Legal Considerations (BPS – 12pp)

Week 6:

Nov. 1st Chapter 13: Issues in Consultation & Collaboration (BPS – 22pp)
Chapter 1: Evolution of Consultation-Liaison Psychiatry (Leigh & Streltzer; LS – 9pp)

Week 7:

Nov. 15th Chapter 2: The Functions of Consultation-Liaison Psychiatry (LS – 8pp)
Chapter 3: The Way and How of Psychiatric Consultation (LS – 12pp)
Chapter 4: Evaluating the Evidence Base of Consultation-Liaison Psychiatry (LS - 9pp)

Week 8:

Dec. 6th **Mid-Term Exam**

Week 9:

Jan 17th Class cancelled or catch-up day
Hypothetical Consultation Case Determined (can be done via email)

Week 10:

Jan 31st Chapter 5: Common Reasons for Psychiatric Consultation (LS – 11pp)

Chapter 6: Basic Foundations of Diagnosis, Psychiatric Diagnosis & Final Common Pathway Syndromes (LS – 20pp)

Week 11

Feb 14th Chapter 15: The Patient's Personality, Personality Types, Traits, and Disorders (LS – 12pp)

Chapter 27: Interviewing in Consultation-Liaison Psychiatry (LS – 7pp)

Week 12:

Feb. 28th Chapter 28: Systems Understanding & Intervention, and Ethical Issues (LS – 9pp)

Chapter 22: Cultural aspects of Consultation-Liaison Psychiatry (LS – 8pp)

Week 13:

SPRING BREAK – NO CLASS MARCH 14TH

Week 14:

March 21st Consultation Presentations (4)

Week 15:

April 4th Consultation Presentations (4)

Week 16:

April 18th **Final Exam**

Week 17:

May 2nd Wrap-up and course evaluations

ATTACHMENT E: Psy 671: Clinical Supervision Syllabus

Psychology 671 Clinical Supervision Fall 2012/Spring 2013

Instructor: Liz O’Laughlin, Ph.D., HSPP

Contact Info: 237-2455 (office), lizo@indstate.edu

Office Hours: by appt.

Meeting Time: Thursdays 5 to 7:45, every other week starting 8/25

Text: Bernard, J.M. & Goodyear, R.K. (2009). *Fundamentals of Clinical Supervision*. (4th Ed). Boston: Pearson.

Course Description: This course is designed to be an interactive, experiential learning experience in which students will learn the fundamentals of clinical supervision and apply this knowledge in providing supervision to other students in the program. The goals of this course are to provide students with the conceptual foundation and fundamental skills of supervision while building confidence and competence as a supervisor through supervised experience. Another goal of the course is for students to develop and promote (i.e., through peer supervision) awareness of individual and cultural differences as they impact the supervisory relationship as well as the supervisee/client relationship.

Course Requirements:

1. **Supervision Practicum:** Students are expected to provide, on average, one hour of individual peer supervision (or live supervision at UH) per week. Students will also have an opportunity to provide group clinical supervision (to Dr. O’Laughlin’s team) one time during the Fall12/Spring 2013 semester if your schedule allows. Students will keep a record of their supervision experiences using record forms, DVD’s and written feedback as assigned. Students are expected to prepare for individual supervision (with supervisee) by reviewing DVD (or watching the student live), reading case notes, reviewing reports in client’s file, etc.

Students will submit a **Supervision Feedback Form** to the instructor for each supervision experience with your supervisee (approximately 10 forms/supv. sessions each semester). If supervision is missed that week then send me a brief email explaining the reason for the missed session and plans for checking in with your supervisee during that week if necessary. ***Forms should be submitted within one week of the peer supervision session so that you are getting feedback in a timely manner (e.g., before your next peer supervision meeting). You may email the supervision note, submit in class, or put in my clinic mailbox.***

The **Supervision Log Sheet** should be initialed by both the student supervisor and the supervisee.

2. **Class Attendance and Group Supervision.** Students will participate in group supervision of their supervision sessions (during the second half of class). Each week, 1 or 2 students will present an excerpt from a peer supervision session and solicit feedback from the group in regard to a specific question or issue (e.g., how well did I balance empathic support with feedback on

specific skills?) Students are expected to attend and participate in all class sessions. Individual supervision (instructor with student supervisor) may be requested on an as needed basis.

3. **Required Reading:** Students are responsible for reading the assigned text and supplemental readings PRIOR to the class period in which that reading is discussed. *If it appears that students are not coming to class prepared to comment or respond to questions on the assigned readings, then a more formal Reading Journal assignment and/or weekly quiz will be implemented.*
4. **Presentation on supervision journal article.** There is a growing body of literature/research on clinical supervision. Since your text was published in 2009, there are several newer articles not covered. I will search for articles related to the upcoming class lecture and ask for a volunteer to present on one of the selected articles (for class 2 weeks later). Each student will present one article in either the Fall '12 or Spring '13 semester. Presentations should be 15-20 minutes long and include time for discussion.

Readings Related to Lectures folder on BB (in Course Documents) has articles that were presented in past semesters (organized by topic). You can present one of these, or a newer article (e.g., 2010-2012).

5. **Final Project/Paper: Developing a Practicum Experience:** Each student will write a 10-12 page paper presenting a proposal for a developing a specific practicum experience and focusing in particular on the supervision and evaluation components. Students should assume the perspective of being a licensed psychologist who provides supervision to other employees, or student interns. You are proposing a new practicum experience for your supervisees that meets the needs of both the facility (expanded or improved services to clients) and the students (i.e., good clinical experience balanced with good supervision).

In your paper you will provide:

Content/Balance of Paper

- Overview of the practicum experience (population, diagnosis, therapy setting, type of therapy delivery;10%)
- Present supporting evidence regarding need for this type of practicum (10%)
- Discussion of *supervision issues* for that particular topic, setting or process. (May stem from literature or inference if little/no literature that addresses supervision issues for this topic; 20%)
- Recommendations for proposed practicum based on your literature review (e.g. BPD clients could benefit from group DBT after establishing a relationship with therapist in individual therapy;10%)
- Overview of practicum/training experience: how much supervision, group or individual supervision or both, what would be included in didactic component, training schedule, who will provide supervision (30%)
- Necessary forms for establishing the practicum such as: supervision contract, supervision plan, therapist evaluation form, supervision evaluation form, etc. (10%, Appendix info)
- Potential barriers in developing practicum/ reiteration of need (10%)

A DRAFT of your term paper will be due near the end of the Fall 2012 semester (Nov. 29th) and the final paper will be due just after Spring Break (March 28th).

Grading: Grades will be assigned based on the following:

Class activities: attendance, preparation, participation.....	50 pts.
Supervision Article Presentations (1).....	25 pts
Peer Supervision Presentation (2).....	50 pts
Supervision: completion of feedback forms, contracts, supervision plans, evaluations and related assignments.....	100 pts
Final Project/Paper: Content, organization, quality.....	100 pts.
Presentation on Project.....	50 pts
CBT Supervision (Dr. Johnson’s Class) OR brief journal/comments on live supervision observation.....	25 pts
TOTAL	400

Possible Topics for Practicum Project:

- Facility Wide implementation of new intervention for a specific population
- e.g. Parent-Child problem solving for Conduct disordered teens
 - DBT for Borderline clients
- Using religion/spirituality in therapy
- Structural or strategic family therapy
- New program in a correctional setting (e.g. Bachelor or masters level therapists providing anger management skills training to groups of inmates, with psychologist providing supervision)
- Hospital, medical or consultation liaison settings (e.g. motivational interviewing focused compliance intervention for diabetic teens)
- Multicultural, cross-cultural or intervention for a specific cultural group (e.g. Problem-solving/stress reduction for recent immigrants)
- Parallel Process (i.e. focus on parallels in therapist/client interactions and supervisor/supervisee interactions---generally with interpersonal focus)

You may choose a topic other than those listed above just discuss it with me first.

Tentative Schedule of Topics

- Week 1: 8/30/12 Chap. 1: Introduction to Clinical Supervision
- Week 2: 9/13/12 Chap. 4: Models of Supervision
See Table 4:1: Supervisee Developmental Levels
Article Presentation #1
- Week 3: 9/27/12 Chap. 9: Supervision Interventions: Individual Supv
Article Presentation #2
Peer Supervision Presentation #1, #2
- Week 4: 10/11/12 Chap 8: Organizing the Supervision Experience
Article Presentation #3
Peer Supervision #3, 4
- Week 5: 10/25/12 Chap. 3: Ethical & Legal Considerations
Article Presentation #4
Peer Supervision #5, 6
- Week 6: 11/8/12 Chap. 5: Supervisory Relationship: Influence of Individual, Cultural and
Developmental Differences
Article Presentation #5
Peer Supervision #7

FALL BREAK/ THANKSGIVING

- Week 7: 11/29/12 Chap. 2: Evaluation (solicit feedback from Supervisee, discuss end of semester
feedback for supervisee)
*Complete Counselor Self-Efficacy Scale (pg. 346 in text), SCORE (i.e. calculate)
subscales (directions on pg. 348) and put in Dr. O's mailbox (minus your name)
by 12/13/12.*
Article Presentation #6
Peer Supervision #8
- Week 8: 12/13/12 No class—make sure you have completed/score/submitted Counselor Self-
Efficacy Scale

SPRING 2011

- Week 1: Jan 10 *Small Group/Individual Supv (sup of sup) for those that are here*
- Week 2: Jan. 24 Chap. 6: Supervisory Relationship: Supv Triad and Dyad
Peer Supervision #1
- Week 3: Feb 7 Chap. 7: Supervisory Relationship: Supervisee/visor factors
Article Presentation #7

Peer Supervision #2

Week 4: Feb. 21 Chap. 10: Group Supervision
Article Presentation #8
Peer Supervision #3

Week 5: March 7 Chap. 11: Supervision Interventions: Live Supervision
Field Trip to University Hall (?)
Peer Supervision #4,5

SPRING BREAK (*Week after Spring Break—March 21st—will be Psy 674)

Week 6: March 28 Supervision Project Presentation (3)
Peer Supervision #6

Week 7: April 11 Supv. Project Presentations (3)
Peer Supervision #7

Week 8: April 25 Supv. Project Presentations (2)
Peer Supervision #8

ATTACHMENT F: Psy 668: Advanced Psychopathology Syllabus

PSY 668: Advanced Psychopathology Spring 2012

Class Time: TTh 9:30-10:45
Instructor: June Sprock
Phone: 237-2462
Email: jsprock@indstate.edu

Room: Clinic Conference room
Office: Root Hall B-209
Office Hours: TBA

Purpose of the Course:

The purpose of this course is to help doctoral students develop an understanding of the important concepts, theories and issues in psychopathology. The course focuses on adult psychopathology - the major adult disorders, their symptoms and course, theories of etiology, and the efficacy of treatment approaches, with an emphasis on empirically supported treatment and evidence-based practice. However, given the constant change and growth of knowledge, there is an emphasis on critical thinking about the issues so that you can apply what you've learned to future advances in the field. There is also an applied component in the course. You will learn to use the DSM-IV-TR (2000) and the principles of differential diagnosis in order to use signs, symptoms and history to arrive at a diagnostic formulation. In addition, students are expected to develop an appreciation for the importance of individual differences and diversity (e.g., race, ethnicity, age, gender, SES) in the diagnosis and treatment of psychopathology. The course also covers the history of psychopathology and the diagnosis and classification of mental disorders as well as the history of theory and research on specific disorders.

The essay exams are designed to help students organize and integrate the large volume of information and demonstrate an understanding of and critical thinking about the complex issues in psychopathology. The homework and exam on diagnosis are to help you become proficient in the use of the DSM-IV-TR. The purpose of the term paper is to allow you to become an expert on a particular disorder or area of psychopathology and to develop skills in writing a doctoral level term paper. Finally, the course aims to prepare students for the psychopathology questions on preliminary exams and the national licensing exam as well as to provide the necessary background in psychopathology for clinical research and practice.

Required Reading:

1. American Psychiatric Association. *DSM-IV-TR: Diagnostic and Statistical Manual of Mental Disorders* (fourth edition-text revision). Washington, American Psychiatric Association, 2000.

2. Hales, R.E., Yudofsky, S.C. & Gabbard, G.O. (2011). *Essentials of Psychiatry, Third Edition*. Washington, DC: American Psychiatric Publishing, Inc.

3. Selected articles in prepared packets available at the **Goetz Printing and Copy Center, 16 S 9th St., 232-6504 (M-F 8:30-5:00)**. These articles are required and will provide the basis for much of the content covered in the course.

4. Outlines for each unit will be placed on Blackboard. These detailed outlines will reduce the amount of note taking you will need to do. **Bring these to class!**

Note: While every attempt has been made to make this course syllabus accurate, it is subject to changes at the discretion of the instructor (any changes will be announced in class and in writing).

Requirements and Grading for the course:

The grade for the course consists of 4 components:

Proficiency exam in Diagnosis: 10%. Assign DSM-IV-TR multiaxial diagnoses to 3 cases (bring the DSM-IV-TR to class)

Take Home Essay Exams: 40%. Take home essays: one essay for each of the 5 units.

Term Paper: 40%. Research paper on a diagnostic category, issue, or area of interest in adult psychopathology.

Class Participation, Homework, Presentation of Article, and Reviews of Term papers: 10%.

Additional Information about the Requirements:

Proficiency Exam in Diagnosis: (10%). This is an in-class exam that will consist of three brief case vignettes for which you will be asked to assign diagnoses on the 5 axes. These cases will be similar to homework cases and you will use the DSM-IV-TR. On exam day, be sure to bring your DSM-IV-TR to class! However, you will have to be very familiar and comfortable with using the manual. The focus of the cases will be the mechanics of using the DSM-IV-TR multiaxial system, NOT difficult differential diagnosis. The symptoms will generally closely follow the manual; you should know where to look them up (which group of disorders), how to use the codes, what goes on each axis, and how to use the scales for axes IV and V. You will be expected to follow the format precisely. The purpose of this exam is to allow students to become thoroughly familiar with the DSM-IV-TR and proficient in the use of the multiaxial system of diagnosis. There will be instruction and practice in using the multiaxial diagnosis in class and homework assignments. You are asked to work on them INDEPENDENTLY (the best way to learn to use the DSM-IV-TR is by practicing using it). You will also be given other brief homework assignments consisting of cases that require more subtle differential diagnosis of Axis I and II conditions later in the semester. Again, you are asked to complete these independently in order to develop your diagnostic skills. The tentative date is Thursday Feb 16th.

Take Home Essay Exams: (40% total). The essay exams will consist of take home essay questions covering broad topics from the readings and information presented in class. While they will require you to demonstrate knowledge and integrate information from various sources (articles, book, class discussion), you are expected to critically evaluate the material in addition to including important content. You are also expected to cite the reference articles assigned for the class. You will be asked to write one essay (from among 2 or 3 choices) for each unit. Essays must be typed, double-spaced, proofed, and free of grammatical errors and there is a page limit of 5 pages per question. Essays are due in class on the due date – late essays (received after 4 pm on the day they are due) will be reduced by half a grade. Essays that are not received until the next class are reduced a full grade. Essays received after that time will be assigned a failing grade (C).

Term Paper: (40%).

A. Overview. The term paper is a research paper focusing on adult psychopathology – generally an adult mental disorder that is NOT covered in detail in class (e.g., dissociative identity disorder – aka multiple personality disorder, somatoform disorder, seasonal affective disorder). You may also select other topics relevant to adult psychopathology (e.g., psychological consequences of AIDS – dementia, depression and anxiety; depression versus dementia in the elderly; mental illness in the homeless; gender differences in mental illness). Topics require approval of the instructor. No duplication of topics is allowed since one purpose is to expose the class to new topics and you will be asked to read two of your classmate's papers. You may select your topic as soon as you like but no later than the end of the third week of classes (1/26). Topics will be assigned on a first come basis.

B. Format and Style: All papers must follow APA format. You should cover the history, theories and research in the area you selected and must include primary sources - the actual research and theoretical articles - rather than just review papers, textbooks or summaries. **While important review articles should certainly be included**, particularly their conclusions based on their review of the literature, **do not rely on their reviews for your paper** without surveying the primary literature yourself. Do NOT cite our textbook or other textbooks as your references. In addition, while historical studies are of interest and **important historical work should be included**, be sure to **include the most recent research too**. There should be a thorough review and emphasis of the literature in the last 5-10 years. Avoid quotes! **Summarize the results and the conclusions from a study and then cite the authors rather than quote them** (e.g., the finding of Smith and Jones (2004) that olanzapine helps reduce symptoms of Tourettes provides evidence for excess dopamine activity in the etiology of this disorder). This makes the paper more readable and shows that you understand the information. Also, **critique the research** (e.g., the small number of subjects used, and the fact that subjects were self-selected may limit the generalizability of their results...). The format should resemble the type of reviews published in Psych Bulletin or Annual Review of Psychology. Examples will be available as part of your reading assignments. **The paper should be a critical review of a topic, NOT merely a summary of the literature or annotated bibliography.** Although the length of the paper will necessarily vary according to the topic and amount of information available, the expected length of the text is 30-35 pages with at least 30 primary references.

C. Other Information. The paper is to be typed, double-spaced and carefully proofed and free of spelling, grammatical and typographical errors. Papers with such errors may result in a reduction of a half of a letter grade. The paper is to be subdivided into sections using headings to make it more readable. You will be getting a detailed handout with suggested headings, organizational outline, and other recommendations for the paper. **TWO copies** of the paper are to be submitted. One copy will be placed on reserve (you are required to read 2 of your classmates' papers).

Papers are due on April 10th. Late papers (received after 4 pm on the day they are due) will be reduced by half a grade. Papers that are not received until the next class are reduced a full grade. Papers received after that time will be assigned a failing grade (C).

The paper is to be an **original work that has not been used (nor will be used) for other courses, research, publication or presentation** (see University policy on academic integrity). Be very **careful not to plagiarize (use quotes and provide a reference for 3 or more words in a row from any one source!)** Select a topic that will contribute to your overall goals – a topic you are considering for your doctoral research, your clinical interests, or at the least, something that you always wanted to know more about!

D. Outline. The general outline for the paper (for those who choose a disorder to review) is as follows (the exact headings and their placement will vary depending on topic; other topics in adult psychopathology will require a different outline):

I. Introduction and Overview

- A. Description (symptoms; description; perhaps a case example - single spaced)
- B. Epidemiology (including prevalence, incidence, gender differences, etc)
- C. Comorbidity
- D. Course (including age of onset, typical course, prognosis, and outcome)
- E. Current issues (including controversies)

II. History: when first recognized, earlier terms for the disorder and related concepts, previous classifications (the latter could go in the beginning of the classification section if preferred)

III. Diagnosis and Classification

- A. Current Diagnostic Criteria (DSM-IV/DSM-IV-TR): listing of DSM-IV-TR diagnostic criteria should go in the appendix; discuss them but do not repeat them in the text
- B. Subtypes (if applicable)
- C. Differential Diagnosis
- D. Alternative Diagnostic Criteria (if applicable)
- E. Assessment (interviews, tests specifically designed to assess for the disorder)

IV. Etiology: theories and research on etiology of the disorder; these should be organized according to theoretical perspectives (e.g., biological: genetic, neurotransmitter, etc.; psychological: cognitive, behavioral, psychodynamic, etc.); the theories and research should then be presented chronologically within subsections; you also need to critically review the research that is presented. If there is a lack of research, this needs to be stated – do not just omit mention of research!

V. Treatment: treatment and research on their efficacy and effectiveness; like the section on etiology, these should be organized according to theoretical perspectives, presented chronologically within subsections, and needs to critically review the research that supports (or fails to support) the different treatment approaches. Again, if there is a lack of research, this needs to be stated.

VI. Implications: conclusions, recommendations, and directions for future research; should NOT be a summary of the previous sections in the paper) but discuss implications of the review

Class Participation, Homework, Presentation of Article, and Review of Term papers: (10%).

A. Reading, homework, class exercises. You are expected to read assigned chapters and articles in advance and to complete homework and in-class activities. You are also expected to participate in class discussions, and should have thought about the ideas and issues presented in the readings and be prepared to critique them and share their own ideas and opinions on topics. I may not always agree with you - I have my own opinions on topics, too! However, I strongly encourage you to speak up and share your ideas with the class. The class format will consist of lectures, discussions, debates, practice exercises, and videotapes. You do NOT need to bring the books to class (unless otherwise requested to do so, e.g., DSM-IV-TR during the practice of diagnosis and for the proficiency exam). **However, always bring your outlines to class!**

B. Presentation of article. Each of you will be asked to select one of the assigned articles and lead a class discussion concerning that article. These presentations will be spread across the semester according to the units and topics being covered in class. Early in the semester, you will be asked to choose from which unit you would like to present an article: I. Classification and diagnosis; II. Schizophrenia and other psychotic disorders; III. Mood disorders; IV. Anxiety disorders; or V. Personality disorders. At the beginning of that unit, you will be asked to select the specific article you would like to present. The format will consist of a **brief presentation of the major points** in the article (i.e., a brief 5 minute synopsis) followed by your presentation of questions for the class to discuss (i.e., **lead a discussion about the critical issues raised by the authors – about 5-10 minutes**). There is no need to prepare written handouts or outlines since everyone should have read the articles.

C. Read two term papers and write a brief review. You will be asked to read two (2) of your classmates' term papers and to write a very brief (approximately 1-2 pages) review for each, focusing on what you learned from the paper that will be useful in your future work as a psychologist (clinical or research). These are due by our last meeting during finals week (Tuesday May 1st).

D. Students are expected to attend class and to notify me prior to class when unable to attend.

Tentative Schedule for Spring 2012

Week 1:	
T 1/10	First day of class; Review syllabus: course description and requirements
Th 1/12	Unit I - Diagnosis and Classification: Readings: DSM-IV-TR: Introduction; Assigned articles (see Unit I outline); Hales, Yudofsky & Gabbard (2011): Ch 1 ----- Definition of mental disorder; Conceptual and methodological issues *Readings: DSM-IV-TR: Introduction; Assigned articles (see Unit I outline) 1st set of take home essays (Unit I) distributed, due 2/2
Week 2:	
T 1/17	Conceptual and methodological issues; Models of classification *Readings: DSM-IV-TR: Introduction; Assigned articles (see Unit I outline)
Th 1/19	Models of classification; Pros and cons of diagnosis and classification; Nonscientific factors *Readings: DSM-IV-TR: Introduction; Assigned articles (see Unit I outline)
Week 3:	
T 1/24	Nonscientific factors; Diagnostic bias and Diversity issues; Brief history of classification *Readings: Assigned articles (see Unit I outline)
Th 1/26	Brief history of classification; DSM-IV/DSM-IV-TR: development and critique, use *Readings: DSM-IV-TR: Introduction, Use of the Manual, DSM-IV-TR Classification; Assigned articles (see Unit I outline) TOPICS FOR TERM PAPERS DUE
Week 4:	
T 1/31	Use of the DSM-IV-TR: Multiaxial diagnosis; Principles of differential diagnosis *Readings: DSM-IV-TR: Multiaxial Assessment; Assigned articles (see Unit I outline)
Th 2/2	Overview of DSM-IV categories; Practice cases *Readings: DSM-IV-TR: DSM-IV-TR Classification; skim chapters for disorders 1ST SET OF TAKE HOME ESSAYS (UNIT I) DUE
Week 5:	
T 2/7	Overview of DSM-IV categories; Practice cases *Readings: DSM-IV-TR: DSM-IV-TR Classification; skim chapters for disorders
Th 2/9	Overview of DSM-IV categories; Practice cases; *Readings: DSM-IV-TR: DSM-IV-TR Classification; skim chapters for disorders
Week 6:	
T 2/14	Mental status exam (MSE); Models of etiology and treatment; empirically supported treatment and evidence-based practice *Readings: Hales, Yudofsky & Gabbard (2011): Ch 1: Psychiatric interview and MSE; Assigned articles (see Unit I outline)
Th 2/16	PROFICIENCY EXAM IN DIAGNOSIS

Week 7:

T 2/21 **Unit II: Schizophrenia and other psychoses: Readings: Hales, Yudofsky & Gabbard (2011): Ch 5: Schizophrenia; parts of Ch 15: Psychopharmacology (see Unit II outline); Assigned articles (see Unit II outline)**

Schizophrenia: Introduction: history, classification and symptomatology

***Readings:** Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit II outline)
2nd set of take home essays (Unit II) distributed, due 3/13

Th 2/23 Schizophrenia: Role of gender, race and ethnicity, SES; Etiology and treatment
***Readings:** Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit II outline)

Week 8:

T 2/28 Schizophrenia and other psychoses: Etiology and treatment
***Readings:** Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit II outline)

Th 3/1 Schizophrenia and other psychoses: Etiology and treatment
***Readings:** Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit II outline)

Week 9:

M to F 3/5 to 3/9 Spring Break - No Classes

Week 10:

T 3/13 Other Psychoses: Specific disorders
***Readings:** Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit II outline)
2ND SET OF TAKE HOME ESSAYS (UNIT II) DUE

Th 3/15 **Unit III: Mood Disorders: *Readings: Hales, Yudofsky & Gabbard (2011) Ch 6: Mood Disorders; parts of Ch 15: Psychopharmacology (see Unit III outline); skim Ch 16 (brief therapy), Ch 17 (psychodynamic therapy), and Ch 18 (cognitive therapy); Assigned articles (see Unit III outline).**

Mood Disorders: Introduction: history, classification and symptomatology, depressive and bipolar disorders

***Readings:** Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit III outline)
3rd set of take home essays (Unit III) distributed, due 3/29

Week 11:

T 3/20 Mood Disorders: Role of gender, race and ethnicity, age
***Readings:** Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit III outline)

Th 3/22 Mood Disorders: Etiology and treatment of depressive and bipolar disorders
***Readings:** Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit III outline)

Week 12:

T 3/27 Mood Disorders: Etiology and treatment of depressive and bipolar disorders
***Readings:** Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit III outline)

Th 3/29	Mood Disorders: Etiology and treatment of depressive and bipolar disorders *Readings: Hales & Yudofsky (2004) Chs. Assigned articles (see Unit III outline) 3RD SET OF TAKE HOME ESSAYS (UNIT III) DUE
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Week 13:	
T 4/3	Unit IV: Anxiety Disorders: *Readings: Hales, Yudofsky & Gabbard (2011) Ch 7: Anxiety Disorders; parts of Ch 15: Psychopharmacology (see Unit IV outline); skim Ch 16 (brief therapy), Ch 17 (psychodynamic therapy), and Ch 18 (cognitive therapy); Assigned articles (see Unit IV outline). <hr/> Anxiety Disorders: Introduction and History; Classification and symptomatology *Readings: Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit IV outline) 4th set of take home essays (Unit III) distributed, due 4/17
Th 4/5	Anxiety Disorders: Role of gender, race and ethnicity, age; Theories of etiology and treatment *Readings: Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit IV outline)

Week 14:	
T 4/10	Anxiety Disorders: Theories of etiology and treatment; Specific disorders *Readings: Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit IV outline) TERM PAPER DUE
Th 4/12	Anxiety Disorders: Specific disorders *Readings: Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit IV outline)

Week 15:	
T 4/17	Unit V: Personality Disorders: Readings: Hales, Yudofsky & Gabbard (2011) Ch 11: Personality Disorders; parts of Ch 15: Psychopharmacology (see Unit V outline); skim Ch 16 (brief therapy), Ch 17 (psychodynamic therapy), and Ch 18 (cognitive therapy); Assigned articles (see Unit V outline) <hr/> Personality Disorders: Introduction and History, classification and alternative models; Role of gender, race and ethnicity, and age; etiology *Readings: Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit V outline) 4TH SET OF TAKE HOME ESSAYS (UNIT IV) DUE 5th set of take home essays (Unit V) distributed, due 5/1
Th 4/19	Personality Disorders: Specific disorders *Readings: Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit V outline)

Week 16:	
T 4/24	Personality Disorders: Specific disorders; Treatment *Readings: Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit V outline)
Th 4/26	Personality Disorders: Treatment *Readings: Hales, Yudofsky & Gabbard (2011) Chs; Assigned articles (see Unit V outline)

Week 17:

T 5/1 Finals Week: course evaluations

TWO BRIEF REVIEWS OF CLASSMATES' PAPERS DUE

5TH SET OF TAKE HOME ESSAYS (UNIT IV) DUE

ALL EXAMS AND REVIEWS MUST BE RECEIVED BY 4 PM TODAY

Note. *Readings are those that should be completed for that day

Students are expected to attend class and to notify me prior to class when unable to attend

APPENDIX: ASSIGNED ARTICLES AND CHAPTERS PER UNIT

Reference Articles - I
Diagnosis and Classification

PSY 668 - Advanced Psychopathology
Spring 2012

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Unit I. Diagnosis and Classification - Table of Contents

A. Epidemiology:

Tohen, M., Bromet, E., Murphy, J.M. & Tsuang, M.T. (2000). Psychiatric epidemiology. *Harvard Review of Psychiatry*, 8(3), 111-125.

B. Psychopathology and Classification Theory:

Kendler, K.S. et al. (2008). Editorial: Issues for DSM-V. *American Journal of Psychiatry*, 165(2), 174-175.

Good introduction; lists 7 important conceptual questions for DSM-V.

American Psychiatric Association (2012). Home page and DSM-5 Overview. Retrieved 1/4/2012:

<http://www.dsm5.org/Pages/Default.aspx> and <http://www.dsm5.org/about/Pages/DSMVOverview.aspx>

Overview of DSM-5 development by DSM-5 chairperson and committees

Widiger, T.A. & Clark, L.A. (2000). Toward DSM-V and the classification of psychopathology. *Psychological Bulletin*, 126(6), 946-963.

Classic article: Review and critique of the development of the DSMs; current issues including boundary with normality and between disorders, time frame and course, and the role of lab studies

Widiger, T.A. & Sankis, L.M. (2000). Adult psychopathology: Issues and controversies. *Annual Review of Psychology*, 51, 377-404.

Classic article: Discussion of abnormality and definition of mental disorder, domains of psychopathology, and alternative models of diagnosis and classification.

Widiger, T.A. & Samuel, D.B. (2005). Diagnostic Categories or Dimensions? A Question for the Diagnostic and Statistical Manual of Mental Disorders--Fifth Edition. *Journal of Abnormal Psychology*, 114(4), 494-504.

Problems inherent in the categorical model and suggestions for a dimensional model for the DSM-V.

Kraemer, HK, Shrout PE, Rubio-Stipec M. (2007). Developing the Diagnostic and Statistical Manual V: what will "statistical" mean in DSM-V? *Social Psychiatry & Psychiatric Epidemiology*, 42, 259-267.

Report of the Launch and Methodology Conference to begin planning for DSM-V.

First, M.B. & Westen, D. (2007). Classification for clinical practice: How to make ICD and DSM better able to serve clinicians. *International Review of Psychiatry*, 19(5), 473-481.

Discussion of clinical utility and the inclusion of dimensions and prototype matching to improve clinical utility

Kamphuis, J. H., & Noordhof, A. (2009). On categorical diagnoses in DSM-V: Cutting dimensions at useful points? *Psychological Assessment*, 21(3), 294-301.

Ways to combine categorical and dimensional approaches and to establish cutoffs.

Maser, J. D., Norman, S. B., Zisook, S., Everall, I. P., Stein, M. B., Schettler, P. J., & Judd, L. L. (2009). Psychiatric nosology is ready for a paradigm shift in DSM-V. *Clinical Psychology: Science and Practice*, 16(1), 24-40.

Recommendations for a mixed categorical and dimensional model for the DSM-V.

McLaren, N. (2010). The DSM-V project: Bad science produces bad psychiatry. *Ethical Human Psychology and Psychiatry: An International Journal Of Critical Inquiry*, 12(3), 189-199.
Problems with the development of the DSM-V, including the definition of mental disorder, and use of APSS as an example of how the effort to develop a more valid classification will not succeed.

C. Diagnosis and Classification in a Diverse Society:

Seedat, S., Scott, K., Angermeyer, M. C., Berglund, P., Bromet, E. J., Brugha, T. S., & ... Kessler, R. C. (2009). Cross-national associations between gender and mental disorders in the World Health Organization World Mental Health Surveys. *Archives of General Psychiatry*, 66(7), 785-795.

World Mental Health surveys examining gender differences in mental disorders in developed and developing countries.

Hartung, C.M. & Widiger, T.A. (1998). Gender differences in the diagnosis of mental disorders: Conclusions and controversies of the DSM-IV. *Psychological Bulletin*, 123(3), 260-278.

Gender differences in DSM-IV diagnoses and sources of error including sampling bias and bias in the diagnostic criteria.

Woodward, H., Taft, C., Gordon, R., & Meis, L. (2009). Clinician bias in the diagnosis of posttraumatic stress disorder and borderline personality disorder. *Psychological Trauma: Theory, Research, Practice, and Policy*, 1(4), 282-290.

Vignette study demonstrating the effect of client gender and clinician theoretical orientation on assigned diagnosis.

Sohler, N.L & Bromet, E.J. (2003). Does racial bias influence psychiatric diagnoses assigned at first hospitalization? *Social Psychiatry and Psychiatric Epidemiology*, 38(8), 463-472.

Examined racial bias in first hospitalization diagnoses; failed to find expected racial bias in diagnosis of schizophrenia and mood disorders; however, Black patients may have been more difficult to diagnose

Barnes, A. (2008). Race and hospital diagnoses of schizophrenia and mood disorders. *Social Work*, 53(1), 77-83.

Examined differences in hospital psychiatric diagnoses of schizophrenia and mood disorder according to race, especially for African Americans

Aklin, W.M. & Turner, S.M. (2006). Toward understanding ethnic and cultural factors in the interviewing process. *Psychotherapy: Theory, Research, Practice, Training*, 43(1), 50-64.

Discusses different types of clinical interviews and potential for misdiagnosis, particularly for ethnic minorities

D. Issues in Psychological Treatment: Evidence-Based Practice

Levant, R. & Hasan, N. (2008). Evidence-based practice in psychology. *Professional Psychology: Research and Practice*, 39(6), 658-662.

Examines the literature since the APA statement on evidence-based practice, related terminology (empirically validated and empirically supported treatment), and recommendations for training psychologists.

Reference Articles - II
Schizophrenia and Other Psychotic Disorders

PSY 668 - Advanced Psychopathology
Spring 2012

Instructor: June Sprock
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II. Schizophrenia and Other Psychotic Disorders

A. Schizophrenia: Subtypes

1. Jablensky, A. (2006). Subtyping schizophrenia: implications for genetic research. *Molecular Psychiatry*, 11(9), 815-836.
2. Helmes, E. & Landmark, J. (2003). Subtypes of schizophrenia: A cluster analytic approach. *Canadian Journal of Psychiatry*, 48(10), 702-708.
3. American Psychiatric Association (2011). DSM-5 development: Schizophrenia and other psychotic disorders. <http://www.dsm5.org/ProposedRevisions/Pages/SchizophreniaandOtherPsychoticDisorders.aspx>

Note: Also see the APA Practice Guideline (2004) below

B. Schizophrenia and Diversity: Sex, Race and Ethnicity

1. Abel, K. M., Drake, R., & Goldstein, J. M. (2010). Sex differences in schizophrenia. *International Review of Psychiatry*, 22(5), 417-428.
2. Kelly, D. (2006). Treatment Considerations in Women with Schizophrenia. *Journal of Women's Health*, 15(10), 1132-1140.
3. Trierweiler, S. J., Neighbors, H. W., Munday, C., Thompson, E. E., Jackson, J. S., & Binion, V. J. (2006). Differences in patterns of symptom attribution in diagnosing schizophrenia between African American and non-African American clinicians. *American Journal of Orthopsychiatry*, 76(2), 417-428.
4. Rosenfarb, I. S., Bellack, A. S., & Aziz, N. (2006). Family interactions and the course of schizophrenia in African American and white patients. *Journal of Abnormal Psychology*, 115(1), 112-120.
5. Horvitz-Lennon, M., McGuire, T. G., Alegria, M., & Frank, R. G. (2009). Racial and ethnic disparities in the treatment of a Medicaid population with schizophrenia. *Health Services Research*, 44(6), 2106-2122.

Note: Also see: APA Practice Guideline (2004) below

See: Sohler & Bromet (2003); Barnes, A. (2008); Aklin & Turner (2006) from Unit I readings.

C. Etiology and Pathophysiology of Schizophrenia

1. Tandon, R., Keshavan, M., & Nasrallah, H. (2008). Schizophrenia, 'just the facts' what we know in 2008. 2. Epidemiology and etiology. *Schizophrenia Research*, 102(1), 1-18.
2. Keshavan, M., Tandon, R., Boutros, N., & Nasrallah, H. (2008). Schizophrenia, 'just the facts': What we know in 2008: Part 3: Neurobiology. *Schizophrenia Research*, 106(2), 89-107.
3. Siever, L.J. & Davis, K.L. (2004). The pathophysiology of schizophrenia disorders: Perspectives from the spectrum. *American Journal of Psychiatry*, 161(3), 398-413.
4. Howes, O.D. & Kapur, S. (2009). The dopamine hypothesis: Version III – The final common pathway.

Schizophrenia Bulletin, 35(3), 549-562.

5. Beck, A.T. & Rector, N.A. (2005). Cognitive approaches to schizophrenia: Theory and therapy. *Annual Review of Clinical Psychology*, 1, 577-606.

Note: Also see Jablensky (2006) and Abel et al. (2010) above

D. Treatment of Schizophrenia

1. American Psychiatric Association (2004). Practice Guideline for the Treatment of Patients with Schizophrenia, second edition. *American Journal of Psychiatry*, February 2004 supplement, 161(2), 1-56.

2. Dixon, L., Perkins, D. & Calmes, C. (2009). Guideline watch (September 2009): Practice Guideline for the Treatment of Patients with Schizophrenia. American Psychiatric Association, 1-10.

3. Tandon, R. & Jibson, M.D. (2005). Comparing efficacy of first-line atypical antipsychotics: No evidence of differential efficacy between risperidone, olanzapine, quetiapine, ziprasidone, and aripiprazole. *International Journal of Psychiatry in Clinical Practice*, 9(3), 204-212.

4. Dixon, L. B., Dickerson, F., Bellack, A. S., Bennett, M., Dickinson, D., Goldberg, R. W., & ... Kreyenbuhl, J. (2010). The 2009 schizophrenia PORT psychosocial treatment recommendations and summary statements. *Schizophrenia Bulletin*, 36(1), 48-70.

5. Kingdon, D., Rathod, S., Hansen, L., Naeem, F., & Wright, J. (2007). Combining cognitive therapy and pharmacotherapy for schizophrenia. *Journal of Cognitive Psychotherapy*, 21(1), 28-36.

Note: Also see Beck & Rector (2005) and Kelly (2006) above

E. Other Psychoses

1. Malhi, G., Green, M., Fagiolini, A., Peselow, E., & Kumari, V. (2008). Schizoaffective disorder: Diagnostic issues and future recommendations. *Bipolar Disorders*, 10(Suppl 2), 215-230.

2. Sammons, M.T. (2005). Pharmacotherapy for delusional disorder and associated conditions. *Professional Psychology Research and Practice*, 36(5), 476-479.

Reference Articles - III

Mood Disorders

PSY 668 - Advanced Psychopathology

Spring 2012

III. Mood Disorders

A. Classification, Diagnosis, Subtypes and Specifiers

1. Joiner, T.E., Walker, R.L. & Pettit, J.W., Perez, M. & Cukrowicz, K.C. (2005). Evidence-based assessment of depression in adults. *Psychological Assessment*, 17(3), 267-277.
2. Schneck, C. (2009). Editorial. Mixed depression: The importance of rediscovering subtypes of mixed mood states. *The American Journal of Psychiatry*, 166(2), 127-130.
3. Klein, D.N. & Santiago, N.J. (2003). Dysthymia and chronic depression: Introduction, classification, risk factors, and course. *Journal of Clinical Psychology/In Session*, 59, 807-816.
4. Stewart, J., McGrath, P., Quitkin, F., & Klein, D. (2007). Atypical depression: Current status and relevance to melancholia. *Acta Psychiatrica Scandinavica*, 115(Suppl433), 58-71.
5. Newman, S. C., & Bland, R. C. (2009). A population-based family study of minor depression. *Depression and Anxiety*, 26(4), 389-392
6. American Psychiatric Association (2011). DSM-5 development: Mood disorders: proposed revisions. <http://www.dsm5.org/ProposedRevisions/Pages/MoodDisorders.aspx>

B. Mood disorders in a Diverse Society: Gender, Race, Age

1. Kuehner, C. (2003). Gender differences in unipolar depression: An update of epidemiological findings and possible explanations. *Acta Psychiatrica Scandinavica*, 108, 163-174.
2. Hyde, J., Mezulis, A. H., & Abramson, L. Y. (2008). The ABCs of depression: Integrating affective, biological, and cognitive models to explain the emergence of the gender difference in depression. *Psychological Review*, 115(2), 291-313.
3. Weinberger, A. H., McKee, S. A., & Mazure, C. M. (2010). Inclusion of women and gender-specific analyses in randomized clinical trials of treatments for depression. *Journal of Women's Health*, 19(9), 1727-1732.
4. Diflorio, A., & Jones, I. (2010). Is sex important? Gender differences in bipolar disorder. *International Review of Psychiatry*, 22(5), 437-452.
5. Das, A., Olfson, M., McCurtis, H., & Weissman, M. (2006). Depression in African Americans: Breaking barriers to detection and treatment. *The Journal of Family Practice*, 55(1), 30-39.
6. Cole, M.G. & Dendukuri, N. (2003). Risk factors for depression among elderly community subjects. *American Journal of Psychiatry*, 160(6), 1147-1156.

7. Cook, M., Orvaschel, H., Simco, E., Hersen, M. & Joiner, T. (2004). A test of the tripartite model of depression and anxiety in older adult psychiatric outpatients. *Psychology and Aging, 19*(3), 444-451.
8. Skultety, K. M., & Zeiss, A. (2006). The treatment of depression in older adults in the primary care setting: An evidence-based review. *Health Psychology, 25*(6), 665-674.

C. Etiology

1. Kendler, K.S., Gardner, C.O. & Prescott, C.A. (2002). Toward a comprehensive developmental model for major depression in women. *American Journal of Psychiatry, 159*(7), 1133-1145.
Note. This study focuses on major depression, not gender differences, but uses a sample of women.
2. Lau, J. F., & Eley, T. C. (2010). The genetics of mood disorders. *Annual Review of Clinical Psychology, 6*, 313-337.
3. Tsuchiya, K.J., Byne, M. & Mortensen, P.B. (2003). Risk factors in relation to an emergence of bipolar disorder: A systematic review. *Bipolar Disorders, 5*, 231-242.
4. Leahy, R. L. (2007). Bipolar disorder: Causes, contexts, and treatments. *Journal of Clinical Psychology, 63*(5), 417-424.

Also see articles in sections A, B, and C above

D. Treatment of Depression:

1. Cipriani, A., Geddes, J. R., Furukawa, T. A., & Barbui, C. (2007). Meta-review on short-term effectiveness and safety of antidepressants for depression: An evidence-based approach to inform clinical practice. *The Canadian Journal Of Psychiatry, 52*(9), 553-562.
2. Parker, G. G., & Fletcher, K. K. (2007). Treating depression with the evidence-based psychotherapies: A critique of the evidence. *Acta Psychiatrica Scandinavica, 115*(5), 352-359.
3. Bagby, R., Quilty, L., Segal, Z., McBride, C., Kennedy, S., & Costa, P. (2008). Personality and differential treatment response in major depression: A randomized controlled trial comparing cognitive-behavioural therapy and pharmacotherapy. *The Canadian Journal of Psychiatry, 53*(6), 361-370.
4. Dimidjian, S., Hollon, S.D. & Dobson, K.S. et al. (2006). Randomized Trial of Behavioral

Activation, Cognitive Therapy, and Antidepressant Medication in the Acute Treatment of Adults With Major Depression. *Journal of Consulting and Clinical Psychology*, 74(4), 658-670.

5. Bryan, C.J. & Rudd, M.D. (2006). Advances in the assessment of suicide risk. *Journal of Clinical Psychology: In Session*, 62(2), 185-200.

6. Rohan, K., Roecklein, K., Tierney Lindsey, K., Johnson, L., Lippy, R., Lacy, T., & Barton, F.B. (2007). A randomized controlled trial of cognitive-behavioral therapy, light therapy, and their combination for seasonal affective disorder. *Journal of Consulting and Clinical Psychology*, 75(3), 489-500.

7. American Psychiatric Association (2011). Treating major depressive disorder: A quick reference guide. Based on the *Practice guideline for the treatment of patients with major depressive disorder, third edition*. DOI: 10.1176/appi.books.9780890423370.110108

Also see articles in sections A, B, and C above

E. Treatment of Bipolar

1. Scott, J. & Colom, F. (2005). Psychosocial treatments for bipolar disorders. *Psychiatric Clinics of North America*, 28(2), 371-384.

2. Miklowitz, D., Otto, M., Frank, E., Reilly-Harrington, N., Wisniewski, S., Kogan, J., et al. (2007). Psychosocial treatments for bipolar depression: A 1-year randomized trial from the Systematic Treatment Enhancement Program. *Archives of General Psychiatry*, 64(4), 419-427.

3. Hirschfeld, R.M.A. (2005). Guideline watch: Practice Guideline for the Treatment of Patients with Bipolar Disorder, 2nd edition. *Psychiatryonline*. American Psychiatric Association, 1-10.
DOI: 10.1176/appi.books.9780890423363.148430

4. Goodwin, G. M. (2009). Evidence-based guidelines for treating bipolar disorder: Revised second edition—Recommendations from the British Association for Psychopharmacology. *Journal of Psychopharmacology*, 23(4), 346-388.

Also see articles in sections A, B, and C above

Reference Articles - IV and V
Anxiety Disorders and Personality Disorders

PSY 668 - Advanced Psychopathology
Spring 2012

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IV. Anxiety Disorders

A. Assessment, Diagnosis and Classification

Antony, M. M., & Rowa, K. (2005). Evidence-based assessment of anxiety disorders in adults. *Psychological Assessment, 17*(3), 256-266.

Watson, D. (2005). Rethinking the mood and anxiety disorders: A quantitative hierarchical model for DSM-V. *Journal of Abnormal Psychology, 114*(4), 522-536.

Ralevski, E., Sanislow, C., Grilo, C., Skodol, A., Gunderson, J., Shea, M., et al. (2005). Avoidant personality disorder and social phobia: Distinct enough to be separate disorders? *Acta Psychiatrica Scandinavica, 112*(3), 208-214.

Mataix-Cols, D., Rosario-Campos, M.C. & Leckman, J.F. (2005). A multidimensional model of obsessive-compulsive disorder. *American Journal of Psychiatry, 162*, 228-238.

American Psychiatric Association (2011). DSM-5 development: Anxiety disorders proposed revisions. <http://www.dsm5.org/ProposedRevisions/Pages/AnxietyDisorders.aspx>

B. Anxiety Disorders in a Diverse Society

Halbreich, U. (2003). Anxiety disorders in women: A developmental and lifecycle perspective. *Depression and Anxiety, 17*(3), 107-110. doi:10.1002/da.10108

Lewis-Fernández, R., Hinton, D. E., Laria, A. J., Patterson, E. H., Hofmann, S. G., Craske, M. G., & Liao, B. (2010). Culture and the anxiety disorders: Recommendations for DSM-V. *Depression and Anxiety, 27*(2), 212-229. doi:10.1002/da.20647

Wolitzky-Taylor, K. B., Castriotta, N., Lenze, E. J., Stanley, M. A., & Craske, M. G. (2010). Anxiety disorders in older adults: A comprehensive review. *Depression and Anxiety, 27*(2), 190-211. doi:10.1002/da.20653

C. Etiology

Mineka, S., & Zinbarg, R. (2006). A contemporary learning theory perspective on the etiology of anxiety disorders: It's not what you thought it was. *American Psychologist, 61*(1), 10-26.

Smoller, J. W., Block, S. R., & Young, M. M. (2009). Genetics of anxiety disorders: The complex road from DSM to DNA. *Depression and Anxiety, 26*(11), 965-975. doi:10.1002/da.20623

Craske, M. G., Rauch, S. L., Ursano, R., Prenoveau, J., Pine, D. S., & Zinbarg, R. E. (2009). What is anxiety disorder? *Depression and Anxiety, 26*(12), 1066-1085. doi:10.1002/da.20633

D. Treatment

Unützer, J. (2008). Evidence-based treatments for anxiety and depression: Lost in translation? *Depression and Anxiety, 25*(9), 726-729.

Deacon, B.J. & Abramowitz, J.S. (2004). Cognitive and behavioral treatments for anxiety disorders: A review of meta-analytic findings. *Journal of Clinical Psychology, 60*(4), 429-441.

van Ingen, D. J., Freiheit, S. R., & Vye, C. S. (2009). From the lab to the clinic: Effectiveness of cognitive-behavioral treatments for anxiety disorders. *Professional Psychology: Research and Practice, 40*(1), 69-74. doi:10.1037/a0013318

Lam, R. W. (2006). Challenges in the treatment of anxiety disorders: beyond guidelines. *International Journal of Psychiatry in Clinical Practice*, 10(Suppl3), 18-24. doi:10.1080/13651500600933851

Baldwin, D. (2006). Serotonin noradrenaline reuptake inhibitors: A new generation of treatment for anxiety disorders. *International Journal of Psychiatry in Clinical Practice*, 10, 12-15.

Antony, M. M. (2011). Recent advances in the treatment of anxiety disorders. *Canadian Psychology/Psychologie canadienne*, 52(1), 1-9.

Franklin, M.E. & Foa, E.B. (2011). Treatment of Obsessive Compulsive Disorder. *Annual Review of Clinical Psychology*, 7, 229–243.

Schmidt, N.B. & Keough, M.E. (2010). Treatment of Panic. *Annual Review of Clinical Psychology*, 6, 241–256.

Forbes, D., Creamer, M., Bisson, J. I., Cohen, J. A., Crow, B. E., Foa, E. B., & ... Ursano, R. J. (2010). A guide to guidelines for the treatment of PTSD and related conditions. *Journal of Traumatic Stress*, 23(5), 537-552.

V. Personality Disorders

A. Assessment, Diagnosis and Classification

Widiger, T. A., & Samuel, D. B. (2009). Evidence-based assessment of personality disorders. *Personality Disorders: Theory, Research, and Treatment*, 5(1), 3-17.

Widiger, T.A. & Trull, T.J. (2007). Plate tectonics on the classification of personality disorder. *American Psychologist*, 62(2) 71-83.

Miller, J. D., & Levy, K. N. (2011). Personality and personality disorders in the DSM-5: Introduction to the special issue. *Personality Disorders: Theory, Research, and Treatment*, 2(1), 1-3.
doi:10.1037/a0022509

American Psychiatric Association (2011). DSM-5 development: Personality disorders proposed revisions. <http://www.dsm5.org/ProposedRevisions/Pages/PersonalityandPersonalityDisorders.aspx>.

Also see from Unit I (not included):

Widiger, T.A. & Samuel, D.B. (2005). Diagnostic Categories or Dimensions? A Question for the Diagnostic and Statistical Manual of Mental Disorders--Fifth Edition. *Journal of Abnormal Psychology*, 114(4), 494-504.

B. Personality Disorders in a Diverse Society

Woodward, H. E., Taft, C. T., Gordon, R. A., & Meis, L. A. (2009). Clinician bias in the diagnosis of posttraumatic stress disorder and borderline personality disorder. *Psychological Trauma: Theory, Research, Practice, and Policy*, 1(4), 282-290. doi:10.1037/a0017944

Boggs, C. D., Morey, L. C., Skodol, A. E., Shea, M., Sanislow, C. A., Grilo, C. M., & Gunderson, J. G. (2009). Differential impairment as an indicator of sex bias in DSM-IV criteria for four personality

disorders. *Personality Disorders: Theory, Research, and Treatment*, S(1), 61-68.
doi:10.1037/1949-2715.S.1.61

Chavira, D.A., Grilo, C.M., Shea, M.T., Yen, S., Gunderson, J.G., Morey, L.C., Skodol, A.E., Stout, R.L., Zhanarini, M.C. & Mcglashan, T.H. (2003). Ethnicity and four personality disorders. *Comprehensive Psychiatry*, 44(6), 483-491.

Zweig, R. A. (2008). Personality disorder in older adults: Assessment challenges and strategies. *Professional Psychology: Research and Practice*, 39(3), 298-305. doi:10.1037/0735-7028.39.3.298

C. Etiology

Jang, K. L., Dick, D. M., Wolf, H., Livesley, W., & Paris, J. (2005). Psychosocial Adversity and Emotional Instability: An Application of Gene-Environment Interaction Models. *European Journal of Personality*, 19(4), 359-372. doi:10.1002/per.561

Joyce, P. R., McKenzie, J. M., Luty, S. E., Mulder, R. T., Carter, J. D., Sullivan, P. F., & Cloninger, C. (2003). Temperament, childhood environment and psychopathology as risk factors for avoidant and borderline personality disorders. *Australian and New Zealand Journal of Psychiatry*, 37(6), 756-764. doi:10.1111/j.1440-1614.2003.01263.x

D. Treatment

Critchfield, K., & Benjamin, L. (2006). Principles for Psychosocial Treatment of Personality Disorder: Summary of the APA Division 12 Task Force/NASPR Review. *Journal of Clinical Psychology*, 62(6), 661-674.

Lynch, T.R., Trost, W.T., Salsman, N. & Linehan, M.M. (2007). Dialectical behavior therapy for Borderline Personality Disorder. *Annual Review of Clinical Psychology*, 3, 181-205.

Rivaz-Vazquez, R.A. & Blais, M. (2002). Pharmacologic treatment of personality disorders. *Professional Psychology: Research and Practice*, 33(1), 104-107.

ATTACHMENT G: Psy 665B: Cognitive Behavioral Therapy Syllabus (Draft)

Cognitive Behavioral Therapy Psy 665B Spring 2013 (Draft Syllabus)

12:30-1:45 Tue & Thur

Instructor: Thomas J. (Tom) Johnson, Ph.D.

Textbooks:

Beck, J. S. (1995). *Cognitive Therapy: Basics and Beyond*. New York: Guilford.

Davis, M., Eshelman, E. R., & McKay, M. (2000). *The Relaxation & Stress Reduction Workbook*, 5th Edition. Oakland, CA: New Harbinger.

Monti, P. M., Kadden, R. M., Rosenow, D. J., Cooney, N. L., & Abrams, D. B. (2002). *Treating Alcohol Dependence: A Coping Skills Training Guide*, 2nd Edition. New York: Guilford.

Wright, J.H., Basco, M.R., & Thase, M.E. (2006). *Learning cognitive behavioral therapy: An illustrated guide*. Washington, DC: American Psychiatric Publishing.

Plus – Additional readings as assigned (either from blackboard or handed out in class)

This course will provide an introduction to cognitive and behavioral treatment approaches, concentrating on applying empirically supported interventions in diverse client populations. The emphasis will be on **learning and practicing techniques**, but will also require an understanding of the theoretical foundations of interventions. The techniques presented will be applicable to children and adults with a variety of presenting problems and diagnoses. CBT emphasizes ongoing assessment and case conceptualization and using these for treatment planning and outcome assessment. This course provides the foundation for the ISU Program goal of implementing and evaluating evidence based interventions.

Grading will be based on examinations and specific assignments. Exact dates of assignments will be announced. There will be at least one quiz early in the semester, as well as a **midterm and a final** examination (with take home and in-class portions). Quizzes and examinations will cover theoretical foundations, issues of conceptualization, and specific issues regarding application of the techniques presented. Assignments will include in class practice and demonstrations of techniques, as well as practicing techniques on one's self, non-clinical volunteers, and/or clinical populations. In some cases, assignments will require that you demonstrate a specific technique to the class. We will also periodically watch videotapes demonstrating specific techniques. For the cognitive techniques, you will also have specific assignments to practice the techniques and will role play techniques in class. You will also be expected to practice some of the techniques outside of class, including videotaping several practice sessions with a classmate. (Topics and due dates for the videotaping will be announced.)

We will conduct this class as more of a workshop than a traditional lecture class. We will cover the topics below in the order listed, but we may spend more or less time on a particular topic than given in my estimates below, depending on how well people are developing the particular skills we are covering.

The midterm and the final will each be worth 100 points. We will have approximately 200 points worth of additional assignments. The exact number of points possible in the course will depend on how far we get in the list of topics, but the two exams will make up approximately half of your grade. The grading scale (based on percentage of total points) is as follows:

97 % or above A+

97 % > 93 % A
93 % > 90 % A –
90 % > 87 % B+
87 % > 83 % B
83 % > 80 % B –
etc.

Schedule of readings and topics

You will be asked to write out and turn in many of the learning exercises in the Wright book. For the learning exercises that involve role plays or ask you to try something out with a client, we will often either do role plays in or out of class.

Week 1 Introduction to CBT Theory and Treatment

Wright et al., Ch 1 – Basic Principles of Cognitive-Behavior Therapy
Learning Exercise 1-1: Recognizing Automatic Thoughts (p. 9)

Reading: Butler, Chapman, Forman, & Beck (2006). The empirical status of cognitive behavioral therapy. A review of meta-analyses. *Clinical Psychology Review*, 26, 17-31.

Week 2 Therapist and Client factors impacting treatment outcome

Wright et al., Ch 2 – The Therapeutic Relationship
Video Illustration 1 – Assessing Symptoms of Anxiety
Video Illustration 2 – Modifying Automatic Thoughts

Beck Ch. 1 - Introduction
Beck Ch. 2 – Cognitive Conceptualization

Wright et al., Ch. 3 – Assessment & Formulation
Learning Exercise 3-1: CBT Case Formulation (p. 60) (they will need to make up a patient)

Week 3 Getting Started/ Assessment

Beck Ch. 3 – Structure of the First Session
Beck Ch. 4 – Session two and Beyond
Beck Ch. 5 – Problems with Structuring the Therapy Session

Reading: Dobson, D. & Dobson, K.S. (2009). *Assessment for Cognitive Behavioral Therapy*. In *Evidence Based Practice of Cognitive Behavioral Therapy* (pp. 13-31). New York: Guilford.

Wright et al., Ch 4 – Structuring and Educating
Learning Exercise 4-1: Structuring CBT (p. 78) (involves role playing)
Video Illustration 3 – Agenda Setting (p. 71)
Video Illustration 4 – Psychoeducation on the CBT model
Video Illustration 5 – Psychoeducation on Automatic Thoughts (p. 82)

Weeks 4 - 6

Beck Ch. 6 – Identifying Automatic Thoughts
Beck Ch. 7 – Identifying Emotions
Beck Ch. 8 – Evaluating Automatic Thoughts
Beck Ch. 9 – responding to Automatic Thoughts

Wright et al., Ch 5 – Working with Automatic Thoughts

Learning Exercise 5-1: Identifying automatic thoughts (p. 98) (involves role playing)

Learning Exercise 5-2: Using the thought change record (p. 106) (fill out yourself, skip the part about doing it with a patient)

Learning Exercise 5-3: Socratic Questioning & Generating Rational Alternatives (p. 108) (role play)

Learning Exercise 5-4: Examining the evidence, Decatastrophizing, & reattribution (p. 116) (role play, worksheets, charts)

Learning Exercise 5-5: Cognitive Rehearsal & Coping cards (pp. 119-120) (write out coping cards for yourself)

Video Illustration 6 – A mood shift (p. 91)

Video Illustration 7 – Guided discovery (p. 95)

Video Illustration 8 – Imagery (p. 96)

Video Illustration 9 – Generating rational alternatives (p. 108)

Video Illustration 10 – Examining the Evidence (p. 111)

Video Illustration 2 – Modifying Automatic Thoughts (p. 112)

Video Illustration 11 – Cognitive Rehearsal (p. 118)

Weeks 7 - 9

Wright et al., Ch 6 – Behavioral Methods I

Learning Exercise 6-1: Activity Scheduling (complete for yourself & role play) (p. 135)

Learning Exercise 6-2: Task completion (role play) (p. 140)

Video Illustration 12 – Activity Scheduling (p. 134)

Video Illustration 13 – Graded task assignment (p. 138)

Wright et al., Ch 7 – Behavioral Methods II

Learning Exercise 7-1: Relaxation Training (complete for yourself & try with “client”) (p. 159)

Learning Exercise 7-2: Breathing Retraining (practice by yourself & role play) (p. 163)

Learning Exercise 7-3: Exposure therapy

Video Illustration 14 – Breathing retraining (p. 163)

Video Illustration 15 – Exposure therapy (p. 164)

Insert my hierarchy assignment; use snake phobia flooding films from you tube

Video Illustration 16 – In vivo exposure therapy (p. 168)

Davis et al – Chapters 3 (Breathing); 4 (progressive relaxation); & 6 (visualization)

Beck Ch. 12 – Additional Cognitive and Behavioral Techniques

Weeks 10 - 12

Beck Ch. 10 – Identifying and Modifying Intermediate Beliefs

Beck Ch. 11 – Core Beliefs

Wright et al., Ch 8 – modifying Schemas

Learning Exercise 8-1: questioning methods for core beliefs (p. 179)

Learning Exercise 8-2: Finding schemas in patterns of automatic thoughts (p. 182)

Learning Exercise 8-3: Taking and inventory of your schemas (p. 185)

Learning Exercise 8-4: Developing a personal schema list (p. 186)

Learning Exercise 8-5: Finding schemas with advantages & disadvantages (p. 192)

Learning Exercise 8-6: Modifying schemas (p. 199)

Video Illustration 17 – Downward arrow (p. 178)

Video Illustration 18 – Examining the evidence (p. 189)

Video Illustration 19 – Rehearsing a Modified schema (p. 197)

Week 13

Beck Ch. 13 - Imagery

Beck Ch. 14 – Homework

Monti et al. – Chapters to be announced

Week 14

Wright et al., Ch 9: Common problems and pitfalls

Beck Ch. 15 – Termination and Relapse Prevention

Beck Ch. 16 – Treatment Planning

Beck Ch. 17 – Problems in Therapy

Week 15

Wright et al., Ch 10: Treating chronic, severe, or complex disorders

Week 16

Beck Ch. 18 – Progressing as a Cognitive Therapist

Wright et al., Ch 11: Building competence in CBT

Learning Exercise 11-1: Self-assessment of competence in CBT (p. 248)

Learning Exercise 11-2: Using the cognitive therapy scale (p. 253)

Learning Exercise 11-3: using the cognitive formulation rating scale (p. 254)

ATTACHMENT H: Psy 665A: Foundations of Psychotherapy Syllabus

Foundations of Psychotherapy; PSY 665A

Fall 2012; Tuesday/Thursday 12:30 to 1:45pm; Rm B027

Instructor: Rebecca Murray, Ph.D.

Office: B-108 (Clinic)

Phone: 237-4489

Office Hrs: Tuesday/Thursday 10-11, or by appointment

E-mail: rebecca.murray@indstate.edu

Required Texts and Readings

Wiger, D.E. & Huntley, D.K. (2002). *Essentials of Interviewing*. New York: Wiley

Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy* (9th Ed). Belmont, CA: Brooks/Cole.

Corey, G. (2013). *Theory and Practice of Counseling and Psychotherapy: Student Manual* (9th Ed).

Readings provided on Blackboard

The APA Ethics Code

Course Objectives:

1. To begin to develop ethical and multicultural competence for providing psychotherapy.
2. To become proficient at conducting an intake interview, including a psychosocial history and a mental status examination.
3. To develop knowledge of, and beginning skills in, motivational interviewing.
4. To understand a client's presenting problem in a time limited, empathic, and culturally sensitive manner.
5. To learn the micro-skills that are the foundation of therapeutic interaction.
6. To begin to acquire an understanding of the stages and issues related to the therapeutic process.
7. To demonstrate an understanding of the major approaches to psychotherapy, distinctions between these approaches, and the various affective, cognitive and behavioral intervention techniques associated with each approach.
8. To begin understanding how to select therapeutic interventions, emphasizing evidence-based interventions.
9. To begin developing case conceptualization skills.
10. To be exposed to the process of supervision and how to accept and appropriately utilize constructive feedback from others regarding the development of therapy skill.
11. To gain an appreciation for the need of therapists to a) examine their personal values and attitudes and to b) seek and use resources that support their own well-being and development.

Course Outcomes:

1. Students will be prepared to conduct themselves in an ethical manner in clinical situations.
2. Students will possess a sensitivity to and understanding of multicultural issues related to providing clinical services.
3. Students will be able to effectively interview a client.
4. Students will be able to articulate a client's presenting problem.
5. Students will have the basic skills necessary to conduct a therapy session.
6. Students will have a rudimentary understanding to the complexities of the therapeutic process.
7. Students will be familiar with the major orientations to psychotherapy and will have begun to develop their own therapeutic style.
8. Students will understand the theory and techniques associated with the key therapeutic interventions.
9. Students will have an appreciation for evidence-based interventions.
10. Students will be able to provide a preliminary conceptualization of a clinical case.
11. Students will be prepared to engage effectively as supervisees.
12. Students will have begun the process of personal development necessary for effective and ethical practice, as well as self-care.

Assignments:

Below is a brief description of each assignment. ***Please refer to the detailed assignment instructions posted on Blackboard.***

Mental Status Examination Report – Students will conduct a MSE with their pseudo-clients and will submit a written summary of the examination.

Intake Interview and Evaluations – Students will conduct an Intake Interview with an undergraduate volunteer. The volunteer will rate the student's skill, and the student will rate his/her own skill.

Intake Interview Report – Students will conduct an Intake Interview with their pseudo-clients and will submit a written report of the interview.

Transcripts – At two intervals during the semester students will submit a written transcript of a portion of a session with their pseudo-client.

Supervision Session – Students will meet once individually with Dr. Murray to review a portion of a pseudo-client session (the student's therapeutic skill will be evaluated).

Research Paper – Students will submit a paper comparing and contrasting two therapeutic orientations.

Exams:

Both the midterm and the final exam will consist of short answer and essay questions. Exams will be given on the days listed in the Class Schedule. You will have the entire class period to complete the midterm exam.

Missed Exams:

In the event that an illness or emergency prevents you from taking the midterm or final exam as scheduled you may arrange with Dr. Murray to take a make-up examination as soon as possible.

Grading Procedures:

Final grades will consist of points earned on the following (500 points):

1. Mental Status Exam Report (20 pts)
2. Intake Interview and Evaluations (40 pts)
3. Intake Interview Report (40 pts)
4. Transcript 1 (25 pts)
5. Transcript 2 (30 pts)
6. Supervision Session (45 pts)
7. Midterm Exam (100 pts)
8. Research Paper (100 pts)
9. Final Exam (100 pts)

An average of the points you earn will determine your final grade. Grades will be assigned as follows:

98-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+	Below 60 = F
93-97 = A	83-86 = B	73-76 = C	63-66 = D	
90-92 = A-	80-82 = B-	70-72 = C-	60-62 = D-	

Class Procedures:

The agenda for each class period is listed in the Class Schedule. Related reading and due dates for assignments are noted there as well.

Attendance Policy:

Your attendance and participation is valued, and attendance of every class is essential if you wish to master the material covered in the course. Lack of attendance will not be calculated into your grade, but it is unlikely that students who fail to attend regularly will be able to do well in the course.

Electronics Policy:

Students are encouraged to use a laptop in class if doing so enhances their learning. However gaming, emailing, and the like are not permitted during class as these activities are distracting to others. Likewise, texting and cell phone use is strongly discouraged during class, and forbidden

during examinations. Students using cell phones or any non-approved electronic device during an exam will receive a grade of 0 for that exam.

Academic Integrity:

ISU’s policy of Academic Integrity can be found in the Code of Student Conduct at www.indstate.edu/sip/. This policy includes a statement about plagiarism and you are strongly encouraged to review the policy and ask for clarification of any of the material you do not fully understand. Submitted work that violates the policy will result in the grade of 0 for that assignment. Additionally, the infraction will be reported to the chair of the psychology department and ISU Judicial Programs will be notified.

Class Schedule:

Date	Topic	Related Reading	Assignment Due
8/21	Introduction to the course		
8/23	The therapeutic stance and container	Corey, Ch. 2 and 3, Nezu article	
8/28	Rapport; Therapeutic Alliance; Attending Skills, and Active Listening	W & H, Ch.; and Sue & Zane article; Sue & Lam article	
8/30	Skill practice		
9/4	The art of questioning	W & H, Ch. 3	
9/6	Intake Interviewing, Mental Status Examinations, and Diagnostic Interviews	W & H Ch. 1,2, 5,7 & 8	
9/11	Intake Report Writing	W and H, Ch. 9	
9/13	Observation skills, empathy, and the basic listening sequence (paraphrasing, encouraging, and summarizing)		
9/18	Skill Practice		
9/20	Reflection of feelings, reflection of meaning, information giving, and interpretation		Begin with pseudo-clients
9/25	Feedback and confrontation		
9/27	Motivational interviewing and Stages of change		Intake form and evaluations from exercise with student volunteers
10/2	Clinical documentation and treatment planning		MSE report of pseudo-client
10/4	The ethics of psychotherapy	APA Ethics Code; Corey Ch. 3	

10/9	Midterm Exam		Intake report of pseudo-client
10/11	Treatment modalities; common factors in effective therapy; EBT; Outcome research	Kopta et al article; Norcross & Lambert article: and ESR info	
10/16	Psychoanalysis	Corey Ch. 4	Transcript 1
10/18	Psychoanalysis		
10/23	Psychodynamic therapies (Adlerian, Jungian, Self-Psychology, Object Relations)	Corey Ch. 5	
10/25	Psychodynamic therapies (Adlerian, Jungian, Self-Psychology, Object Relations)		
10/30	Existential Psychotherapy	Corey Ch. 6	
11/1	Person-Centered Therapy	Corey Ch. 7	
11/6	Behaviorism	Corey Ch. 9	Transcript 2
11/8	Cognitive-Behavioral therapy	Corey Ch. 10	
11/13	Postmodern psychotherapies (Constructivism, Narrative Therapy, Solution-Focused Therapy)	Corey Ch. 13	
11/15	Postmodern psychotherapies continued		
11/20	FALL BREAK		
11/22	FALL BREAK		
11/27	Case conceptualization		Research paper
11/29	The process of supervision	W& H, Ch. 6	*Supervision
12/4	Assessing and managing crises		*Supervision
12/6	Termination		*Supervision
12/11	Final Exam 1pm		

*Individual supervision meeting will be scheduled during these week

ATTACHMENT I: Psy 676 Advanced Assessment and Treatment Syllabus

Psy 676: ADVANCED ASSESSMENT AND TREATMENT Fall 2011

CLASS TIME: 12:30– 1:45
Tuesday & Thursday

PLACE: ROOT HALL, B-141

Instructor: Michael J. Murphy, Ph.D., ABPP
Phone: (812) 237-2465
Fax: (812) 235-4561
E-Mail: Michael.Murphy@indstate.edu
Office hours: 8:30 - 9:30 Monday & Friday
8:30 – 9:30 Tuesday & Thursday
1:00-2:00 Wednesday or by Appointment

COURSE OBJECTIVES:

Advanced Assessment and Treatment is designed to build on the foundation of clinical knowledge and skills you have gained in your first two years of training in order to develop more in-depth knowledge and increased clinical competence. Students will be provided readings that address research and applications of major approaches to assessment and treatment. Questions will be distributed to focus readings and class discussion. Case presentations will promote development of your ability to integrate assessment and treatment strategies into coherent interventions for commonly encountered clinical problems.

The course will begin with an introduction to contemporary psychodynamic concepts and approaches to psychopathology and treatment. This will lay a foundation for subsequent consideration of assessment and treatment of common clinical problems from a variety of perspectives.

The course will also cover readings that support preparation for preliminary examinations. From the larger set of readings, students will be assigned readings that provide key content, address controversies, and present new findings that will be addressed in lectures, discussion, and student presentations.

Finally, the course will integrate material that examines the conceptual underpinnings of assessment and treatment. Thus, key issues will be explored in the areas of: 1) epistemologies underlying knowledge in clinical practice and research, 2) moral and ethical aspects assessment and treatment, and 3) implications of diversity, individual differences, and culture for assessment and treatment.

TEXTS AND READINGS:

[MacKinnon, Roger A.](#); [Michels, Robert](#); [Buckley, & Peter J.](#) (2006). The psychiatric interview in clinical practice (2nd ed.). Washington, DC, US: American Psychiatric Publishing, Inc. xviii, 661 pp

A comprehensive set of readings for preliminary examinations is provided. On that list articles are marked for this class.

EVALUATION:

1. Students will be expected to complete readings and be prepared to discuss the readings and address questions distributed on the date assigned. Students will also be given discussion assignments on the Blackboard and are expected to respond on the Discussion Board. Specific assignments associated with major sections of the course topics will be provided. Performance on the Discussion Board and class participation will constitute 1/3 of the grade
2. Students will be assigned topics and will be asked to provide a summary of major issues and an annotated bibliography of key articles in the area. Topics will be drawn from areas that are frequently addressed on preliminary examinations. Each paper will contribute 1/3 to the final grade. In selecting the articles you should look for those that summarize recent findings and treatment approaches and that address current issues in the topic area.
3. Students will be given two take home examinations that will follow the format of Part I of the Preliminary Examination. Performance and will contribute to 1/3 of the grade. The time of the first examination will be set by the class and be toward mid-term. The second will be due on the date scheduled for the final examination.

CLASS SCHEDULE

- I. Introduction and overview of the course – August 25
- II. Psychodynamic approaches to treatment – August 30, September 1, 6, & 8
- III. Assessment
 - A. Current issues and concepts in classification – September 13
 - B. Test construction – September 15
 - C. Selection and use of psychological tests – September 20
 - D. Issues in the use of projective tests – September 22, 27
 - E. Cultural/Diversity issues – September 29
 - F. Assessment of diverse groups – October 4
 - G. Computers and clinical decision making – October 6
 - H. Interviewing and report writing – October 11
 1. Mental status examinations
 2. Structured and other specialized interviews and screening procedures
 3. Integration of information from various sources into conceptual formulations and treatment plans

- IV. Treatment
 - A. Process and outcome research – October 13
 - B. Current issues in treatment – October 18 & 20
 - 1. Psychotherapy Outcomes
 - 2. Empirically supported treatments
 - 3. Empirically Support relationships
 - 4. Efficacy and effectiveness research
 - 5. Evidence-based practice
 - 6. Integration of approaches to psychotherapy
 - 7. Brief Psychotherapy

EXAMINATION 1

- V. Assessment and treatment of major disorders encountered in clinical practice
 - A. Schizophrenia and other psychotic disorders - October 20, 25 & 27
 - 1. Current issues in classification
 - 2. Assessment of serious mental disorders
 - 3. Treatment: medication, social skills training, behavioral techniques, integration of family and community
 - B. Affective disorders – November 1, 3, 8 & 10
 - 1. Depressive disorders
 - a) Assessment and differential diagnosis
 - b) Treatment: medication, cognitive therapy, interpersonal therapy, psychodynamic therapy
 - 2. Bi-polar disorders
 - a) Assessment and differential diagnosis: bipolar disorder, cyclothymic
 - b) Treatment and management
 - C. Anxiety disorders – November 15 & 17
 - 1. Current issues in classification
 - 2. Assessment and differential diagnosis
 - 3. Treatment: medication and treatment planning
 - D. Somatoform disorders – November 22
 - 1. Classification and theories of etiology
 - 2. Assessment and screening
 - E. Treatment approaches Substance abuse – November 29
 - 1. Classification and theories of etiology
 - 2. Assessment and screening
 - 3. Treatment approaches
 - VI. Personality disorders – December 1 & 8
 - 1. Classification and theories of etiology
 - 2. Assessment and differential diagnosis
 - 3. Interaction with Axis I
 - 4. Treatment: schema focused treatment, dialectic psychotherapy, reality therapy
- Future Directions in Clinical Research and Practice – December

A comprehensive set of readings for preliminary examinations is provided. On that list articles are marked for this class.

EVALUATION:

4. Students will be expected to complete readings and be prepared to discuss the readings and address questions distributed on the date assigned. Students will also be given discussion assignments on the Blackboard and are expected to respond on the Discussion Board. Specific assignments associated with major sections of the course topics will be provided. Performance on the Discussion Board and class participation will constitute 1/3 of the grade
5. Students will be assigned topics and will be asked to provide a summary of major issues and an annotated bibliography of key articles in the area. Topics will be drawn from areas that are frequently addressed on preliminary examinations. Each paper will contribute 1/3 to the final grade. In selecting the articles you should look for those that summarize recent findings and treatment approaches and that address current issues in the topic area.
6. Students will be given two take home examinations that will follow the format of Part I of the Preliminary Examination. Performance and will contribute to 1/3 of the grade. The time of the first examination will be set by the class and be toward mid-term. The second will be due on the date scheduled for the final examination.

CLASS SCHEDULE

- VII. Introduction and overview of the course – August 25
- VIII. Psychodynamic approaches to treatment – August 30, September 1, 6, & 8
- IX. Assessment
 - A. Current issues and concepts in classification – September 13
 - B. Test construction – September 15
 - C. Selection and use of psychological tests – September 20
 - D. Issues in the use of projective tests – September 22, 27
 - E. Cultural/Diversity issues – September 29
 - F. Assessment of diverse groups – October 4
 - G. Computers and clinical decision making – October 6
 - H. Interviewing and report writing – October 11
 1. Mental status examinations
 2. Structured and other specialized interviews and screening procedures
 3. Integration of information from various sources into conceptual formulations and treatment plans

- X. Treatment
 - A. Process and outcome research – October 13
 - B. Current issues in treatment – October 18 & 20
 - 1. Psychotherapy Outcomes
 - 2. Empirically supported treatments
 - 3. Empirically Support relationships
 - 4. Efficacy and effectiveness research
 - 5. Evidence-based practice
 - 6. Integration of approaches to psychotherapy
 - 7. Brief Psychotherapy

EXAMINATION 1

- XI. Assessment and treatment of major disorders encountered in clinical practice
 - A. Schizophrenia and other psychotic disorders - October 20, 25 & 27
 - 1. Current issues in classification
 - 2. Assessment of serious mental disorders
 - 3. Treatment: medication, social skills training, behavioral techniques, integration of family and community
 - B. Affective disorders – November 1, 3, 8 & 10
 - 1. Depressive disorders
 - a) Assessment and differential diagnosis
 - b) Treatment: medication, cognitive therapy, interpersonal therapy, psychodynamic therapy
 - 2. Bi-polar disorders
 - a) Assessment and differential diagnosis: bipolar disorder, cyclothymic
 - b) Treatment and management
 - C. Anxiety disorders –November 15 & 17
 - 1. Current issues in classification
 - 2. Assessment and differential diagnosis
 - 3. Treatment: medication and treatment planning
 - D. Somatoform disorders – November 22
 - 1. Classification and theories of etiology
 - 2. Assessment and screening
 - E. Treatment approaches Substance abuse – November 29
 - 1. Classification and theories of etiology
 - 2. Assessment and screening
 - 3. Treatment approaches
- XII. Personality disorders –December 1 & 8
 - 1. Classification and theories of etiology
 - 2. Assessment and differential diagnosis
 - 3. Interaction with Axis I
 - 4. Treatment: schema focused treatment, dialectic psychotherapy, reality therapy
- XIII. Future Directions in Clinical Research and Practice – December 13

Readings for Psychotherapy Research – Oct 12 & 14
Introduction

The discussion of the research on the effectiveness has a long and controversial history. Concerns were first raised by Hans Eysenck in 1952. He reviewed 24 studies of psychotherapy outcomes and concluded that there was no evidence to support the efficacy of psychotherapy, particularly psychoanalysis. Since that time there has been considerable research that has been relatively favorable for psychotherapy but discussion and controversy about issues related to the outcomes and processes of psychotherapy have continued. The issues assumed a more prominent place in the literature with the publication of the findings and recommendations of a Division 12 Task Force on the “training and dissemination of empirically validated psychological treatments.” This was followed by an article by Chambless, D. L., & Ollendick, T. H. (2001). There was debate about the language (validated vs. supported) and conclusions. This prompted a response from a Division 29 task force that addressed empirically supported relationships. In the mid - 2000s the discussion shifted to evidence-based treatment and evidence based practice. The readings below are a selection of articles and reviews that represent the controversies and the readings that a marked with an asterisk are those that have received greater attention and give a sense of the positions that have been taken.

Empirically Validated/ Supported Treatments

Empirically Supported Treatments/Empirically Supported Relationships - These readings are included for background and illustrate the last stages of the empirically supported treatment discussion that has been replaced by the evidence based practice approach. The discussion was initiated by Division 12 (Division of Clinical Psychology) when a Task Force of the Division published Training in and dissemination of empirically-validated psychological treatments: Report and recommendations (1995). The Task Force stated its position that the practice of psychotherapy must be founded on demonstrated effective of the treatments by empirical research and set standards for research. The article by Chambless, D. L., & Ollendick, T. H. (2001) reviewed the interventions that would be seen as supported on the basis of that research standard. This led to considerable dialogue between proponents of the Empirically Supported Treatments approach and those who felt that the constraints of research did not allow for examination of psychotherapy as it is practiced. Beutler (2000) issued a similar but methodologically more diverse approach.

The nature of the discussion was changed from the focus on treatment techniques when a Task Force from Division 29 (Division of Psychotherapy) made a strong argument that there was strong evidence supporting the therapeutic effectiveness of aspects of the therapeutic relationship and Luborsky & Barnett 2006 reviewed empirically supported psychoanalytic concepts. The Division 29 position is summarized in Norcross (2001) and Ackerman, et al. (2001).

The nature of the discussion was changing as reflected in Westen, et al. (2004 a). This change was fully presented in the next section of readings – Evidence Based Practice.

*Ackerman, S. J., Benjamin, L. S., Beutler, L. E., Gelso, C. J., Goldfried, M. R., Hill, C. et al. (2001). Empirically supported therapy relationships: Conclusions and recommendations from the Division 29 Task Force. *Psychotherapy: Theory, Research, Practice, Training*, 38, 495-497.

Beutler, L. E. (2000). David and Goliath: When empirical and clinical standards of practice meet. *American Psychologist*, 55, 997-1007.

*Chambless, D. L., & Ollendick, T. H. (2001). Empirically supported psychological interventions: Controversies and evidence. *Annual Review of Psychology*, 52, 685-716.

Deegear, J., & Lawson, D. M. (2003). The utility of empirically supported treatments. *Professional Psychology: Research & Practice*, 34, 271-277.

Goldfried, M. R. & Eubanks-Carter, C. (2004). On the Need for a New Psychotherapy Research Paradigm: Comment on Westen, Novotny, and Thompson-Brenner (2004). *Psychological Bulletin*, 130, 669-673.

Haaga, D. A. F. (2004). A Healthy Dose of Criticism for Randomized Trials: Comment on Westen, Novotny, and Thompson-Brenner (2004). *Psychological Bulletin*, 130, 674-676.

Lambert, M. J. & Barley, D. E. (2001). Research summary on the therapeutic relationship and psychotherapy outcome. *Psychotherapy: Theory, Research, Practice, Training*, 38, 357-361.

Luborsky, L. & Barrett, M. S. (2006). The History and empirical status of key psychoanalytic concepts. *Annual Review of Clinical Psychology*, 2, 1-19.

*Norcross, J. C. (2001). Purposes, processes and products of the task force on empirically supported therapy relationships. *Psychotherapy: Theory, Research, Practice, Training*, 38, 345-356.

Westen, D., Novotny, C. M., & Thompson-Brenner, H. (2004 b). The Next Generation of Psychotherapy Research: Reply to Ablon and Marci (2004), Goldfried and Eubanks-Carter (2004), and Haaga (2004). *Psychological Bulletin*, 130, 677-683.

Westen, D., Novotny, C. M., & Thompson-Brenner, H. (2004 a). The Empirical Status of Empirically Supported Psychotherapies: Assumptions, Findings, and Reporting in Controlled Clinical Trials. *Psychological Bulletin*, 130, 631-663.

Evidence Based Practice

Psychology has followed the direction that has been set in other areas of health care and has adopted the concepts and methods associated with evidence based practice. The APA Task Force on Evidence-Based Practice (2006) provides background in these notions. Kazdin (2006) and (2007) provide amplification of the issues that are raised by evidence based practice and Wampold & Bhati (2004) examine limits of evidence based practice and Wampold & Goodhart (2007) answer criticisms of the Task Forces report.

*Evidence-based practice in psychology (2006). *American Psychologist*, 61, 271-285.

Edwards, D. J. A., Dattilio, F. M., & Bromley, D. B. (2004). Developing Evidence-Based Practice: The Role of Case-Based Research. *Professional Psychology: Research and Practice*, 35, 589-597.

*Kazdin, A. E. (2007). Mediators and mechanisms of change in psychotherapy research. *Annual Review of Clinical Psychology*, 3, 1-27.

*Kazdin, A. E. (2008). Evidence-based treatment and practice: New opportunities to bridge clinical research and practice, enhance the knowledge base, and improve patient care. *American Psychologist*, 63, 146-159.

McCabe, O. L. (2004). Crossing the Quality Chasm in Behavioral Health Care: The Role of Evidence-Based Practice. *Professional Psychology: Research and Practice*, 35, 571-579.

Messer, S. B. (2004). Evidence-Based Practice: Beyond Empirically Supported Treatments. *Professional Psychology: Research and Practice*, 35, 580-588.

Wampold, B. E. & Bhati, K. S. (2004). Attending to the Omissions: A Historical Examination of Evidence-Based Practice Movements. *Professional Psychology: Research and Practice*, 35, 563-570.

*Wampold, B. E., Goodheart, C. D., & Levant, R. F. (2007). Clarification and elaboration on evidence-based practice in psychology. *American Psychologist*, 62, 616-618.

D. Current Perspectives

*Beutler, L. E. (2009). Making science matter in clinical practice: Redefining psychotherapy. *Clinical Psychology: Science and Practice*, 16, 301-317.

*Shapiro, J. P. (2009). Integrating Outcome research and clinical reasoning in psychotherapy planning. *Professional Psychology: Research and Practice*, 40, 46-53.

ATTACHMENT J: Student Evaluation Form

(Note: The Student Evaluation Initial form is administered online using Qualtrics, thus item numbers below may vary due to skip logic. Initial items were deleted as they included specific student and faculty names.

Q2 ACADEMIC PERFORMANCE

Master the content of his/her course work	<input type="radio"/>				
Show motivation and interest	<input type="radio"/>				
Verbally communicates clearly and accurately	<input type="radio"/>				
In written work, uses appropriate style, grammar and spelling	<input type="radio"/>				
Written work is expressed clearly, accurately and is effectively organized	<input type="radio"/>				
Regularly attends and arrives for class on time	<input type="radio"/>				
Actively participate in his/her classes	<input type="radio"/>				
Completes written work in a timely manner	<input type="radio"/>				
Apply course content in practice	<input type="radio"/>				
Demonstrates critical thinking and conceptual skills	<input type="radio"/>				
Willingness to consider alternative point of view	<input type="radio"/>				

Overall academic performance	<input type="radio"/>				
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Q47 Which course(s) was the basis for your above academic performance ratings (select all that apply)?

- Biological bases of behavior (PSY 608, 658)
- Research & statistics (PSY 602, 604, 680)
- History & systems (PSY 521, 615)
- Cognitive and affective basis of behavior (PSY 603)
- Social basis of behavior (PSY 607)
- Psychopathology & individual differences (PSY 662, 668, 676)
- Assessment (PSY 664A, 664B, 664C, 676)
- Intervention (PSY 665A, 665B, 676)
- Professional issues & ethics (615, 663)
- Consultation & supervision (671, 674)
- Practicum (PSY 696)
- Elective seminar or other course
- Dissertation (PSY 799)
- Independent study

Q3 ASSISTANTSHIP DUTIES

Is responsible in completing assistantship duties	<input type="radio"/>				
Shows initiative and self-reliance	<input type="radio"/>				
Completes tasks in a timely manner	<input type="radio"/>				
Relates well to faculty	<input type="radio"/>				
Overall performance on assistantship	<input type="radio"/>				

Q4 PROFESSIONALISM

Demonstrate emotional maturity	<input type="radio"/>				
Conduct him/herself in a	<input type="radio"/>				

professional manner					
Relate to peers in a respectful manner (i.e. class discussion)	<input type="radio"/>				
Relate to faculty/staff in a respectful manner	<input type="radio"/>				
Overall professionalism	<input type="radio"/>				

Q15 Please provide comments for the student for any skills rated as "Needs Attention" or "Weakness."

Q10 Have you worked with this student in a capacity that allows you to rate him or her on clinical performance (interviewing skills and/or assessment skills)?

- Yes
- No

Q5 In which year of the program is this student?

- First
- Second
- Third
- Fourth
- Fifth

Q7 Assessment of First Year Psy.D. Clinical Skills

Q8 INTERVIEWING SKILLS - 1st Year

Creating a positive interview climate	<input type="radio"/>				
Handling client resistance and anxiety properly	<input type="radio"/>				
Formulating appropriate questions	<input type="radio"/>				
Handling rambling communications appropriately	<input type="radio"/>				
Allowing clients	<input type="radio"/>				

to express their thoughts and feelings in their own unique way					
Staying alert and attentive to client nonverbal behavior	<input type="radio"/>				
Facilitating a deeper exploration of client issues	<input type="radio"/>				
Recognizing and addressing individual differences, cultural/diversity issues	<input type="radio"/>				
Using confrontation skills appropriately	<input type="radio"/>				
Overall demonstration of knowledge, skill, and competence in interviewing	<input type="radio"/>				

Q9 ASSESSMENT SKILLS - 1st Year

Provide rationale and instructions for assessment procedures	<input type="radio"/>				
Accurately score assessment measures (i.e. WAIS, Rorschach)	<input type="radio"/>				
Accurately interpret test results (including consideration of cultural/diversity issues)	<input type="radio"/>				
Integrate assessment findings from various sources	<input type="radio"/>				

into coherent assessments					
Conceptualize cases relative to his/her level of training	<input type="radio"/>				
Communicate clearly and accurately in psychological reports	<input type="radio"/>				
Complete reports in a timely manner	<input type="radio"/>				
Provide appropriate recommendations relative to level of training	<input type="radio"/>				
Make use of feedback to redraft reports	<input type="radio"/>				
Overall demonstration of knowledge, skill, and competence in assessment	<input type="radio"/>				

Q37 CULTURAL AND INDIVIDUAL DIVERSITY - 1st Year

Recognizing and addressing cultural and individual diversity issues in interviewing	<input type="radio"/>				
Recognizing and addressing cultural and individual diversity issues in assessment and report writing	<input type="radio"/>				
Overall ability to recognize and address cultural and individual diversity issues	<input type="radio"/>				

Q16 Please provide comments for the student for any skills rated as "Needs Attention" or "Weakness."

Q20 Assessment of Clinical Performance - 2nd and 3rd Years

Q21 ASSESSMENT SKILLS - 2nd and 3rd Years

Appropriately select assessment/tests	<input type="radio"/>				
Appropriately use and interpret tests in gathering information on clients	<input type="radio"/>				
Conduct assessment with due consideration to such variables as gender, race, ethnicity, socioeconomic status, religion, and other individual difference	<input type="radio"/>				
Communicate clearly and accurately in written work	<input type="radio"/>				
Integrate assessment findings from appropriate sources into coherent assessments	<input type="radio"/>				
Conceptualize cases relative to his/her level of training	<input type="radio"/>				
Provide accurate multi-axial diagnoses	<input type="radio"/>				
Provide appropriate recommendations	<input type="radio"/>				
Complete reports in a timely	<input type="radio"/>				

manner					
Make use of feedback to redraft reports	<input type="radio"/>				
Provide rationale and instructions for assessment procedures	<input type="radio"/>				
Effectively communicate assessment findings to clients	<input type="radio"/>				
Overall demonstration of knowledge, skill, and competence in assessment and diagnosis	<input type="radio"/>				

Q22 INTERVIEWING SKILLS - 2nd and 3rd Years

Assessing client problems	<input type="radio"/>				
Creating a positive interview climate	<input type="radio"/>				
Handling client resistance and anxiety appropriately	<input type="radio"/>				
Formulating appropriate questions	<input type="radio"/>				
Handling rambling communications appropriately	<input type="radio"/>				
Allowing clients to express their thoughts and feelings in their own unique way	<input type="radio"/>				
Staying alert and attentive to client nonverbal behavior	<input type="radio"/>				

Facilitating a deeper exploration of client issues	<input type="radio"/>				
Recognizing and addressing cultural/diversity issues	<input type="radio"/>				
Using confrontation skills appropriately	<input type="radio"/>				
Overall demonstration of knowledge, skills, and competence in interviewing	<input type="radio"/>				

Q23 THERAPY SKILLS - 2nd and 3rd Years

Using listening and communication skills to develop an empathetic and effective therapeutic relationship	<input type="radio"/>				
Demonstrating sensitivity to ethical issues in relation to the treatment of clients	<input type="radio"/>				
Helping clients define specific treatment goals	<input type="radio"/>				
Formulating treatment plans based upon a theoretical and/or empirical rationale	<input type="radio"/>				
Conceptualizing and planning strategies for specific clients	<input type="radio"/>				
Appropriate formulation, assignment and monitoring of homework	<input type="radio"/>				

Carrying out a treatment plan based upon its formulations	<input type="radio"/>				
Assessment of treatment progress from observation and other measures	<input type="radio"/>				
Providing feedback to clients and modifying the treatment plan as appropriate	<input type="radio"/>				
Overall knowledge, ability, supporting attitudes and values, and competence in therapy and interventions	<input type="radio"/>				

Q38 CULTURAL AND INDIVIDUAL DIVERSITY - 2nd and 3rd Years

Recognizing and addressing cultural and individual diversity issues in interviewing	<input type="radio"/>				
Recognizing and addressing cultural and individual diversity issues in assessment and report writing	<input type="radio"/>				
Recognizing and addressing cultural and individual diversity issues in therapy	<input type="radio"/>				
Overall knowledge, skills, and sensitivity to issues of cultural and individual diversity in professional work and relationships with patients,	<input type="radio"/>				

organizations, and colleagues					
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Q24 SUPERVISION - 2nd and 3rd Years

Regular attendance at group supervision	<input type="radio"/>				
Participation and contribution during group supervision and level of preparation	<input type="radio"/>				
Regularly attendance and making good use of individual supervision	<input type="radio"/>				
Preparation for individual supervision	<input type="radio"/>				
Efforts toward openness and self-insight	<input type="radio"/>				
Willingness/ability to accept constructive criticism and use as a tool toward professional growth	<input type="radio"/>				
Implementation of supervisory guidance	<input type="radio"/>				
Demonstrating initiative and self-reliance	<input type="radio"/>				
Overall participation in and response to supervision	<input type="radio"/>				

Q25 PROFESSIONALISM (Record Maintenance, Consultation, Ethics) - 2nd and 3rd Years

Review and overall chart maintenance	<input type="radio"/>				
Timeliness of paperwork	<input type="radio"/>				
Knowing when and how to consult with other professionals	<input type="radio"/>				
Requesting appropriate information (i.e. signed release) from past/auxiliary services)	<input type="radio"/>				
Understanding controversial issues within the profession	<input type="radio"/>				
Understanding professional ethical and legal issues	<input type="radio"/>				
Conducting assessments and interventions with sensitivity to issues of professional ethics/codes of conduct	<input type="radio"/>				
Adherence to ISU Clinic policies and procedures	<input type="radio"/>				
Level of emotional maturity	<input type="radio"/>				
Overall professional conduct	<input type="radio"/>				
Professional conduct with peers	<input type="radio"/>				
Professional conduct with faculty staff	<input type="radio"/>				
Professional self-presentation	<input type="radio"/>				
Overall knowledge, ability, and associated attitudes and values related to ethical and professional conduct in practice and research	<input type="radio"/>				

Q26 Please provide comments for the student for any skills rated as "Needs Attention" or "Weakness."

Q39 Have you worked with this student in a capacity that allows you to rate him or her on knowledge and skills in providing supervision of clinical services, consultation services, or program administration?

- Yes
- No

Q34 SUPERVISION AND PROGRAM ADMINISTRATION - 4th Year

Foundational knowledge of clinical supervision (e.g., goal setting, evaluation, building the supervision relationship, solving problems, etc.)	<input type="radio"/>				
Ability to implement supervision strategies (e.g., teaching, mentoring, coaching, consulting); document supervision; and employ specialized techniques (e.g., using video in supervision)	<input type="radio"/>				
Knowledge of ethical, legal, multicultural, and crisis management issues with regard to supervision of clinical services	<input type="radio"/>				
Overall knowledge, competency, and skills in supervision	<input type="radio"/>				
Foundational knowledge of program administration and evaluation	<input type="radio"/>				
Knowledge of ethical, legal, and multicultural issues with regard to program administration and evaluation	<input type="radio"/>				
Overall knowledge, competency, and skills in program administration and evaluation	<input type="radio"/>				
Foundational knowledge of consultation services	<input type="radio"/>				
Knowledge of ethical, legal, and multicultural issues with regard to consultation services	<input type="radio"/>				
Overall knowledge, competency, and skills in consultation services	<input type="radio"/>				

Q40 Have you ever worked with this student in a capacity that allows you to rate him or her on his or her work on the dissertation?

- Yes
- No

Q36 DISSERTATION

Progress on literature review and/or development of a research topic	<input type="radio"/>				
Knowledge and understanding of research literature	<input type="radio"/>				
Progress on writing proposal	<input type="radio"/>				
Knowledge and understanding of methodology	<input type="radio"/>				
Progress on collecting data	<input type="radio"/>				
Progress on analyzing data	<input type="radio"/>				
Knowledge and understanding of data analysis	<input type="radio"/>				
Progress on writing final dissertation	<input type="radio"/>				
Overall progress on dissertation	<input type="radio"/>				

Q31 Please provide comments for the student for any skills rated as "Needs Attention" or "Weakness."

Q32 Do you want to complete another evaluation?

- Yes
- No

ATTACHMENT K: Table 1: Student Evaluation Outcomes: 2011-2012

Student Evaluation Outcome: Results for Fall 2011 and Spring 2012

Goal #1: To produce professional psychologists who understand and apply scientific knowledge and principals

- Students will acquire knowledge and skills needed to integrate scientific methodology and psychological measurement into clinical practice:
 - Rating of acceptable performance on student evaluation form: dissertation items (3rd, 4th year)

3rd year: Overall Progress on Dissertation

Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Fall 2011	1	11	1	0
Spring 2012	1	3	0	0

4th year: Overall Progress on Dissertation

Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Fall 2011	0	5	1	0
Spring 2012	0	2	1	0

Goal #2: To produce graduates who are effective and competent clinicians.

- **Objective: 2.1:** Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis
 - Rating of acceptable performance on student evaluation form: assessment items (1st - 3rd year)

1st year: Overall Assessment Skills

Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Fall 2011	0	6	0	0
Spring 2012	0	13	0	0

2nd year: Overall Assessment Skills

Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Fall 2011	0	12	0	0
Spring 2012	2	11	0	0

3rd year: Overall Assessment Skills

Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Fall 2011	1	7	0	0
Spring 2012	6	4	0	0

- **Objective 2.2:** Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues.
 - Rating of acceptable performance on student evaluation form: professionalism items (1st – 4th year), interviewing items (1st – 3rd year), therapy/intervention items, and supervision items (2nd, 3rd year)

1st year: Overall Professionalism and Interviewing

	Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Professionalism	Fall 2011	2	11	0	0
	Spring 2012	3	24	0	0
Interviewing	Fall 2011	0	5	0	0
	Spring 2012	0	6	1	0

2nd year: Overall Professionalism, Interviewing, Therapy/Intervention and Supervision

	Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Professionalism	Fall 2011	6	17	1	0
	Spring 2012	5	20	0	0
Interviewing	Fall 2011	0	12	0	0
	Spring 2012	2	11	1	0
Therapy/intervention	Fall 2011	0	6	0	0
	Spring 2012	2	7	0	0
Supervision	Fall 2011	1	8	0	0
	Spring 2012	4	5	0	0

3rd year: Overall Professionalism, Interviewing, Therapy/Intervention and Supervision

	Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Professionalism	Fall 2011	6	17	1	0
	Spring 2012	11	11	0	0
Interviewing	Fall 2011	1	7	0	0
	Spring 2012	7	3	0	0
Therapy/intervention	Fall 2011	3	5	0	0
	Spring 2012	6	3	0	0
Supervision	Fall 2011	3	5	0	0
	Spring 2012	7	3	0	0

4th year: Overall Professionalism

Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Fall 2011	3	12	0	0
Spring 2012	7	5	0	0

- **Objective 2.2: Students will acquire knowledge, skills and supporting attitudes related to ethical and professional conduct in practice and research**
 - Rating of acceptable performance on student evaluation form: ethics and professional conduct items (2nd, 3rd year)

2nd year: Overall Ethics and Professional Conduct

Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Fall 2011	0	8	0	0
Spring 2012	4	6	0	0

3rd year: Overall Ethics and Professional Conduct

Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Fall 2011	2	6	0	0
Spring 2012	7	3	0	0

- **Objective 2.3: Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity in professional work and relationships with patients, organizations and colleagues**
 - Rating of acceptable performance on student evaluation form: diversity items (1st - 3rd year)

1st year: Overall Diversity

Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Fall 2011	0	13	0	0
Spring 2012	0	7	0	0

2nd year: Overall Diversity

Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Fall 2011	0	8	0	0
Spring 2012	2	6	0	0

3rd year: Overall Diversity

Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Fall 2011	0	8	0	0
Spring 2012	3	7	0	0

- **Objective 2.4: Students will gain foundational knowledge and skills in supervision and consultation.**
 - Rating of acceptable performance on student evaluation form: supervision and consultation items (4th year)

4th year: Overall Supervision and Consultation

	Semester	Exceeds expectations	Meets expectations	Needs attention	Weakness
Supervision	Fall 2011	2	5	0	0
	Spring 2012	1	6	0	0
Consultation	Fall 2011	0	1	0	0
	Spring 2012	0	6	0	0

Note. The numbers indicate number of faculty ratings for the student's overall performance in the area. Students are evaluated by each faculty member who supervised or is familiar with the student's work in that area. Students are also evaluated on a number of specific items within each area, with a more comprehensive set of items for 2nd and 3rd year students than 1st year students.

SUMMARY: Overall, nearly all students in the program performed at the expected level in all areas evaluated during the year, with some students performing above the expected level for their year in the program. A trend was noted for students to improve somewhat from the fall to the spring semester. A very small number of students, no more than one student per year in the program, were rated as needing attention in a particular area. The clinical faculty have been working with these students to bring these areas of performance up to the expected level.

ATTACHMENT L: Placement Progress Report

Placement Progress Report 2011-2012

Name of trainee to be evaluated

Name of Placement Site

Evaluation Period

Fall (August through December)

Spring (January through June)

Name of Supervisor completing this evaluation

Date of Evaluation

Instructions: Please rate the trainee on each of the following items using the scale indicated below. Additional comments are welcome and may be written in the text box at the end of the survey.

Knowledge and skills in assessment and diagnosis	<input type="radio"/>				
Knowledge and skills in intervention and treatment	<input type="radio"/>				
Knowledge and sensitivity to individual differences and cultural diversity	<input type="radio"/>				
Appropriate use and response to supervision	<input type="radio"/>				
Overall clinical skills	<input type="radio"/>				
Knowledge of ethics and professional standards	<input type="radio"/>				
Professional conduct in relationship with patients/clients	<input type="radio"/>				
Professional conduct in relationship with staff	<input type="radio"/>				
Timely completion of reports and notes	<input type="radio"/>				
General adjustment to placement, work routine, and organizational requirements	<input type="radio"/>				
Overall professionalism	<input type="radio"/>				

Appropriate use of consultation	<input type="radio"/>				
Use of field placement resources as a learning experience	<input type="radio"/>				
Professional development and progress toward placement training goals	<input type="radio"/>				
OVERALL ASSESSMENT OF TRAINEE'S PERFORMANCE	<input type="radio"/>				

Additional comments (please address any areas marked as a weakness or needing attention, as well as any areas of strength or other comments you would like to share about the trainee's performance) :

Thank you for completing this evaluation of the trainee's performance at your placement. This information is very helpful to the program in monitoring the performance of individual students as well as the program's preparation of students for clinical placements. Please print a copy of this evaluation before you submit it and review the evaluation with the trainee.

ATTACHMENT M: Table 2: Placement Outcomes 2011-2012

Placement Outcomes for Fall 2011 and Spring 2012
(Supervisor ratings for 3rd and 4th year students on placement)

Fall 2011 Placement Supervisor Ratings

Individual Items

- 95% of all supervisor ratings were in the “meets expectations” range or above
- 5% (1 student) was in the “weakness” or “needs improvement” range for several items.

Overall Rating of Placement Student

- 47% of students rated as “meets expectations”
- 47% of students rated as “exceeds expectations”
- 5% (1 student) rated as “needs improvement”

Spring 2012 Placement Supervisor Ratings

Individual Items

- 100% of supervisor ratings in the “meets expectations” range or above

Overall Rating of Placement Student

- 56% of students rated in the “meets expectations” range
- 44% of students rated in the “exceeds expectations” range

Selected Quotes from Placement Supervisors in Spring 2012 Evaluation:

“valued member of clinical team”

“wonderful intern...delight to have working at our facility...sorry to lose her”

“exceeded our expectations as a clinical therapy student”

“evolved into a versatile and experienced generalist practitioner”

“always completes paper documentation in a timely manner.

“excellent student...asset to our office”

* ”Has difficulty stepping out of comfort zone with only CBT interventions, however open to this feedback and tried to incorporate feedback into practice.”

*Note: this comment was in regard to student who was ranked overall in “needs improvement” range in the fall 2011 supervisor evaluations.

SUMMARY: 100% of students on placement were rated by supervisors as meeting expectations by the end of the Spring 2012 semester. Although one student was rated below expectations in the Fall 2011 semester evaluation, this student was rated in the “meets expectation” range in the Spring of 2012.

ATTACHMENT N: Internship Evaluation Form (2011-2012)

Indiana State University
 Psy.D. Program
 INTERNSHIP EVALUATION FORM

 Intern

 Supervisor

 Site/Training Facility

 Unit/Experience/Rotation

Dates of Evaluation Period: _____ (Mid-year; final evaluation)

Instructions: Please evaluate each item. For those items that you feel unable to rate because you do not have sufficient observational data or the item was not part of this training experience, please circle NA.

1 = Excellent	4 = Fair
2 = Very Good	5 = Poor
3 = Average	NA= Does Not Apply

A. Professional Characteristics

- | | | | | | | |
|--|---|---|---|---|---|----|
| 1. Responsibility (e.g., in following appropriate procedures, completing work promptly, reliability, etc.) | 1 | 2 | 3 | 4 | 5 | NA |
| 2. Ethics (e.g., knowledge and application of professional ethics, respect for confidentiality, etc.) | 1 | 2 | 3 | 4 | 5 | NA |
| 3. Attitude (demeanor, maturity, interest in supervised experiences, etc.) | 1 | 2 | 3 | 4 | 5 | NA |
| 4. Independence (e.g., works independently when appropriate) | 1 | 2 | 3 | 4 | 5 | NA |
| 5. Cooperation (e.g., with supervisor, peers, other professionals, agencies, etc.) | 1 | 2 | 3 | 4 | 5 | NA |
| 6. Participation in staff meetings | 1 | 2 | 3 | 4 | 5 | NA |
| 7. Thoughtfulness of comments in staffings | 1 | 2 | 3 | 4 | 5 | NA |
| 8. Conference performance | 1 | 2 | 3 | 4 | 5 | NA |
| 9. Other/Comments: | | | | | | |

1 = Excellent
 2 = Very Good
 3 = Average
 4 = Fair
 5 = Poor
 NA= Does Not Apply

B. Response to Supervision

- | | | | | | | |
|--|---|---|---|---|---|----|
| 10. Effectiveness of communication with supervisor | 1 | 2 | 3 | 4 | 5 | NA |
| 11. Use of criticism (e.g., receptivity to pos. and neg. critiques and suggestions, etc.) | 1 | 2 | 3 | 4 | 5 | NA |
| 12. Use of supervisor sessions (e.g., effective presentation of recent sessions, case development, reformulations of case development, reformulations of case, participation in group supervision, etc.) | 1 | 2 | 3 | 4 | 5 | NA |
| 13. Attendance at supervisory sessions | 1 | 2 | 3 | 4 | 5 | NA |
| 14. Other Comments: | | | | | | |

—

C. Clinical Skills: General Case Management

15. Rapport with clients (interpersonal style)
16. Interview skills
17. Problem Formulation
18. Conceptualization/Understanding of case
19. Formulation of treatment plan
20. Goal setting
21. Knowledge of techniques and approaches (e.g., psychotherapy behavioral management, etc.)
22. Use of techniques and procedures
23. Case note maintenance and writing
24. Manages crises effectively
25. Attention and sensitivity to individual and/or socio-cultural differences
26. Attention to relationship dynamics (e.g., working alliance, transference, counter-trans.)

27. Comments: _____

1 = Excellent
2 = Very Good
3 = Average
4 = Fair
5 = Poor
NA= Does Not Apply

D. Clinical Skills: Assessment

28. Test selection	1	2	3	4	5	NA
29. Initial/intake/assessment interview skills	1	2	3	4	5	NA
30. Diagnostic impressions	1	2	3	4	5	NA
31. Case disposition	1	2	3	4	5	NA
32. Test administration	1	2	3	4	5	NA
33. Knowledge base (e.g., tests, disorders, DSM)	1	2	3	4	5	NA

34. Other Comments: _____

E. Clinical Skills: Consultation (case, program)

35. Delineation of the problem	1	2	3	4	5	NA
36. Formulation of recommendation	1	2	3	4	5	NA
37. Program planning	1	2	3	4	5	NA
38. Rapport with professionals, staff and agency personnel	1	2	3	4	5	NA
39. Effectiveness of communication	1	2	3	4	5	NA
40. Provision for follow-up consultation	1	2	3	4	5	NA

41. Other Comments: _____

1 = Excellent
4 = Fair

2 = Very Good
3 = Average

5 = Poor
NA= Does Not Apply

F. Clinical Skills: Group Therapy

42. Selection and screening	1	2	3	4	5	NA
43. Facilitates group process	1	2	3	4	5	NA
44. Understands group dynamics	1	2	3	4	5	NA
45. Appropriate and timely interventions	1	2	3	4	5	NA
46. Awareness of affective, cognitive and dynamic levels of group functioning	1	2	3	4	5	NA
47. Functioning as a group leader/co-leader	1	2	3	4	5	NA
48. Other Comments: _____						

G. Other Skill Areas (specify - e.g., family, biofeedback)

_____	1	2	3	4	5	NA
_____	1	2	3	4	5	NA
_____	1	2	3	4	5	NA

Comments: _____

H. General

49. Overall level of clinical competence (for student's level of training and experience)	-	-	-	-	-	-
<u>Summary</u>	-	-	-	-	-	-
50. Student's main strengths and assets:	-	-	-	-	-	5
51. Areas of needed improvement	-	-	-	-	-	4
52. Explicit recommendations for future practicum training:	-	-	-	-	-	.
53. Recommended Grade: (circle one)	-	-	-	-	-	
Satisfactory Needs improvement Unsatisfactory	-	-	-	-	-	B
54. Based on your experience with this student, what suggestions do you have for strengthening our training program?	-	-	-	-	-	a

sed on your experience with this student, what suggestions do you have for strengthening our program? _____ 1 2 3 4 5

_____ 1 2 3 4 5

55. Any additional comments? _____ 1 2 3 4 5

_____ 1 2 3 4 5

Supervisor's Signature

1 2 3 4 5
1 2 3 4 5
1 2 3 4 5

Date

It is recommended that student and supervisor review this evaluation together, whenever possible. Please indicate student review below or reason for no student review. _____ 1 2 3 4 5

Student's Signature
Reviewed with Supervisor _____ 1 2 3 4 Date

Thank you.

Return to: Michael J. Murphy, Ph.D., ABPP
Director of Clinical Training
ISU - Department of Psychology
424 N. 7th Street – Root Hall
Terre Haute, IN 47809
(812) 237-2445
(812) 237-2445

ATTACHMENT O: Summary of Internship Evaluation Outcomes (2011-2012)

Attachment P: Summary of Internship Evaluation Outcomes (Based on **mid-year** evaluations for 2011-2012 Internship Year)

- Goal 2, Objective 2.1: Students will acquire knowledge, skill and supporting attitudes for competence in assessment and diagnosis. Competencies 10-13 all relate to specific clinical skills. Competency in this area is assessed, in part, through “Ratings of acceptable performance on Internship evaluation (items related to assessment, diagnosis and report writing).”

- Outcomes related to Assessment Skills

- Student #1: average ratings on Assessment (3/6)
- Student #2: Average rating on Assessment
- Student #3: meets expectations in Assessment
- Student #4: average rating for competence in assessment
- Student #5: no rating on assessment (“have heard positive feedback regarding forensic rotation.”)

Summary: Based on ratings and comments, 100% of students on internship have demonstrated acceptable performance in assessment skills.

- Outcomes related to Diagnostic Skills

- Student #1: Interpret and integrate results (3/6)
- Student #2: average rating on skills related to diagnosis
- Student #3: meets expectations in formulating DSM-IV diagnosis
- Student #4: Average rating for diagnosis and interview skills
- Student #5: no ratings provided specific to diagnostic skills

Summary: Considering those students with evaluation ratings specific to diagnosis skills (4/5), all have demonstrated acceptable performance.

- Outcomes related to Report Writing Skills

- Student #1: prepare accurate reports (4/6)
- Student #2: average rating in integration aspects of assessment
- Student #3: meets expectation for ‘writes integrated reports’
- Student #4: Average rating in communication of findings
- Student #5: no ratings provided specific to report writing skills

Summary: Considering those students with evaluation ratings or comments specific to report writing skills (4/5), all have demonstrated acceptable performance.

- Goal 2, Objective 2.2: Students will gain knowledge, ability and supporting attitudes to treat a range of mental health and adjustment issues. Competencies 14-18 all relate to specific therapy skills (and use of supervision). Competencies are assessed in part through: “Ratings of acceptable performance on Internship evaluation form (therapy, supervision, professionalism).”

- Outcomes related to Therapy Skills
 - Student #1: average ratings on intervention skills
 - Student #2: average rating on intervention skills
 - Student #3: meets expectations for intervention skills
 - Student #4: average rating for competence in intervention
 - Student #5: average ratings in therapy skills

Summary: All students on internship have demonstrated acceptable performance in intervention skills.

- Outcomes related to Making use of Supervision
 - Student #1: low average ratings on use of supervision
 - Student #2: no items specifically related to use of supervision
 - Student #3: meets expectations for “productive learning alliance with supervisor”
 - Student #4: average rating in participation in receiving supervision
 - Student #5: average ratings in response to supervision

Summary: All students on internship have demonstrated acceptable performance in making use of supervision.

- Outcomes related to Professionalism
 - Student #1: average ratings on professional/interpersonal conduct (3/6)
 - Student #2: slightly above average ratings on self-assessment
 - Student #3: meets expectations in professional development (“relates to others professionally and conducts herself in a responsible and mature manner”)
 - Student #4: average rating on self-assessment and care
 - Student #5: average ratings in professional characteristic

Summary: All students on internship have demonstrated acceptable performance in making use of supervision.

- Goal 2: Objective 2:3: Students will acquire knowledge, skills and supporting attitudes related to ethical and professional conduct in practice and research. Competencies 19-23 relate to ethical and professional conduct and are assessed in part through “Ratings of acceptable performance on Internship evaluation (ethics and professional conduct).”
 - Outcomes related to Ethics and Professional Conduct
 - Student #1: average ratings on ethical/legal awareness/application (3/6)
 - Student #2: average rating on ethical/legal awareness/application
 - Student #3: meets expectations in competence in ethical practice
 - Student #4: average rating on knowledge of ethical/legal standards and ethical decision making
 - Student #5: average ratings on knowledge and application of ethics

Summary: All students on internship have demonstrated acceptable performance in ethical/professional conduct

- Goal 2: Objective 2:4: Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity* in professional work and relationships with patients, organizations and colleagues. Competencies 24 to 28 relate to cultural sensitivity in clinical practice and are assessed in part through: Ratings of acceptable performance on Internship evaluation (items related to cultural sensitivity/competence)
 - Outcomes related to cultural competence
 - Student #1: Slightly above average rating on sensitivity to cultural differences (4/6)
 - Student #2: average rating on sensitivity to cultural differences
 - Student #3: meets expectations in cultural identity and diversity
 - Student #4: average rating on sensitivity to cultural diversity; above average rating in ability to conceptualize cases via spiritual/religious dimensions.
 - Student #5: average rating for sensitivity to individual/cultural differences

Summary: All students on internship have demonstrated acceptable performance in sensitivity to cultural differences.

- Goal 2: Objective 2:5: Students will gain foundational knowledge and skills in supervision, consultation and program administration. Competencies 29-32 relate to demonstrating knowledge and skills in supervision and consultation and are assessed in part through: Ratings of acceptable performance on Internship evaluation form (consultation, provision of supervision)
 - Outcomes related to Consultation Skills
 - Student #1: average ratings on consultation (3.5/6)
 - Student #2: average rating on consultation skills
 - Student #3: meets expectation in consultation skills
 - Student #4: average rating in consultation skills
 - Student #5: no ratings provided for consultation

Summary: Considering those students with evaluation ratings or comments specific to consultation skills (4/5), all have demonstrated acceptable performance.

- Outcomes related to Provision of Supervision
 - Student #1: N/A
 - Student #2: N/A
 - Student #3: no item related to providing supervision
 - Student #4 average rating in skill in providing supervision
 - Student #5: no information regarding provision of supervision

Summary: Provision of supervision was evaluated for only 1/5 students; this student demonstrated acceptable performance in this area.

ATTACHMENT P: Alumni Survey (updated 2012)

Indiana State University

Psy.D. Program

Alumni Survey

The following questionnaire is designed to elicit information about your professional activities since receiving your degree. The information will be used in two ways. First, the APA Commission on Accreditation (COA) requires that we submit a yearly report with information about our recent graduates. Therefore, it is very important that we receive updated information from you. Second, the information you provide is useful in giving us feedback about areas of strength in the Program and areas in which we can improve. The user ID that you were assigned will be used to link your responses to your data on the APA online annual report we submit to the COA. For tracking purposes, we are required to enter data for individual students, but the data the COA receives is de-identified. Additionally, only group data from the survey are provided to the faculty. Thank you for your time in completing this survey and for providing your input about the program.

What is your ID#? (provided in email)

What year did you graduate from ISU's Psy.D. Program?

- 2008
- 2009
- 2010
- 2011
- 2012

Have you had any post-doctoral training?

- No
- Yes- currently in a formal post-doctoral position
- Yes- currently in an informal post-doctoral position
- Yes- past post-doctoral position (formal or informal)

Please indicate the type of post-doctoral position.

- Primarily clinical focus
- Primarily research focus
- Equally clinical and research focus
- Other (please describe) _____

Please indicate the nature of your activities during your post-doctoral training. (CHECK ALL THAT APPLY)

- Administration
- Assessment
- Consultation

- Psychotherapy
- Research
- Supervision
- Teaching
- Other (please describe) _____

Are you currently employed?

- Yes
- No

What is the title of your current position?

Please indicate the setting of your CURRENT POSITION.

- Community Mental Health
- HMO
- Medical Center
- Military Medical Center
- Private Hospital
- General Hospital
- Veteran Affairs Medical Center
- Private Psychiatric Hospital
- State/County Hospital
- Correctional Facility
- School District
- University Counseling Center
- Academic Teaching Position
- Academic Non-Teaching Position
- Independent Practice
- Medical School
- Other (please describe) _____

Please indicate the nature of your activities in your CURRENT POSITION. (CHECK ALL THAT APPLY)

- Administration
- Assessment
- Consultation
- Psychotherapy
- Research
- Supervision
- Teaching
- Other (please describe) _____

Is your current position different from your first position?

- Yes

No

Please indicate the setting of your FIRST POSITION after graduating.

- Community Mental Health
- HMO
- Medical Center
- Military Medical Center
- Private Hospital
- General Hospital
- Veteran Affairs Medical Center
- Private Psychiatric Hospital
- State/County Hospital
- Correctional Facility
- School District
- University Counseling Center
- Academic Teaching Position
- Academic Non-Teaching Position
- Independent Practice
- Medical School
- Other (please describe) _____

Please indicate the nature of your activities in your FIRST POSITION after graduating. (CHECK ALL THAT APPLY)

- Administration
- Assessment
- Consultation
- Psychotherapy
- Research
- Supervision
- Teaching
- Other (please describe) _____

Please answer the following questions about licensure.

	Yes	No
Have you taken the EPPP?	<input type="radio"/>	<input type="radio"/>
Have you passed the EPPP?	<input type="radio"/>	<input type="radio"/>
Did you pass on the first try?	<input type="radio"/>	<input type="radio"/>
Are you licensed as a psychologist?	<input type="radio"/>	<input type="radio"/>

In which state(s) are you licensed? (Ctrl+click for multiple responses)

Alabama (**Online version has pull down menu with all states*)

In what year was your licensure obtained?

Do you have the credentials required to fully practice (e.g., HSPP in Indiana)?

Yes

No

Using the scale below, please rate how well the Psy.D. program at ISU prepared you for professional practice in each area.

	poorly prepared/trained	somewhat ill-prepared/trained	adequately prepared/trained	well prepared/trained	very well prepared/trained
Knowledge of clinical literature on assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to choose evaluation strategies and to conduct assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of literature on diagnosis and classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to diagnose and use the multiaxial diagnosis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of the clinical literature on individual differences and psychopathology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to conceptualize cases based on symptoms as well as individual differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the clinical literature on interventions and evidence-based practice					
Ability to choose and conduct effective interventions	<input type="radio"/>				
Knowledge of literature on professional standards, ethics and diversity	<input type="radio"/>				
Ability to use ethical reasoning and to use and apply ethical and legal knowledge in practice	<input type="radio"/>				
Knowledge in the literature on clinical supervision	<input type="radio"/>				
Ability to provide effective supervision	<input type="radio"/>				
Background in the literature on consultation	<input type="radio"/>				
Ability to engage in effective consultation	<input type="radio"/>				
Knowledge of the literature on evaluation of treatment effectiveness	<input type="radio"/>				
Ability to evaluate treatment effectiveness	<input type="radio"/>				
Knowledge of	<input type="radio"/>				

the literature on program evaluation					
Ability to evaluate program effectiveness	<input type="radio"/>				
Knowledge of the literature on research design and methodology	<input type="radio"/>				
Knowledge of the literature on research design and methodology	<input type="radio"/>				
Ability to evaluate research literature based on knowledge of methodology	<input type="radio"/>				
Ability to design and carry out research projects	<input type="radio"/>				
Knowledge of the literature of the core content areas (social, cognitive, biological, developmental psychology)	<input type="radio"/>				
Motivation to be a lifelong active and competent consumer of research and clinical literature	<input type="radio"/>				

Please respond to the following statements about the Psy.D. Program at ISU.

	strongly disagree	disagree	neither agree nor disagree	agree	strongly agree
The program prepared me well for my internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program prepared me well for my first job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty was capable and informed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty modeled involvement in research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty modeled involvement in clinical practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty modeled professional leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty modeled mentoring skills in their interactions with students and peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The facilities were adequate for my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The research training was valuable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The clinical training was valuable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The practicum experiences in the Psychology Clinic were valuable	<input type="radio"/>				
The clinical experiences on placement were valuable	<input type="radio"/>				
I enjoyed the interaction with other graduate students	<input type="radio"/>				
I enjoyed the interaction with faculty	<input type="radio"/>				
If I had to do it again, I would still choose ISU (for graduate training in psychology)	<input type="radio"/>				

Since graduating from ISU, have you engaged in any of the following? (CHECK ALL THAT APPLY)

- Mentored students, trainees or others
- Organized or presented workshops
- Conducted program evaluation research
- Conducted other research
- Provided supervision
- Engaged in consultation
- Published or presented research
- Held office or committee position in a professional organization
- Held administration position in your place of work
- Served on a committee at your place of work
- Attended conferences or workshops (related to practice of psychology)
- Maintained membership in professional organizations
- Other professional development activities (please describe) _____

To what extent do you use the following resources to stay current in the clinical field?

	never	seldom	occasionally	often	very often
Professional Journals	<input type="radio"/>				
Workshops	<input type="radio"/>				
Conferences	<input type="radio"/>				
Evidence based books	<input type="radio"/>				
Theoretically based books	<input type="radio"/>				
Treatment manuals	<input type="radio"/>				
Web sites associated with professional organization (e.g., APA, APA divisions)	<input type="radio"/>				
Other (please list)	<input type="radio"/>				

How often in your clinical work or supervision do you:

	never	seldom	occasionally	often	very often
Seek supervision for difficult clients, even if not required	<input type="radio"/>				
Set treatment goals for clients	<input type="radio"/>				
Systematically evaluate client progress	<input type="radio"/>				
Use single subject designs to evaluate treatment progress	<input type="radio"/>				
Engage in follow-up of clients	<input type="radio"/>				
Use clinical literature as foundation for assessment and intervention	<input type="radio"/>				

Please indicate any achievements or honors you have earned since graduating.

- Tenure at a 2-year or 4-year university
- Teaching award
- Service award
- Listed in the National Register for Health Service Providers
- Received a Diplomate from the American Board of Professional Psychology
- Clinical practice award (please describe) _____
- Advanced training certificate
- Grants received
- Other (please specify) _____

Please describe 3 strengths of the Psy.D. program at ISU.

Please describe 3 weaknesses of the Psy.D. program at ISU.

Please share any ideas you have on ways to improve the program's effectiveness in preparing students for professional roles.

Any additional comments regarding your experiences or training in the Psy.D. program at ISU?

Thank you for taking the time to complete this survey. This information will assist us on in our process of assessing and improving the quality of the training that we provide.

ATTACHMENT Q: Summary of Alumni Survey Outcomes

Appendix P: Summary of Alumni Survey Outcomes

(based on Spring 2012 Alumni survey responses, N = 24)

- Objective 3:1: To produce graduates who identify as practicing psychologists and contribute to the profession.
 - Assessed through Alumni Survey
 - 96% of graduates are currently employed.
 - The majority are employed in VA hospitals (35%), community mental health (13%) or correctional facilities (9%).
 - Nature of current employment activities: 91% therapy, 87% assessment, 87% consultation, 78% supervision, 52% administration, 30% teaching, 13% research.
 - 89% of graduates in the past 3 years are licensed to fully practice.
 - Graduates have contributed to the profession through mentoring other students (87%), presenting workshops (52%), presenting research (28%), serving on committees at place of employment (65%), administrative position at place of employment (26%), and leadership position in a professional organization (9%).
 - Summary: All but one graduate is employed and working in a position providing clinical services. Most graduates are fully accredited to practice independently as a psychologist (89%) and those that are not are recent graduates who may still be accumulating post-doctorate hours. The majority of graduates engage in professional activities that contribute to the profession.

- Objective 3:2: To produce graduates who engage in life-long learning.
 - Assessed through Alumni Survey
 - All graduates reported engaging in multiple activities to stay current in the field. Resources that graduates reported using at least occasionally included:
 - Professional journals (79%)
 - Attend workshops (83%)
 - Attend conferences (83%)
 - Books on evidence-based interventions (92%)
 - Theoretically-based books (83%)
 - Treatment manuals (83%)
 - Web sites associated with professional organizations (88%)

**Percent above reflects cumulative percent of those reporting use of the resource occasionally, often or very often.*

 - All graduates (100%) reported that the ISU Psy.D. program prepared them to be lifelong active and competent consumers of research and clinical literature. The majority (83%) indicated that they felt well prepared or very well prepared to engage in life-long learning as a result of their training at ISU.
 - Summary: All graduates reported engaging in multiple activities to stay current in the field. In addition, the majority of graduates feel that the program prepared them well to engage in life-long learning.

ATTACHMENT R: Diversity Competence Outcomes

Diversity Competence Outcomes (2011-2012)

Objective 2.4: Students will acquire knowledge, skills and sensitivity to issues of cultural and individual diversity in professional work and relationships with patients, organizations and colleagues.

Competency 24: Students will demonstrate willingness to examine their own personal values and attitudes.

Outcomes: Students in their 3rd year of the program completed COUN 666 (Multicultural Counseling) with a grade of B or better, thus providing support that these students have gained foundational knowledge related to cultural and individual diversity. A specific emphasis in this course is on helping students to examine their own personal values and attitudes.

Competency 25: Students will be sensitive to and consider the impact of diversity in their coursework including clinical, core courses and seminars.

Competency 26: Students will consider the impact of diversity in the selection and interpretation of assessment techniques.

Competency 27: Students will be sensitive and responsive to issues of diversity in treatment.

Competency 28: Students will be sensitive and responsive to issues of diversity in treatment.

Competence 29: Students will address issues of diversity in conducting and evaluating research

Outcomes: 100% of students in the 1st-3rd year cohorts receiving ratings of “meets expectations” or higher for items related to sensitivity to cultural and individual differences on both Fall 2011 and Spring 2011 evaluations completed by faculty instructors and clinical supervisors. (This includes ratings by dissertation supervisors, thus supporting sensitivity to cultural and individual differences in research work). Comparing the Fall 2011 to Spring 2012 ratings, approximately 10-20% of students were rated in the ‘exceeds expectations’ range in the spring, suggesting improvement in this area of competence over the academic year.

4th year students (as well as 3rd year students that go out on placement) are also evaluated by their external placement supervisors in regard to “Knowledge and sensitivity to individual differences and cultural diversity.” During the Fall 2011 semester, all but one student was rating in the “meets” or “exceeds” expectations range on this item. In the Spring 2012 semester, all students were rated in the “meets expectations” range or above (37% of students were in the ‘exceeds’ expectations range).

SUMMARY: Outcome data collected from faculty as well as external placement supervisors provides support that 100% of students are meeting expectations in regard to diversity related outcomes.