

**PhD Degrees in the Clinical and Social Sciences Department
Program Learning Objectives, Curriculum Elements and Assessment Plan**

Degree title: PhD in Clinical Psychology

This degree in the Department of Clinical and Social Sciences is accredited by the APA. Per APA accreditation requirements, program officers must define program goals, learning objectives, competencies (outcomes) that are observable, curriculum elements that embed each program objective/competency and define assessment methods used to measure objectives/competencies. The table below presents this information:

<p>Goal #1—B2a: <i>To prepare graduates to have the requisite knowledge and skills for the scientifically informed professional practice of clinical psychology.</i></p>
<p>Objectives for Goal B2a:</p> <p><i>B2ai. Acquiring knowledge of and skills in scientifically based assessment techniques of cognitive and intellectual functioning, psychopathology, and personality.</i></p> <p><i>B2aai. Acquiring knowledge of and skills in scientifically based approaches to psychological treatment.</i></p> <p><i>B2aiii. Acquiring knowledge and practicing principles of ethical professional practice.</i></p> <p><i>B2aiv. Acquiring knowledge of the history and methods of psychology and theories relevant to the understanding of behavior and the practice of clinical psychology.</i></p> <p><i>B2av. Acquiring knowledge of research and theory relevant to cultural and individual diversity as well as developing sensitivity to these issues as they apply to the professional practice of psychology.</i></p> <p><i>B2avi. Acquiring knowledge of and integrating current research and theories of psychopathology, psychological assessment, and psychological intervention.</i></p>
<p>Competencies Expected for the Objectives in B2a:</p> <p><i>B2ai. Acquiring knowledge of and skills in scientifically based assessment techniques of cognitive and intellectual functioning, psychopathology, and personality.</i></p> <p>Students are expected to become competent in selecting, administering and interpreting common tests of IQ and cognitive functioning for children and adults; administering and interpreting objective and projective tests of personality assessment; applying interview techniques to assess concerns and problems of clients and determine diagnoses using current taxonomies of psychopathology. Activities through which these competencies are acquired include: instruction in a</p>

one-year course in psychological assessment (CSP 570 / 571; hereafter CSP courses are identified by numerals only), and its associated practical experience; a one-year sequence in psychopathology (575 / 576); and supervised clinical activities involving assessment that vary among students and sites.

B2a.ii. Acquiring knowledge of and skills in scientifically based approaches to psychological treatment.

We expect students to develop an understanding and knowledge of current research, theories, and practice relevant to psychological interventions and to develop competencies in planning and implementing treatments appropriate to a client's psychological needs. The activities that prepare students to acquire these competencies include a course in History and Systems of Psychology and Psychotherapy (574), portions of the psychopathology sequence (575 / 576) that deal with treatment design and research, a one-year Practicum in Psychotherapy (584 / 585), and additional supervised clinical training that varies from student to student. Students in our Developmental Psychopathology Track, for example, take Evidence-Based Child Psychotherapy (586) followed by the Practicum in Developmental Psychopathology (582) as part of their training sequence.

B2a.iii. Acquiring knowledge and practicing principles of ethical professional practice.

Students are expected to acquire the following competencies: knowledge of the *APA Ethical Principles of Psychologists and Code of Conduct*, ability to apply these ethical principles to applied situations, and the ability to practice these principles in their personal and professional activities. The activities that support the development of these competencies include a specific course, Ethical Issues in Clinical Psychology (501), and portions of the Clinical Assessment sequence (570 / 571), History and Systems of Psychotherapy (574), and the Psychotherapy Practicum (584 / 585) that address these issues.

B2a.iv. Acquiring knowledge of the history and methods of psychology and theories relevant to the understanding of behavior and the practice of clinical psychology.

The main competency associated with this objective is the mastery of the historical background and tenets of major theoretical approaches relevant to the description and understanding of behavior, its assessment, and modification. The activity that supports the development of this competency is our course on History and Systems of Psychology and Psychotherapy (574). In addition History and Systems contents are addressed within specific units in other required courses including Developmental Theories and Research (569), Clinical Research Methods (572), Psychopathology I and II (575 / 576), Ethics (501), Human Motivation and Emotion (562), and Clinical Assessment I and II (570 / 571). These additional lectures on History and Systems were specifically documented in the letter of Sept 14, 2007 to the Office of Program Consultation and Accreditation, which appears in Appendix 9, (p. 134)

B2av. Acquiring knowledge of current research and theory relevant to cultural and individual diversity as well as developing sensitivity to these issues as they apply to the professional practice of psychology.

The competencies expected under this objective include knowledge and appreciation of unique issues relevant to major ethnic and sexual minorities in the US and how these impact professional interventions with these populations; increased awareness of one's own cultural background and how it impacts one's professional activities with individuals of different backgrounds; developmentally appropriate ability to deliver professional services to members of minority groups; and developmentally appropriate ability to conduct research including members of minority populations. The activities that support these competencies include a one-semester course on Culture and Diversity (573); portions of our courses on assessment (570 / 571) and psychopathology (575 / 576); portions of our course in professional ethics (501); supervised clinical activities in different clinical externships and the internship; and supervised research including, and in some cases focused on, minority populations. Notably, the major training sites for professional activities (University Counseling Center and Mt. Hope Family Center) service multicultural populations and, in the case of the Mt. Hope Family Center, also an economically disadvantaged clientele.

B2avi. Acquiring knowledge of and integrating current research and theories of psychopathology, psychological assessment, and psychological intervention.

The competencies associated with this objective include mastery of theoretical and empirical work in these areas, and the ability to draw implications from this knowledge for professional intervention. The activities that prepare the student for these competencies include written and oral requirements of our courses Clinical Assessment I and II (570 / 571) Psychopathology I and II (575/ 576) History and Systems (574), and the preparation expected for the Comprehensive Major Examination, the two-year research project, and the dissertation.

Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable): Syllabi for specific courses referenced above appear in Appendix 7, (pp. 114-132)

How Outcomes are Measured Objectives/Competencies in Goal B2a:

B2ai. Acquiring knowledge of and skills in scientifically based assessment techniques of cognitive and intellectual functioning, psychopathology, and personality.

As noted above, these competencies are acquired through two year-long sequences, and through preparation for the comprehensive examination.

First is a one-year, 2-course sequence in psychological assessment (570 / 571) and its associated practical experience. To receive passing grades students must complete the following requirements: (a) Prepare assigned readings and participate in guided class discussions and assignments; (b) Administer, score and write interpretive reports involving clinical interview, the Wechsler Adult Intelligence Scale (WAIS-IV), the Wechsler Intelligence Scale for Children (WISC-IV), parts of the Woodcock-Johnson III Tests of Achievement, the Minnesota Multiphasic Personality Inventory (MMPI-2), the Millon Clinical Multiaxial

Inventory (MCMI-III), the Personality Assessment Inventory (PAI), parts of the Structured Clinical Interview for DSM-IV Axis I and Axis II Disorders (SCID-I and SCID-II), and projective tests (e.g., Rorschach; D-A-P) to college students and/or children from the community and Mt. Hope Family Center; (c) videotape these administrations and receive feedback; (d) write and revise (with feedback) competent interpretive reports based on assessments of college students and/or children, including an integrative report involving both intellectual and achievement measures in the first semester and an integrative report involving both intellectual and personality measures in the second semester; (e) formulate and present a case their peers in a case conference (both fall and spring semesters), (f) demonstrate proper administration and scoring of a Rorschach to a child in the Mt. Hope Family Center After-School program in the spring semester, and (g) pass a cumulative final exam in 570 and 571.

A second requirement is passing a one-year sequence in Psychopathology (575 / 576). To pass Psychopathology I, students must (a) participate actively in class, (b) lead discussion of 2 target articles, and (c) prepare a grant proposal meeting the requirements of an NRSA predoctoral research application that integrates materials and principles covered in the class. To pass Psychopathology II, students must (a) present 3-4 assigned empirical studies, some of which deal with treatment research; (b) participate in class discussion; and (c) satisfactorily complete two take-home essay exams dealing with readings and lecture presentation (at least 1/3 questions on each exam deals with treatment issues). A minimum grade of B is required in all program courses, or in the case of pass/fail course, an "S."

Knowledge of the research literature on cognitive and personality assessment is also routinely tested within the Major Comprehensive Examination. This closed-book exam consists of three sessions of 3 hours, at each of which students must respond to 2/3 questions. To pass the Comprehensive Examination, students must receive an average grade ≥ 80 on a 0-100 point scale with specific anchors developed to enhance reliability (see Appendix 10, (p. 136) for scoring rubric). A second criterion is that no more than two questions can be below an 80, and as noted in the ethics section, the ethics question must be passed at 80 or above. If one or two questions do not meet the ≥ 80 criteria, the faculty ask for those to be rewritten, and they are rescored by two core faculty members. If three or more questions are below 80, or the overall average (mean) score is less than 80, then the exam must be repeated as a whole.

The outcomes expected are that students obtain favorable reports from faculty and clinical supervisors in this area of professional activity. Unfavorable reports are reviewed by the entire core faculty, who collectively decide on steps to rectify any areas where competencies are deficient.

B2aii. Acquiring knowledge of and skills in scientifically based approaches to psychological treatment.

As noted, the activities that prepare students to acquire these inter-related competencies include a course in History and Systems of Psychology and

Psychotherapy (574), portions of the one-year psychopathology sequence (575 / 576) a one-year Practicum in Psychotherapy (584 / 585), and additional supervised clinical training that varies from student to student (for example students opting for the Developmental Psychopathology track engage in training and supervised child psychotherapy experiences through CSP 586 and 582. The outcomes desired are that students will receive passing grades in relevant courses as well as the Major Comprehensive Examination and satisfactory reports by faculty and clinical supervisors.

To achieve a passing grade in the History and Systems course (574) students must complete two exams, one midterm and one final, graded by the instructor, Professor Ryan.

Requirements for Psychopathology I and II (575 / 576) under this objective were enumerated in outcomes for B2ai.

To meet criteria for the Psychotherapy Practicum (584 / 585) students must carry a minimal load of three clients throughout the academic year and complete minimum of 60 sessions, and be deemed by instructors and supervisors as competent for their level of development with respect to clinical skills, responsible with respect to maintaining clinical reports up to date, and responsive to supervision. Failure to meet these criteria results in remedial treatment work or, more rarely, failure to pass the course. A rating form used for competency evaluation appears in Appendix 5, (p. 112)

Criteria for passage of the Major Comprehensive Examination are listed in B2ai.

In the Developmental Psychopathology track (Evidence-Based Child Psychotherapy, 586 and the Developmental Psychopathology Practicum, 582), students are required to facilitate discussions of specific articles from the literature and to do individual presentations, as well as apply classroom-discussed models in supervised practice. Both courses are graded on a pass/fail basis by Professor Toth and Dr. Manly, the primary instructors.

B2aiii. Acquiring knowledge and practicing principles of ethical professional practice.

As noted, activities that support the development of these competencies include the course Ethical Issues in Clinical Psychology (501), as well as portions of the assessment sequence (570 / 571), History and Systems (574), and the Psychotherapy Practicum (584 / 585) that address these issues. We assess this objective by means of grades in the courses listed above and by consistently eliciting ethics knowledge in a question within the Comprehensive Major Examination.

To pass the required Ethical Issues in Clinical Psychology course (501), students must be engaged in weekly presentations, write weekly reaction papers concerning class material reviewed by the instructor, present 3-4 research studies or reading to the group, and pass a take-home examination involving research findings and ethical aspects of a range of issues covered in the course.

Criteria for passing the assessment sequence are listed in outcomes for B2ai; those for History and Systems and the Psychotherapy Practicum are detailed in

B2aii.

In addition to the overall requirement for passage of the Comprehensive Examination (see B2ai) on every Comprehensive exam an ethics question is asked. If a student receives a score below 80 (on a scale of 0-100) on that question, regardless of his/her other scores, the student is required to rewrite the question, and it is re-scored by two core faculty members.

B2aiv. Acquiring knowledge of the history and methods of psychology and theories relevant to the understanding of behavior and the practice of clinical psychology.

The activity that supports the development of this competency is a course on History and Systems of Psychology and Psychotherapy (574). In addition, history and methods are covered within sections of Clinical Research Methods (572), the assessment (570/571) and psychopathology (575 / 576) sequences, and within the course on Ethics (501). We assess this objective by grades in History and Systems (574) (criteria for passage is in B2aii) and on the other courses enumerated above, as well as on the Comprehensive Major Examination (see B2ai).

Criteria for passing the Assessment and Psychopathology sequence are provided in B2ai, and for the Psychotherapy Practicum in B2aii, respectively. Those for the Comprehensive examination are in B2ai. Passage of Clinical Research Methods (572) requires weekly papers on each topic, graded for clarity, depth of understanding, and degree of engagement with material.

B2av. Acquiring knowledge of current research and theory relevant to cultural and individual diversity as well as developing sensitivity to these issues as they apply to the professional practice of psychology.

The activities supporting these competencies include a one-semester course on Issues in Cultural Diversity (573); portions of our courses on assessment (570 / 571), psychopathology (575/ 576), and Ethics (501); supervised clinical activities in the psychotherapy practicum (584 /585); different clinical externships and the internship; and supervised research including, and in some cases focused on, minority populations. We assess this objective by grades on the courses listed above and reports from clinical and research supervisors. Our required outcome is that students will obtain passing grades in these courses and obtain favorable reports from supervisors on their cultural sensitivity.

Passing Issues in Cultural Diversity (573) requires a weekly journal focused on class material, two written multi-cultural case analyses; a cultural case clinical formulation (also written); and attendance and involvement in class presentations and discussions.

Criteria for passing the Assessment sequence (570 / 571) are in B2ai; for the Psychotherapy Practicum in B2aii; for Ethical Issues in Clinical Psychology (501) in B2aiii; and for the Major Comprehensive examination in B2ai.

B2avi. Acquiring knowledge of and integrating current research and theories of psychopathology, psychological assessment, and psychological intervention.

The activities preparing students for these competencies include the

requirements of our courses in Assessment I and II (570 / 571), Psychopathology I and II (575 / 576) History and Systems of Psychology and Psychotherapy (574), as well as preparation for the Comprehensive Major examination. This is also evaluated through completion of the two-year research project, and the dissertation.

We assess this objective through grades in the courses listed above (using criteria as specified in B2ai and B2aii), approval of the two-year project by the core faculty advisor and one additional faculty reader; presentation of the two-year research project to the clinical faculty and student body; a passing grade on the Comprehensive Major Examination (see section B2ai); and the outcomes of the dissertation proposal and defense.

The dissertation is evaluated by successful defenses of both the written and oral presentations of the research proposal and the final report before a committee that must include at least one core clinical faculty member.

Goal #2: B2b. To prepare professionals capable of conducting and evaluating clinically relevant research.

An emphasis on research is central to the program and is intended not only to promote the development of those graduates committed to careers emphasizing scholarship, but also to sharpen the research acumen of those graduates whose primary aim is to provide professional services. For graduates whose postdoctoral careers emphasize the delivery of professional services, research training should be helpful in evaluating the research literature, evaluating evolving professional paradigms, and developing and informing their own professional approaches. For those graduates who ultimately dedicate themselves primarily to research and scholarship, the program imparts competencies needed for providing direct professional services as well as teaching the research skills needed to contribute to existing scientific knowledge.

Objectives for Goal B2b:

B2bi. Acquiring knowledge and skills of modern approaches to data analysis.

B2bii. Acquiring knowledge to conduct, evaluate, and analyze results of clinical psychology research.

B2biii. Acquiring knowledge of and practicing principles of ethical practice in research.

B2biv. Acquiring knowledge of social, emotional, cognitive, and biological bases of behavior.

Competencies Expected for the Objectives in B2b:

B2bi. Acquiring knowledge and skills of modern approaches to data analysis.

The competencies associated with this objective include the ability to choose appropriate data analytic strategies; test hypotheses and evaluate statistical findings through univariate analyses of variance, including breakdown of complex effects; employ multiple regression approaches to problems of prediction and

hypothesis testing; use multivariate tests, such as factor analysis; use modeling techniques like structural equation modeling; and detect violations of assumptions of these tests and implement appropriate solutions.

The activities promoting these competencies include a one-year sequence in data analysis (504 / 519); Clinical Research Methods (572); the preparation and execution of the two-year research project and doctoral dissertation; and additional quantitative courses and research activities that vary across students.

B2bii. Acquiring knowledge to conduct, evaluate, and analyze results of clinical psychology research.

The competencies associated with this objective include planning and implementing research; applying knowledge of the research literature and principles of research methodology to the design, implementation, and interpretation of an original research project; analyzing the results of a research study; and considering ethical principles in the preparation and execution of a research study.

The activities promoting these competencies include portions of Psychopathology I (575) focusing on ethical issues in clinical research; preparation of a grant proposal in Psychopathology I; a course in Clinical Research Methods (572); negotiating the approval of a research project by the University's Research Subjects Review Board (RSRB); preparation and execution of the two-year research project and the doctoral dissertation; and additional research activities that vary across students.

B2biii. Acquiring knowledge and practicing principles of ethical practice in research.

Our students are expected to acquire knowledge of the *APA Ethical Principles of Psychologists and Code of Conduct* as it pertains to research, and the ability to apply these ethical principles in their personal and research activities.

The activities that support the development of these competencies include a course on Ethical Issues in Clinical Psychology (501) and portions of Clinical Research Methods (572), the assessment sequence (570 / 571), and Psychopathology I (575; a unit that focuses on ethical issues in the practice of research with children). Also, passing the RSRB self-study on principles of ethical research is required of all our students, as a prerequisite to doing research.

B2biv. Acquiring knowledge of social, emotional, cognitive, and biological bases of behavior.

The competencies associated with this objective include knowledge of current theories and research in these areas of psychology.

The activities through which these competencies are acquired include separate courses in each of these areas. Social bases of behavior are addressed mainly by our Seminar in Social Psychology (553). Affective bases of behavior are covered through both Motivation and Emotion (552) and the newly required Development Theory and Research (569) that addresses both social and emotional aspects in considerable depth. Cognitive bases of behavior are addressed by Cognitive

Foundations (502); and biological bases are addressed within Neurobiological Foundations (566). Also relevant is preparation of required research presentations and papers (two-year project and dissertation), which necessarily involve links to these disciplines of psychology. In addition, all students participate in collaborative research with faculty through which they are exposed to scholarly work in these areas of psychology.

Appendix & Page Number for Evaluation Tools Used for each Competency (if applicable): Syllabi for all courses referred to above are in Appendix 7, (pp. 114-132).

How Outcomes are Measured Objectives/Competencies In Goal B2b

B2bi. Acquiring knowledge and skills of modern approaches to data analysis.

As noted, activities promoting these competencies include a one-year sequence in data analysis; Clinical Research Methods (572); the preparation and execution of the two-year research project and the doctoral dissertation; and additional quantitative courses and research activities that vary across students.

The assessment of this objective includes grades based on objective examinations and homework in the two data analysis courses, a passing grade in Clinical Research Methods as described above (see B2aiv), evaluation by the research mentor and second reader of the two-year project, evaluation of the dissertation by the dissertation committee. The outcomes of this goal are that students obtain passing grades in two required data analysis courses, the required Clinical Research Methods course, obtain satisfactory evaluations by research mentors, and pass the dissertation defense.

To successfully complete Data Analysis I (504), students must complete 7 homework assignments implementing analytic skills including the use of SPSS and 2 non-cumulative take-home exams involving hands-on analyses.

To pass Data Analysis II (519), students must pass two exams, with options for homework assignments that receive credit. Optional courses on structural equation modeling and multilevel models are also offered at intervals of 2-3 years. There is also an elective workshop that meets monthly coordinated by Professors Rogge and Sturge-Apple that is open to all graduate students and faculty in the department in which advanced problems in data analysis are discussed.

Criteria for passage of the two-year and dissertation research requirements are in B2avi.

B2bii. Acquiring knowledge to conduct, evaluate, and analyze results of clinical psychology research.

The assessment of this objective includes grades in Psychopathology I and II (575 / 576) and Clinical Research Methods (572), evaluation by the faculty research mentor, the dissertation defense, and completion of additional courses and research activities.

The outcome of this objective includes passing grades in Psychopathology I and II (575 / 576; See B2ai for criteria) and Clinical Research Methods (572; see B2aiv), passing the two-year research requirement and completing a dissertation.

Criteria for passage of the two-year research and dissertation requirements are

in B2avi.

B2biii. Acquiring knowledge and practicing principles of ethical practice in research.

The activities that support the development of these competencies include a course in Ethical Issues in Clinical Psychology (501) and portions of our courses in Clinical Research Methods (572), and the assessment sequence (570 / 571). In addition a section of Psychopathology I (575) focuses on ethical issues in the practice of research with children. Finally, the RSRB self-study targets principles of ethical research.

We assess this objective by means of grades in the courses listed under activities for this objective. For 501 (Ethical Issues) students must receive passing grades for weekly reaction papers and a take-home exam (as described in B2aiii). Also relevant are grades in related courses listed above (see B2ai and B2aiv); passing an ethics-related question on the Comprehensive Examination (see B2ai and B2aiii); reports from research supervisors, and completion of the RSRB-mandated self-study in principles of ethical research.

B2biv. Acquiring knowledge of social, emotional, cognitive, and biological bases of behavior.

The assessment of this objective includes performance in courses addressing the four areas referenced above, and reviews of the literature for the two-year research project and the dissertation. The outcome of this objective comprises passing grades in each of the relevant courses as described below, approval of the two-year research project by the research advisor, and passing of the dissertation defense.

Criteria for passing Seminar in Social Psychology (553): Grades based on a comprehensive final examination, scored by the core social faculty members teaching the course.

Criteria to pass Developmental Theory and Research (569): Grades based on leading class discussions, oral presentation of recommended articles, take-home assignments, and a term paper.

Criteria to pass Motivation and Emotion (552): Students are evaluated through required weekly papers summarizing readings and raising issues for class discussions

Criteria to pass Cognitive Foundations (502): Grades based on summarizing readings and leading a class discussion, and a final paper.

Criteria to pass Neurobiological Foundations (566): Criteria include passage of a final examination and grades on in-class presentations.

Criteria for two-year and dissertation research are in B2avi.