

Goals, objectives, and associated competencies for clinical program

In this link we list the overall goals for our training program, associated educational objectives, and the emerging competencies we hope to see developing in our students.

Goal # 1 *Students will acquire and apply a broad foundation of knowledge and skills in scientific psychology needed to engage in preventive, clinical, and community practice, utilize and produce research and teach.*

Objective 1a: *“Students will successfully complete courses in the core areas of psychology: biological, social/developmental, cognitive/learning, and individual differences*

Competency: Make adequate progress in mastering basic scientific foundations in psychology. All students must earn a grade of B or better in each foundation course. Occasionally a student may receive less than a B and must repeat the course.

Objective 1 b: *“Students will successfully complete courses in research and statistical methods, and will demonstrate competence in applying these methods in research.”* Assessment of this objective is based on grades and CRF as follows:

Competencies:

Knowledge of and ability to apply SPSS, working with and cleaning data, descriptive statistics, and basic concept of sampling distributions and central limit theorem.

Knowledge of and ability to apply various means tests, ANOVA, MANOVA, correlation, partial correlation, simple regression, and multiple regression.

Canonical correlation, exploratory factor analysis, discriminant analysis, and structured equation modeling

Prepare and present research proposal at Research Roundup.

Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in clinical and community settings, including assessing and applying scientific knowledge bases.

Complete Second Year Project.

Conducts systematic literature reviews that are relevant to psychological research projects.

Synthesizes knowledge base to develop a theory driven research project to pose innovative and important research questions.

Develops expertise in at least one psychological research domain and is able to apply this expertise in an independent research project.

Knows how to collect primary data through questionnaire, qualitative, observational, psychometric and rating methods.

Able to identify appropriate statistical methods and designs to address specific research questions.

Develop skills and habits for effective implementation of research projects (IRB, subject recruiting, informed consent/debriefing, manage and secure data, QA checks).

Demonstrate acceptable progress toward dissertation.

Knowledge and applications of research ethics (i.e., APA Ethical Guidelines)

Ensures the ethical and responsible conduct of research in the design, implementation, and dissemination of research (QA checks for accuracy, adherence to protocol, confidentiality, and data storage).

Objective 1 c: *“Students will have adequate exposure to history and systems.”*

Competency: B or better in eight courses that cover aspects of history and systems

Goal # 2 *Students will be prepared in multiple approaches to assessment of individuals, groups, and organizations that are theory based and research supported.*

Objective 2 a: *“Students will successfully complete at least 13 credit hours of coursework on the theory, research, processes and implementation of psychological methods and measurement, psychodiagnosis, and assessment of individuals, organizations and community settings.”*

Competencies:

Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment.

Knowledge of principles of behavioral observation and measurement.

Knowledge of test construction, validity, score reliability and related assessment psychometrics.

Training in principles and practice of systematic administration, data-gathering, and interpretation of assessment instruments.

Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and programs.

Ability to utilize systematic approaches to gathering data to inform clinical decision making.

Knowledge of psychometric issues and bases of assessment methods.

Ability to integrate assessment data to arrive at diagnostic and treatment selection decisions.

Ability to collect and integrate assessment data throughout treatment to guide and evaluate ongoing interventions.

Skill in integrating assessment data to arrive at diagnostic and treatment selection decisions.

Ability to collect and integrate assessment data throughout treatment to guide and evaluate ongoing interventions.

Skill in communicating results of complex assessment to professionals in writing.

Objective 2 b: *“Students will develop competence in applying assessment skills in clinical and community practica.”*

Competencies: Similar to the above.

Objective 2c: *“Students will successfully complete coursework in human dysfunction and psychopathology, and its multi-level social-ecological contexts*

Competencies: Successful completion of Psy 940, 964, and 976.

Goal # 3 *Students will acquire knowledge, competence, skills and expertise in applying evidence based intervention approaches to the assessment, conceptualization and change of human dysfunction.*

Objective # 3a: *“Students will successfully complete a sequence of courses (13 credit hour minimum) in multiple clinical and community interventions that provide education in approaches to treatment, consultation, community intervention and scientific evaluation outcome work with individuals, groups, and organizations.”*

Competencies:

Ability to formulate and conceptualize cases.

Ability to plan treatments and other interventions.

Knowledge regarding psychotherapy theory, research and practice.

Knowledge regarding the concept of evidenced based practice methods and relationships.

Ability to apply specific evidence based treatment methods.

Objective 3b: *“Students will exhibit skill and confidence in selecting, implementing, and evaluating evidence-based clinical and preventive interventions in practica.”*

Competencies:

Ability to formulate and conceptualize cases.

Ability to plan treatments and other interventions.

Knowledge regarding psychotherapy theory, research and practice.

Knowledge regarding the concept of evidenced based practice methods and relationships.

Ability to apply specific evidence based treatment methods.

Objective 3c: *“Students will demonstrate competence in program development and evaluation, and in working with human-service agencies and organizations in practica and internship.”*

Competencies:

Knowledge of and sensitivity to issues in community psychology and clinical-community psychology with particular emphasis on diversity and prevention.

Awareness of the importance of advocacy, self-determination, support and resource development for underserved populations.

Familiarity with the competencies of community psychology including collaboration, consultation, capacity building, and group processes in community and organizational settings.

Knowledge of the historical and theoretical bases of clinical and community psychology.

Has ability to conduct community and organizational assessment.

Possess skills for designing, implementing, and carrying out evaluation of community interventions.

Demonstrates skills in program and resource development.

Ability to develop and implement community and organizational interventions.

Goal # 4 *Students will acquire, endorse and apply professional values and ethics in their teaching, research, and clinical activities.*

Objective 4a: *“Students will acquire, actively endorse, and flexibly apply professional ethical principles and guidelines in teaching, research, and practice.”*

Competencies:

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

Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting.

Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting.

Seek appropriate information and consultation when faced with ethical issues.

Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).

Evidence commitment to ethical practice.

Objective # 4b: *“Students will acquire and comply with legal standards, and will learn and apply quality control guidelines in their teaching, research, and practice.”*

Competencies:

Sensitivity to diversity including social, cultural, socioeconomic, racial, age, psychological, physical, and gender considerations.

Competence with interpersonal skills including dealing with upset, aggressive or angry students and appropriate interactions with fellow students and faculty advisors.

Understanding of ethical issues including dual relationship, sexual harassment, confidentiality, conflicts of interest, vulnerable populations, and business and research ethics.

Competence with teaching skills including designing syllabi and lesson plans, lecturing, fostering classroom discussion, grading, mentoring, and combating cheating and plagiarism.

Completion of CITT training certification for human subjects research ethics.

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

Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting.

Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting.

Seek appropriate information and consultation when faced with ethical issues.

Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).

Evidence commitment to ethical practice.

Goal # 5 *Students will acquire knowledge and appreciation for individual and cultural diversity, and apply that knowledge and sensitivity in their professional work.*

Objective # 5a: *“Students will develop awareness and appreciation of their own as well as the range of other’s individual and cultural diversity.”*

Competencies:

Knowledge of self in the context of diversity (one’s own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world).

Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations).

Ability to work effectively with diverse others in assessment, treatment and consultation.

Objective 5b: *“Students will practice sensitivity, respect, and accommodation of individual and cultural differences in their professional work to promote the wellbeing of diverse individuals.”*

Competencies:

Knowledge of self in the context of diversity (one’s own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world).

Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic populations)

Ability to work effectively with diverse others in assessment, treatment and consultation.

Goal # 6 *Students will attain attitudes and engage in practices consistent with professional valuing of life-long inquiry, learning, and problem solving in the context of evolving knowledge and a rapidly changing world.*

Object 6a: *“Students will actively seek out and utilize expert supervision and consulting in their ongoing professional work.”*

Competencies:

Ability to take a respectful, helpful professional approach to patients/clients/families.

Ability to form a working alliance.

Ability to deal with conflict, negotiate differences.

Ability to understand and maintain appropriate professional boundaries.

Ability to work collegially with fellow professionals and community workers.

Ability to support others and their work and to gain support for one’s own work.

Ability to work collaboratively with the supervisor.

Ability to prepare for supervision.

Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors.

Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary.

Ability to communicate professionally and work collaboratively with community professionals.

Ability to understand and comply with the clinic’s operating procedures.

Ability to participate in furthering the work and mission

Objective 6b: *“Students will learn to engage in self-evaluation, self reflection, goal setting, and adequate self care.”*

Competencies:

Knowing the extent and the limits of one's skills; learning the habit of and skills for self-evaluation in the domains of student's education.

Knowledge of the process for extending current skills into new areas.

Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.

Developing an organized, disciplined approach to writing and maintaining notes and records.

Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.

Ability to seek and use resources that support healthy functioning.

Ability to apply critical thinking and analysis.

Ability to use resources to promote effective practice (e.g., published information, input from colleagues, technological resources).

Practices effective self-care.

Demonstrates awareness of personal identity and beliefs as they relate to professional practice.

Willingness to acknowledge and correct errors.

Knowing how to be aware of the limits of one's skills

Knowledge of the process for extending current skills into new areas.

Knowledge of the epistemologies underlying various aspects of clinical practice (e.g., assessment, diagnosis, treatment).

Commitment to life-long learning and quality improvement.

Awareness of one's identity as a psychologist.

Demonstrates leadership in the program and presents a positive model for junior students.

Awareness of one's stimulus value in the process leadership process.

Ability to supervise junior students.

Understanding of how clinicians develop skills.

All competencies are assessed using a combination of grades, practicum reviews, class and practicum exercises, role play, observation of actual practice, portfolio review, external practicum review, and internship reviews.