Program (Major, Minor, Core): Department of Psychology
College/School: College of Arts and Sciences
Person(s) Responsible for Implementing the Plan:
Date Submitted: November 16, 2015

<table>
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<tr>
<th>Program Learning Outcomes</th>
<th>Curriculum Mapping</th>
<th>Assessment Methods</th>
<th>Use of Assessment Data</th>
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<tr>
<td>What do you expect all students who complete the program to know, or be able to do?</td>
<td>Where is the outcome learned/assessed (courses, internships, student teaching, clinical, etc.)?</td>
<td>How do students demonstrate their performance of the program learning outcomes? How does the program measure student performance? Distinguish your direct measures from indirect measures.</td>
<td>How does the program use assessment results to recognize success and &quot;close the loop&quot; to inform additional program improvement? How/when is this data shared, and with whom?</td>
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**Objectives for Goal 1:** Students will acquire and demonstrate knowledge, understanding and competence in the biological, social, developmental, and cognitive-affective aspects of behavior; cultural diversity and individual differences; history and systems of psychology; techniques of data analysis and statistics; and research methodology.


  - **Direct measures:** Competency-based course examination.
  - **Indirect:** Alumni survey.

Student performance is reviewed twice yearly (January and June) to determine student’s progress and identify areas for remediation; annual faculty retreat to review and inform curriculum mapping.
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<tr>
<th>Objectives for Goal #2: Students will acquire and demonstrate knowledge, understanding and competence in the broad theoretical, scientific, and conceptual foundations of clinical assessment, psychopathology, and clinical interventions.</th>
<th>PSY-5030: Clinical Assessment I and PSY-5040: Clinical Assessment II; PSY-5520: Psychopathology; PSY-5610: Clinical Interventions.</th>
<th>Direct measures: Competency-based course examination; written and oral preliminary examinations. Indirect: Alumni survey.</th>
<th>Student performance is reviewed twice yearly (January and June) to determine student’s progress and identify areas for remediation; annual faculty retreat to review and inform curriculum mapping.</th>
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<td>Objectives for Goal #3: Students will acquire and demonstrate knowledge, understanding and competence in the ethical conduct of psychological research, including conducting a review of the literature, designing a research study, analyzing the findings, and engaging in scholarly discourse about the study.</td>
<td>PSY-5860: Clinical Research I; PSY-5780: Clinical Research II; PSY-6860: Adv. Clinical Research I, PSY-6870: Adv. Clinical Research II; PSY-5990: Thesis Research; PSY-6990: Dissertation Research</td>
<td>Direct measures: Written and oral examination of thesis; written and oral examination of dissertation; written and oral preliminary examinations; biannual scientist-practitioner competencies rubric evaluations. Indirect measures: Alumni survey; number of peer-reviewed presentations and publications.</td>
<td>Student performance is reviewed twice yearly (January and June) to determine student’s progress and identify areas for remediation; monthly clinical faculty meeting to identify student progress and performance; annual faculty retreat to review and inform curriculum mapping; review by clinical faculty of alumni survey data related to research productivity (i.e., presentations and publications).</td>
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<td>Objectives for Goal #4: Students will acquire and demonstrate basic skills and knowledge in the practice of clinical assessment, identifying and conceptualizing psychopathology, and formulating and implementing intervention strategies.</td>
<td>PSY-5880: Clinical Assessment Practicum I; PSY-5830: Clinical Assessment Practicum II; PSY-5880: Psychopathology Practicum; Psy-6880: Clinical Interventions Practicum; PSY-5810: Clinical Practicum I; PSY-5820: Clinical Practicum II; PSY-6810: Clinical Practicum III; PSY-6820: Clinical Practicum IV; PSY-589: Clerkship; PSY-6890: Internship in Clinical Psychology.</td>
<td>Direct measures: Competency-based course examination; biannual scientist-practitioner competencies rubric evaluations. Indirect measures: Internship match percentages; type and nature of post-graduate employment; alumni survey.</td>
<td>Student performance is reviewed twice yearly (January and June) to determine student’s progress and identify areas for remediation; monthly clinical faculty meeting to review student competencies performance and clinical training needs; monthly meeting with clinic director to determine efficacy and effectiveness of external clinical training placements (i.e., clerkships); annual review of current and 7-year data on internship match; annual faculty retreat to review and inform clinical training need and opportunities; five-year review by clinical faculty of alumni survey data related to clinical activities (i.e., licensure and post-graduate clinical employment and activities).</td>
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<td>Objectives for Goal #5: Students will acquire and demonstrate understanding and competence in the theoretical, scientific, and conceptual foundations of professional ethics for psychologists, and demonstrate ethical conduct and reasoning in conducting psychological research and in the professional practice of clinical psychology.</td>
<td>PSY-6800: Ethics, Supervision and Consultation</td>
<td>Direct measures: Competency-based course evaluation; written and oral preliminary examinations; biannual scientist-practitioner competencies rubric evaluations. Indirect measures: State licensure; alumni survey.</td>
<td>Student performance is reviewed twice yearly (January and June) to determine student’s progress and identify areas for remediation; monthly clinical faculty meeting to review student competencies related to ethics; review every 5 years by clinical faculty of alumni survey data related to ethical conduct (i.e., licensure); annual clinical faculty retreat to review and identify effectiveness of curriculum related to ethics.</td>
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### Objectives for Goal #6

**Students will acquire and demonstrate understanding and awareness of the role of cultural and individual diversity in psychological phenomena as they relate to the science of psychology and its applications.**

- **Direct measures:** Competency-based course examination; written and oral preliminary examinations; biannual scientist-practitioner competencies rubric evaluations.
- **Indirect:** Alumni survey

**PSY-6030: Human Diversity**

Student performance is reviewed twice yearly (January and June) to determine student’s progress and identify areas for remediation; monthly clinical faculty meeting to review student competencies related to diversity; review every 5 years by clinical faculty of alumni survey data related to diversity issues (i.e., post-graduate professional activities); annual clinical faculty retreat to review and identify effectiveness of curriculum related to diversity.

### Objectives for Goal #7

**Students will acquire and demonstrate understanding of and competence for the role of a professional psychologist including personal adjustment (i.e., personal and interpersonal functioning), professionally responsible behavior, and commitment to life-long learning, scholarly inquiry, and professional problem-solving in the context of an evolving body of scientific and professional literature.**

- **Direct measures:** Competency-based course evaluation; written and oral preliminary examinations; biannual scientist-practitioner competencies rubric evaluations.
- **Indirect measures:** Number of admitted students; number of doctoral degrees awarded; attrition; time to degree completion; state licensure; type and nature of post-graduate employment; professional organization membership and activities; alumni survey.

**PSY-6800: Ethics, Supervision and Consultation.**

Student performance is reviewed twice yearly (January and June) to determine student’s progress and identify areas for remediation; monthly clinical faculty meeting to review student competencies related to professional development; annual review of number of applicants, admitted students, matriculated students, and doctoral degrees awarded, time to degree completion, and attrition rates; 5-year review by clinical faculty of alumni survey data related to professional development (i.e., post-graduate employment and professional activities); annual clinical faculty retreat to review and identify effectiveness of curriculum related to professional attitudes, conduct and activities.
1. **It is not recommended** to try and assess (in depth) all of the program learning outcomes every semester. It is best practice to plan out when each outcome will be assessed and focus on 1 or 2 each semester/academic year. Describe the responsibilities, timeline, and the process for implementing this assessment plan.

Individual student learning outcomes to be assessed biannually (January and June); components of program learning outcomes to be reviewed and revised annually during clinical faculty retreat; full program assessment plan reviewed and revised every 7 years corresponding to accreditation (self-study, site visit, Commission on Accreditation review) by the American Psychological Association. The Director of the Clinical Psychology Doctoral Program has overall responsibility for the outcomes assessment plan with input from the clinical psychology faculty and students and reporting to the Chair of the Department of Psychology, the Dean of the College of Arts and Sciences, and the Provost of Saint Louis University.

2. **Please explain how these assessment efforts are coordinated with Madrid (courses and/or program)?**

Not applicable

3. **The program assessment plan should be developed and approved by all faculty in the department. In addition, the program assessment plan should be developed to include student input and external sources (e.g., national standards, advisory boards, employers, alumni, etc.).** Describe the process through which your academic unit created this assessment plan. Include the following:

   a. Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with program review.)
   
   Components of this plan are reviewed and revised annually during the clinical faculty retreat and for the Annual Report Online (ARO) for the American Psychological Association’s Commission on Accreditation. The full plan is reviewed and revised every seven years as part of our accreditation by the American Psychological Association.

   b. How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.
   
   Monthly meetings are held with the Director of the Clinical Psychology Doctoral Program to obtain feedback and input from all students. There is a student representative elected by the students who attends and provides a report and input at monthly clinical faculty meetings. Prospective and current students are provided with a *Handbook of the Clinical Psychology Doctoral Program* that includes the assessment plan and which is updated on an annual basis.

   c. What external sources were consulted in the development of this assessment plan?
   
   The *Standards of Accreditation* of the American Psychological Association and various documents from the Council of University Directors of Clinical Psychology.

   d. Assessment of the manageability of the plan in relation to departmental resources and personnel.
   
   Overall, our assessment plan is manageable relative to departmental resources and personnel. However, additional administrative assistance is needed related to coordinating the data collection, management and analysis related to our assessment plan and the increasing accountability requirements for accreditation.
Scientist-Practitioner Competencies
Overall

Student:
Student Year Level:
Supervisor:
Semester / Year:

Evaluation scale
For each broad area, indicate whether the student exceeds year level expectations, meets year level expectations, needs improvement to meet year level expectations, or whose performance is unsatisfactory for year level expectations. Year 1 = novice; Year 2 = intermediate; Year 3 = advanced; Year 4/5 = proficient. Please check (X) any areas in which the student’s performance has been unsatisfactory (U) or needs improvement (NI).

A. Basic Skills, Attitudes, and Knowledge
1. Personality Characteristics, Intellectual, and Personal Skills
   ____ Interpersonal skills: ability to listen and to be empathetic with others; respect for/interest in others’ cultures, experiences, values, points of view, goals, and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.
   ____ Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity, and flexibility
   ____ Affective skills: affect tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty
   ____ Personality/Attitudes: desire to help others; openness to new ideas; honesty, integrity/valuing of ethical behavior; personal courage
   ____ Expressive skills: ability to communicate one’s ideas, feelings, and information in verbal, non-verbal, and written forms
   ____ Reflective skills: ability to examine and consider one’s own motives, attitudes, behaviors, and one’s effect on others
   ____ Personal skills: personal organization, personal hygiene, appropriate dress

   Overall evaluation of personality characteristics, intellectual and personal skills:
   ____ exceeds expectations  ____ meets expectations  _____ needs improvement
   ____ unsatisfactory

2. Core Knowledge
   a. Assessment & Clinical Interviewing
      ____ Knowledge regarding psychopathology related to the population(s) served
      ____ Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment
      ____ Knowledge of test construction, validity, score reliability and related assessment
      ____ Training in the principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome
      ____ Training in the models of techniques of clinical interviewing
   b. Psychopathology
      ____ Knowledge and understanding of the scientific, theoretical, empirical, and contextual bases
      ____ Training in diagnostic classification systems, including the DSM
c. Intervention  (**Specific features of “Intervention” are more fully described in Section B.4**
   __ Knowledge of scientific, theoretical, empirical and contextual bases of intervention
   __ Training in basic clinical skills, such as empathic listening, framing problems, etc.
   __ Training in the assessment of treatment progress and outcome.

d. Ethical and Legal
   __ Principles of ethical practice and decision making (APA, 2002)
   __ Legal knowledge related to the practice of psychology [Federal (e.g., HIPPA), State Law]

e. Individual and Cultural Difference (ICD)
   __ Knowledge and understanding of principles and findings related to ICD as they apply to
     dimensions of ICS (e.g., class, race, physical disability, etc.)
   __ Understanding of one’s own situation (situation (e.g., one’s own ethnic/racial,
     socioeconomic, gender, sexual orientation; one’s attitudes towards diverse others)
     relative to the dimensions of ICS (e.g., class, race, physical disability, etc.)
   __ Understanding of the need to consider ICD issues in all aspects of professional
     psychology work (e.g., assessment, treatment, research, relationships with colleagues,
     etc.)

f. Lifespan Development
   __ Knowledge and understanding of the scientific, theoretical, empirical, and contextual
     bases of development across the lifespan as they relate to clinical assessment,
     psychopathology, intervention, and ethics.

g. Biological Aspects of Behavior
   __ Knowledge and understanding of the broad theoretical, empirical, conceptual,
     methodological, sociocultural, historical and technical foundations of the
     biological aspects of behavior.

h. Cognitive-Affective Aspects of Behavior
   __ Knowledge and understanding of the broad theoretical, empirical, conceptual,
     methodological, sociocultural, historical and technical foundations of the
     cognitive-affective aspects of behavior.

i. Social Aspects of Behavior
   __ Knowledge and understanding of the broad theoretical, empirical, conceptual,
     methodological, sociocultural, historical and technical foundations of the
     social aspects of behavior.

j. Statistics
   __ Knowledge and understanding of statistics and techniques of data analyses in the
     behavioral sciences.

k. Research Methods
   __ Knowledge and understanding of research methods in the behavioral sciences.

l. Psychometric Theory
   __ Knowledge and understanding of psychological measurement and psychometric theory.

m. History and Systems of Psychology
   __ Knowledge and understanding of history and systems of psychology.

   Overall evaluation of core knowledge:
   __ exceeds expectations   __ meets expectations   __ needs improvement   __ unsatisfactory

B. Skills Necessary to Demonstrate Competencies

1. Relationship/Interpersonal Skills
   a. With patients/clients/research participants
      __ 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
b. With colleagues
   --- Ability to understand and maintain appropriate professional boundaries
   --- Ability to work collegially with other students and trainees
   --- Ability to support others and their work and to gain support for one’s own work
   --- Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers

c. With supervisors
   --- Ability to work collaboratively with the supervisor; collaboration means understanding, sharing, and working by a set of common goals for supervision. Working cooperatively and collaboratively with the supervisor to enhance the student’s skills
   --- Ability to prepare for supervision
   --- Ability/willingness to accept supervisory input, including direction; ability to follow
   --- Ability to self-reflect and self-evaluate regarding clinical and research skills and use of supervision

d. With support staff
   --- Ability to be respectful of support staff roles and persons

e. With professional teams
   --- Ability to participate fully in team’s work
   --- Ability to understand and observe team’s operating procedures

f. With other professionals
   --- Ability to communicate professionally and work collaboratively with other professionals both within and external to the setting or placement

g. With the practicum site (PSC and external placements) or research setting
   --- Ability to understand and observe the agency’s operating procedures
   --- Ability to participate in furthering the work and mission of the site
   --- Ability to contribute in ways that will enrich the site as a practicum experience for future students

Overall evaluation of relationship/interpersonal skills:
   --- exceeds expectations
   --- meets expectations
   --- needs improvement
   --- unsatisfactory

2. Research Skills
   --- Ability to formulate a research question that contributes to the field and society
   --- Ability to conduct a thorough and relevant literature review; ability to critically review research literature
   --- Ability to develop and articulate hypotheses appropriate to the research question(s)
   --- Ability to incorporate operationally defined, measurable constructs into research methods
   --- Ability to select and use psychometrically sound measures in research design
   --- Ability to use appropriate, “best practices” methods of data analyses; data analyses are consistent with the hypotheses
   --- Understanding and compliance with Institutional Review Board policies and procedures
   --- Ability to present conclusions and discussion that are reflective of the research findings
   --- Ability to articulate limitations in the research design and methodology

Overall evaluation of research skills:
   --- exceeds expectations
   --- meets expectations
   --- needs improvement
   --- unsatisfactory

3. Skills in Application of Research
Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases.

Understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics, etc.

Overall evaluation of skills in the application of research:

- exceeds expectations
- meets expectations
- needs improvement
- unsatisfactory

4. Psychological Assessment Skills

- 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 groups.
- Ability to utilize systematic approaches to gathering data to inform clinical decision making.
- Knowledge of psychometric issues and bases of assessment methods.
- Knowledge of issues related to integration of different data sources.
- Ability to integrate assessment data from different sources for diagnostic purposes.
- Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches.
- Capacity for effective use of supervision to implement and enhance skills.

Overall evaluation of psychological assessment skills:

- exceeds expectations
- meets expectations
- needs improvement
- unsatisfactory

5. Intervention Skills

- Ability to formulate and conceptualize cases.
- Ability to plan treatments.
- Ability to implement intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including psychotherapy, psychoeducational interventions and crisis management, depending on the focus and scope of the problem.
- Knowledge regarding psychotherapy theory, research, and practice.
- Knowledge regarding the concept of empirically supported treatments methods and activities.
- Knowledge regarding specific empirically supported treatment methods and activities.
- Ability to apply specific empirically supported treatment methods (e.g. CBT, empirically supported relationships).
- Assessment of treatment progress and outcome.
- Linking concepts of therapeutic process and change to intervention strategies and tactics.
- Effective use of supervision to implement and enhance skills.

Overall evaluation of intervention skills:

- exceeds expectations
- meets expectations
- needs improvement
- unsatisfactory

6. Consultation Skills/Interprofessional Collaborations

- Knowledge of unique client/patient care roles of other professionals.
- Ability to effectively relate to other professionals in accordance with their unique client/patient roles.
Understanding of the consultant’s role as an information provider to another professional who will ultimately be the client/patient care decision maker

Capacity for dialoging with other professionals which avoids use of psychological jargon

Ability to choose an appropriate means of assessment to answer referral questions

Ability to implement a systematic approach to data collection in a consultative role

Consultative reports are well organized, succinct, and provide useful and relevant recommendations to other professionals

Overall evaluation of consultation skills/interpersonal collaborations:

____ exceeds expectations  ____ meets expectations  ____ needs improvement  ____ unsatisfactory

7. **Diversity – Individual and Cultural Differences**

____ 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 population) and in the conduct of research

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

Overall evaluation of diversity—individual and cultural differences:

____ exceeds expectations  ____ meets expectations  ____ needs improvement  ____ unsatisfactory

8. **Ethics**

____ Knowledge of ethical/professional codes, standards, and guidelines; knowledge of statuses, rules, regulations and case law relevant to the science and practice of psychology

____ Recognize and analyze ethical and legal issues across the range of professional activities in clinical work and in conducting research

____ Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in clinical work and in conducting research

____ 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 reasoning and conduct in clinical work and in research

Overall evaluation of ethics:

____ exceeds expectations  ____ meets expectations  ____ needs improvement  ____ unsatisfactory

9. **Professional Development**

a. **Professional Skills for Effective Clinical Practice and Conducting Research**

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

____ Developing an organized, disciplined approach to writing and maintaining notes and records in clinical work and to writing related to the conduct of research

____ Negotiating/ managing fees and payments in clinical work

____ Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.
b. Professional Development Competencies

- Critical thinking and analysis
- Using resources to promote effective practice (e.g., published information, input from colleagues, technological resources)
- Using resources to promote effective research (e.g., empirical literature, input from colleagues, technological resources)
- Responsibility and accountability relative to one’s level of training and seeking consultation when needed
- Time management
- Self-awareness, understanding, and reflection
- Self-care
- Awareness of personal identity (e.g., relative to individual and cultural differences)
- Awareness of one’s own beliefs and values as they relate to and impact professional clinical and research activities
- Social intelligence; ability to interact collaboratively and respectfully with other colleagues
- Willingness to acknowledge and correct errors
- Ability to create and conduct an effective presentation

Overall evaluation of professional development:

- exceeds expectations
- meets expectations
- needs improvement
- unsatisfactory

C. Metaknowledge/ Metacompetencies – Skilled Learning

- Knowing the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation of clinical and research skills
- The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors)
- 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; an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist

Overall evaluation of metaknowledge/metacompetencies—skilled learning:

- exceeds expectations
- meets expectations
- needs improvement
- unsatisfactory
D. Comments

____________________________  _____________________________________
Advisor Signature    Student's Signature

____________________________  ______________________________________
Date      Date