

**Discipline Specific Knowledge Table (pages 1- 12):**  
**Profession-wide Competency Table (pages 13 – 25):**

How the program assures Discipline Specific Knowledge:

<b>Knowledge Area:</b>			
<b>Knowledge Area:</b>	<b><i>History and Systems of Psychology</i></b>		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8227.10 – History and Systems of Psychology</u></li> </ul>		
How does the program assess students’ knowledge in this area?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> <ul style="list-style-type: none"> <li>• The final exam includes 10 brief essay questions (Brief Constructed Response) assessing factual knowledge, and two extended constructive response (ECR) / essay questions, assessing ability to apply history and systems knowledge. This is a closed book, no notes exam.</li> </ul> </td> <td style="width: 40%;">                     Evaluation tool and location:                     <ul style="list-style-type: none"> <li>• Exam in 3<sup>rd</sup> year course PSYD 8227.10 (Syllabus in self-study Section II.B.2*)</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• The final exam includes 10 brief essay questions (Brief Constructed Response) assessing factual knowledge, and two extended constructive response (ECR) / essay questions, assessing ability to apply history and systems knowledge. This is a closed book, no notes exam.</li> </ul>	Evaluation tool and location: <ul style="list-style-type: none"> <li>• Exam in 3<sup>rd</sup> year course PSYD 8227.10 (Syllabus in self-study Section II.B.2*)</li> </ul>
<ul style="list-style-type: none"> <li>• The final exam includes 10 brief essay questions (Brief Constructed Response) assessing factual knowledge, and two extended constructive response (ECR) / essay questions, assessing ability to apply history and systems knowledge. This is a closed book, no notes exam.</li> </ul>	Evaluation tool and location: <ul style="list-style-type: none"> <li>• Exam in 3<sup>rd</sup> year course PSYD 8227.10 (Syllabus in self-study Section II.B.2*)</li> </ul>		
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>• MLA: Grade of B on final exam. Criteria for grade of B:                     <ol style="list-style-type: none"> <li>1) Grades will be based on the accuracy of demonstrated understanding of philosophical concepts, schools of psychological thinking, and historical topics learned through assigned reading and class discussion; critical reasoning ability demonstrated by informed critique of concepts; and ability to apply concepts in an informed way to clinical practice issues.</li> <li>2) “B” grades reflect adequate mastery of the material and skills being addressed, taking into account both relevant objective standards and instructor’s assessment of the quality of the work by clinical and professional standards. This is the minimal level of performance expected of a doctoral student.</li> </ol> </li> </ul>		

Knowledge Area:			
<b>Knowledge Area:</b>	<b><i>Affective Aspects of Behavior</i></b>		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8206.10 – Cognitive and Affective Basis of Clinical Psychology</u></li> </ul>		
How does the program assess students' knowledge in this area?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">                     How outcomes are measured:                     <ul style="list-style-type: none"> <li>• (Syllabus in self-study Section II.B.2*)</li> <li>• Students select a clinical case from one of their therapy or assessment cases and discuss how that case illustrated one of the models of affect discussed in the readings, as well as how the case did not reflect one of the competing models.</li> </ul> </td> <td style="width: 50%; padding: 5px;">                     Evaluation tool and location:                     <ul style="list-style-type: none"> <li>• Paper in 2<sup>nd</sup> year course PSYD 8206.10 (Syllabus in self-study Section II.B.2*)</li> </ul> </td> </tr> </table>	How outcomes are measured: <ul style="list-style-type: none"> <li>• (Syllabus in self-study Section II.B.2*)</li> <li>• Students select a clinical case from one of their therapy or assessment cases and discuss how that case illustrated one of the models of affect discussed in the readings, as well as how the case did not reflect one of the competing models.</li> </ul>	Evaluation tool and location: <ul style="list-style-type: none"> <li>• Paper in 2<sup>nd</sup> year course PSYD 8206.10 (Syllabus in self-study Section II.B.2*)</li> </ul>
How outcomes are measured: <ul style="list-style-type: none"> <li>• (Syllabus in self-study Section II.B.2*)</li> <li>• Students select a clinical case from one of their therapy or assessment cases and discuss how that case illustrated one of the models of affect discussed in the readings, as well as how the case did not reflect one of the competing models.</li> </ul>	Evaluation tool and location: <ul style="list-style-type: none"> <li>• Paper in 2<sup>nd</sup> year course PSYD 8206.10 (Syllabus in self-study Section II.B.2*)</li> </ul>		
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>• MLA: Grade of B on paper. Criteria for grade of B is to meet all 4 criteria adequately:                     <ol style="list-style-type: none"> <li>1. Select an assessment or clinical case from the last year and discuss a behavior that reflects an affective phenomenon as discussed in class, and write a 10 page paper.</li> <li>2. Discuss how this behavior illustrates a particular model of affect with citations to at least 2 peer reviewed original empirical articles.</li> <li>3. Discuss how this behavior does not illustrate an opposing model of affect with citations to at least 2 peer reviewed original empirical articles.</li> <li>4. Integrate and resolve the conflict between the models with a comment on implications for treatment.</li> </ol> </li> </ul>		

<b>Knowledge Area:</b>			
	<b><i>Biological Aspects of Behavior</i></b>		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8204 – Biological Bases of Behavior</u></li> </ul>		
How does the program assess students' knowledge in this area?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Detailed literature review of the biological bases of a form of psychopathology (20-25 pages; APA format) The paper must include sections describing:                             <ol style="list-style-type: none"> <li>1) development &amp; course of the disorder,</li> <li>2) cerebral localization,</li> <li>3) neurotransmitters involved,</li> <li>4) genetics,</li> <li>5) treatment (including pharmacotherapy),</li> <li>6) current controversies about the biology of the disorder and the appropriate next steps for researchers to take.</li> </ol> </li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>Evaluation tool and location:</p> <ul style="list-style-type: none"> <li>• Final paper for PSYD 8204 (syllabus appended below in self-study Section II.B.2)</li> </ul> </td> </tr> </table>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Detailed literature review of the biological bases of a form of psychopathology (20-25 pages; APA format) The paper must include sections describing:                             <ol style="list-style-type: none"> <li>1) development &amp; course of the disorder,</li> <li>2) cerebral localization,</li> <li>3) neurotransmitters involved,</li> <li>4) genetics,</li> <li>5) treatment (including pharmacotherapy),</li> <li>6) current controversies about the biology of the disorder and the appropriate next steps for researchers to take.</li> </ol> </li> </ul>	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> <li>• Final paper for PSYD 8204 (syllabus appended below in self-study Section II.B.2)</li> </ul>
<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Detailed literature review of the biological bases of a form of psychopathology (20-25 pages; APA format) The paper must include sections describing:                             <ol style="list-style-type: none"> <li>1) development &amp; course of the disorder,</li> <li>2) cerebral localization,</li> <li>3) neurotransmitters involved,</li> <li>4) genetics,</li> <li>5) treatment (including pharmacotherapy),</li> <li>6) current controversies about the biology of the disorder and the appropriate next steps for researchers to take.</li> </ol> </li> </ul>	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> <li>• Final paper for PSYD 8204 (syllabus appended below in self-study Section II.B.2)</li> </ul>		
For each outcome above, what minimum level of achievement (MLA) must be met?	<p>MLA: Review cites 20 or more relevant articles from the scientific literature that are from the past 10 years with a detailed written description of several components of the basic neurophysiology associated with a specified behavior.</p>		

Knowledge Area:	<i>Cognitive Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8206.10 – Cognitive and Affective Basis of Clinical Psychology</u></li> </ul>	
How does the program assess students' knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Students select a clinical case from one of their therapy or assessment cases and discuss how that case illustrated one of the models of cognitive processes discussed in the readings, as well as how the case did not reflect one of the competing models.</li> </ul>	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> <li>• Assigned paper for PSYD 8206 (syllabus appended below in self-study Section II.B.2)</li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<p>MLA: grade of B which requires an adequate discussion of four of the following:</p> <ol style="list-style-type: none"> <li>1. Select an assessment or clinical case from the last year and discuss a behavior that reflects an affective phenomenon as discussed in class, and write a 10 page paper.</li> <li>2. Discuss how this behavior illustrates a particular model of cognitive processes (e.g. memory, attention, perception, et cetera) with citations to at least 2 peer reviewed original empirical articles.</li> <li>3. Discuss how this behavior does not illustrate an opposing model of affect with citations to at least 2 peer reviewed original empirical articles.</li> <li>4. Integrate and resolve the conflict between the models with a comment on implications for treatment.</li> </ol>	

Knowledge Area:	<i>Developmental Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8260 – Lifespan Development</u></li> </ul>	
How does the program assess students’ knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• A take-home exam will be given at the end of the course. This exam will draw from class readings, lectures, discussions and presentations. Exam questions will be formatted to emulate the questions in the Growth and Life Span Development section of the Examination for Practice in Professional Psychology (EPPP) -- i.e., the licensing exam.</li> <li>• A presentation on a research program addressing an issue raised by a case study (see below for rubric).</li> </ul>	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> <li>• Assignments for PSYD 8260 (syllabus appended below in self-study)</li> <li>• Section II.B.2)</li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>• MLA: Grade of B on final exam and presentation. For presentation: Your presentation should include: (a) an overview of the topic, as found in an introductory textbook or review article, (b) a more detailed summary of at least one program of research focused on the topic, as found in at least three primary sources from the principal investigators of that research program, (c) a critique of each program of research presented, as found in at least one source per critique, (d) your opinions about the clinical significance of the topic with reference to a specific case (real or imagined), and (e) questions for discussion.</li> </ul>	

Knowledge Area:	<i>Social Aspects of Behavior</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8207 – Group Processes (Graduate Social Psychology)</u></li> </ul>	
How does the program assess students’ knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Students first rate themselves and others on non-pathological personality measures (e.g. NEO). After getting feedback on self/other perceptions and accuracy, students will then reflect on both biases in attributional accuracy as well as potential influences of the trait on functioning in our social/group environment while citing relevant literature as support.</li> </ul>	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> <li>• Assigned project and paper for PSYD 8207 (sy appended below in self-study Section II.B.2)</li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<p><i>Assignment</i> for competency DSK SA (Social Aspects): Students must demonstrate all of the following:</p> <ol style="list-style-type: none"> <li>1. Select a trait to discuss accuracy in rating others (either your rating of others, other’s rating you versus your self-rating, or how accurate the class was in general in rating others) with a focus on whether it reflects social influences e.g. in/outgroup, stereotyping, class effects, confirmation bias, self-presentation, stereotype threat et cetera. Define the trait and discuss some implications of the trait based class readings and materials concerning the trait.</li> <li>2. Critically discuss a peer-reviewed article (e.g. report methods, magnitude of effect size, and at least one strength and limitation), that explores how social context can influence accuracy.</li> <li>3. Select a trait you were rated on, define it and discuss some implications of the trait based class readings and materials concerning the trait.</li> <li>4. Critically discuss a peer-reviewed article (e.g. report methods, magnitude of effect size, and at least one strength and limitation), that explores the social impact of this trait (either how this trait is beneficial or how it is concerning).</li> <li>5. Integrate the results with commentary on the project, what you learned, and how you might address any concerning traits, build on any strengths, or productively address any (in)accuracies.</li> </ol>	

Knowledge Area:	<b>Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)</b>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8206.10 – Cognitive and Affective Basis of Clinical Psychology</u></li> <li>• Required Major Area Paper (MAP)</li> </ul>	
How does the program assess students' knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Presentation integrating Cognitive and Affective Processes to understand a case study</li> <li>• MAP is reviewed by two faculty readers</li> </ul>	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> <li>• <u>Course PSYD 8206.10</u> (syllabus appended below in self-study Section II.B.2)</li> <li>• MAP description in Student Handbook</li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>• MLA: criteria for Cognitive and Affective Basis               <ol style="list-style-type: none"> <li>1. For a 15 minute presentation, discuss your case study with an emphasis on how the affective phenomenon interacted with the cognitive phenomenon</li> <li>2. Outline the research behind the affective model, including discussion of at least 2 peer-reviewed original empirical articles.</li> <li>3. Outline the research behind the mode of cognitive processes (e.g. memory, attention, perception, et cetera), including discussion of at least 2 peer-reviewed original empirical articles.</li> <li>4. Discuss the interaction between the two processes (affective and cognitive) with references to peer-reviewed research.</li> <li>5. Discuss your causal model (e.g. affective influenced cognitive, cognitive influenced affective, or reciprocal), and cite evidence from the case study that supports this position.</li> </ol> </li> <li>• MLA: criteria for MAP acceptance (all required): Comprehensive and current literature review including pertinent empirical studies. It is not to be a mere summary of articles, but a critical analysis of pertinent literature that emphasizes what has been learned or left unexplored in your area of interest.</li> </ul> <p>Literature review must be integrative and form an incisive critique of the topic of the MAP. Thus, the review must include any new developments in recent and current works and your own critique of what has not been addressed in existing literature regarding your topic. Literature review must be based mainly on primary sources and must emphasize recent and current research and scholarly contributions to your topic.</p>	

	<p>The MAP may be based on a scholarly investigation of your treatment cases or on clinical research you have conducted with a faculty member. You are to address a specific question— e.g., the relationship of a patients’ diagnostic formulation to biological or cultural contributions to patients’ problems, the transference- countertransference, or alternative treatment approaches.</p>
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Knowledge Area:	<i>Research Methods</i>	
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>Required course PSYD 8270 – Methods</li> <li>Required course PSYD 8203 – Research Practicum</li> </ul>	
How does the program assess students’ knowledge in this area?	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>Research Methods presentation on research methods validity in demonstrating effectiveness of a psychological treatment with a critical review at least 2 articles regarding their methodological validity and the degree to which the treatment meets methodological criteria for EST/EBPP</li> <li>PSYD 8203: Literature review: Review a literature related to clinical practice or program development, develop hypotheses, use SPSS to manage and analyze data, determine frequencies, means, and standard deviations, and answer research questions while appreciating the limitations of the study. Students will work on research teams and will present their findings, both in writing and orally, to the class.</li> </ul>	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> <li>Presentation on clinical research methods for PSYD 8270 (syllabus appended below in s Section II.B.2)</li> <li>Literature review assignment for PSYD 8203 (syllabus appended below in self-study Section II.B.2)</li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>A grade of B on the Research Methods Assignment: Critically evaluate the literature concerning the methodological validity of a psychological treatment. Discuss the method of measurement in terms of construct validity. Did the measurement match the theory? What was measured, not measured, over sampled, or under sampled? Discuss the influence of the method of measurement in terms of potential biases such as demand characteristics, expectancies, et cetera. Discuss the use of a control group in terms of addressing or not addressing confounds. Discuss the method of sampling in terms of internal, construct, and external validities with a focus on whether the observed effects that were measured are generalizable and were successfully demonstrated to reflect specific techniques or general practices. Reflect on whether</li> </ul>	

	<p>the studies meet empirically supported treatment (EST) criteria and whether the studies reflect empirically based professional practice (EBPP) standards.</p> <ul style="list-style-type: none"><li>• PSYD 8203 MLA: 4 of 6 criteria met adequately.<ol style="list-style-type: none"><li>1) A presentation that provides an adequate review of the literature and has at least 4 empirical studies used to support current hypotheses.</li><li>2) There are at least two hypotheses presented in a clear manner and testable using the dataset.</li><li>3) Presents clear analyses that are appropriate to the research questions.</li><li>4) Able to address the implications of the findings and integrate them into the current literature.<ol style="list-style-type: none"><li>1) Discusses the limitations of the study and is able to identify at least three specific limitations.</li><li>2) Discuss future studies that are needed to move the field forward.</li></ol></li></ol></li></ul>
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<b>Knowledge Area:</b>			
<b>Knowledge Area:</b>	<b>Quantitative Methods</b>		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8209 – Statistics and Research Design</u> (Syllabus in self-study Section II.B.2*)</li> </ul>		
How does the program assess students’ knowledge in this area?	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Measurement Validity Paper: Students select an instrument or method of assessment and reflect on the quantitative evidence for its validity with a focus on construct, reliability, convergent, discriminant, and predictive/criterion evidence.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>Evaluation tool and location:</p> <ul style="list-style-type: none"> <li>• Assigned paper for PSYD 8270 (syllabus appended below in self-study Section II.B.2)</li> </ul> </td> </tr> </table>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Measurement Validity Paper: Students select an instrument or method of assessment and reflect on the quantitative evidence for its validity with a focus on construct, reliability, convergent, discriminant, and predictive/criterion evidence.</li> </ul>	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> <li>• Assigned paper for PSYD 8270 (syllabus appended below in self-study Section II.B.2)</li> </ul>
<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Measurement Validity Paper: Students select an instrument or method of assessment and reflect on the quantitative evidence for its validity with a focus on construct, reliability, convergent, discriminant, and predictive/criterion evidence.</li> </ul>	<p>Evaluation tool and location:</p> <ul style="list-style-type: none"> <li>• Assigned paper for PSYD 8270 (syllabus appended below in self-study Section II.B.2)</li> </ul>		
For each outcome above, what minimum level of achievement (MLA) must be met?	<p>MLA: a grade of B on the following rubric where the 4 criteria are adequately addressed. <i>Assignment:</i> Critically evaluate the literature concerning the statistical validity of a measurement instrument. Discuss reliability (e.g. longitudinal, Cronbach alpha, ICC, interrater reliability, characteristics of normative samples) in terms of how well it fits with theory, timescale, and the implications of high/low reliability in that sample. Discuss construct validity in terms of a factor analysis, principle component analysis, or confirmatory factor analysis (SEM). Discuss the observed factors and loadings in terms of their match to theoretical dimensions. Discuss convergent and discriminant validity indicators in terms of their relative effect sizes (e.g Cohen’s d, partial eta’s, or correlations) and implications of similar/dissimilar methods (e.g. MTMM). Discuss predictive or criterion validity indicators in terms of effect size and how well it fits the theory and sample. Reflect on how well the measure would (or would not) assess other perspectives of the same construct.</p>		

Knowledge Area: <i>Psychometrics</i>		
How does the program ensure that students possess knowledge?	<ul style="list-style-type: none"> <li>• <u>Course PSYD 8202 – Psychological Assessment II</u> (Syllabus in self-study Section II.B.2*)</li> </ul>	
How does the program assess students’ knowledge in this area?	How outcomes are measured: <ul style="list-style-type: none"> <li>• A grade of “B” on paper concerning reliability and validity of an assessment tool.</li> </ul>	Evaluation tool and location: <ul style="list-style-type: none"> <li>• PSYD 8202 (syllabus appended below in self-study Section II.B.2)</li> </ul>
For each outcome above, what minimum level of achievement (MLA) must be met?	<ul style="list-style-type: none"> <li>• <i>Assignment:</i> Discussing indicators of reliability and validity, as well as appropriateness for use with one non-majority population (physical disability, racial minority, ethnic minority, gender non-conforming, etc) of one of the following measures: the WAIS, WISC, TAT, HFD, Rorschach (Exner), Rorschach (RPAS), Bender Gestalt Test of Visual Motor Integration. For rubric, see syllabus in Section II.B.2</li> </ul>	

How the program assures Profession-wide Competency:

<b>Competency:</b>	<i>(i) Research</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.</li> <li>• Conduct research or other scholarly activities.</li> <li>• Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>		
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> <li>• Trainee: Several of our DSKs in our first year have a strong research component in terms of being critical literature reviews (e.g. Biological Basis requires a review of 20 articles while Quantitative Methods, Social Basis, Psychological Assessment II, and Research Methods all require in depth critical analyses of peer-review empirical articles with a focus on the validity of methods and actual effect sizes. Please see II.B)</li> <li>• Externship level: <u>Course PSYD 8206.10 – Cognitive and Affective Basis of Clinical Psychology</u> (Syllabus in self-study Section II.B.2) <i>Assignment</i> for the presentation competency (1c): Presents work to peers and faculty at department or University hosted event (e.g. Cognition and Affect Research Conference or GWU’s Research Days). Is able to compare/contrast competing models of cognition and affect to the case in a thoughtful fashion.</li> <li>• Internship level: <u>Required course PSYD 8203 – Research Practicum</u></li> <li>• Internship level: MAP</li> </ul>	
<b>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</b>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• Instructor’s assessment of student’s literature and/or research review’s adherence to grading rubric of at least a “B” level.</li> </ul>	<p>Evaluation tool and self-study location: Please see the syllabus in the self-study section II.B.2 for more details: First Year: PSYD 8204 – Biological Basis</p>

	<ul style="list-style-type: none"> <li>For the MAP, student has met revision requirements of both faculty members in terms of critically evaluating existing research literature as it applies to a particular case study.</li> </ul>	<p>PSYD 8209 – Statistics                  PSYD 8270 – Research Methods                  PSYD 8202 – Psychological Assessment II                  PSYD 8207 – Group Processes (Social Basis)</p> <p>Second Year:                  PSYD 8206.10 – Cognitive and Affective Basis of Clinical Psychology</p> <p>Third Year:                  PSYD 8203 – Research Practicum</p> <p>Also in third year: MAP, the dissertation project</p>
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<b>Competency:</b>	<i>(ii) Ethical and legal standards</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Be knowledgeable of and act in accordance with each of the following:                             <ul style="list-style-type: none"> <li>○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>○ Relevant professional standards and guidelines.</li> </ul> </li> <li>• Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.</li> <li>• Conduct self in an ethical manner in all professional activities.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>		
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	1 <sup>st</sup> year orientation ethics assignment (appendix X) 1 <sup>st</sup> year psychopathology ethics assignment (PSYD 8205 syllabus, appendix X) 1 <sup>st</sup> year clinic training module (Appendix X) 2 <sup>nd</sup> year clinic patient contact directly observed (Clinic Handbook, appendix X) 3 <sup>rd</sup> year clinical externship 3 <sup>rd</sup> year ethics course (PSYD 8210 syllabus, appendix X)	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: 1 <sup>st</sup> year orientation ethics assignment evaluated by DCT 1 <sup>st</sup> year psychopathology ethics assignment evaluated by core faculty instructor 1 <sup>st</sup> year clinic ethics training module evaluated by core faculty instructor 2 <sup>nd</sup> year clinical supervisors' ratings evaluated by student's core faculty advisor 3 <sup>rd</sup> year clinical supervisors' ratings evaluated by student's core faculty advisor 3 <sup>rd</sup> year ethics course performance evaluated by core faculty instructor	Evaluation tool and self-study location: 1 <sup>st</sup> year orientation ethics assignment form, appendix X 1 <sup>st</sup> year psychopathology ethics assignment, PSYD 8205 syllabus, appendix X 1 <sup>st</sup> year clinic ethics training module rating form, appendix X 2 <sup>nd</sup> year clinical supervisors' rating forms appendix X and advisor's rating form, appendix X 3 <sup>rd</sup> year clinical supervisors' rating form appendix X and advisor's rating form, appendix X 3 <sup>rd</sup> year ethics course PSYD 8210 syllabus, appendix X
<b>Minimum levels of achievement (MLAs) for each outcome</b>	1 <sup>st</sup> year orientation ethics assignment successfully completed 1 <sup>st</sup> year psychopathology ethics assignment successfully completed	

<p>measure/evaluation tool listed above.</p>	<p>1<sup>st</sup> year clinic ethics training module successfully completed                  2<sup>nd</sup> year clinical supervision: advisor’s rating of “meeting expectations” for PWC (ii)                  3<sup>rd</sup> year clinical supervision: advisor’s rating of “meeting expectations” for PWC (ii)                  3<sup>rd</sup> year ethics course: Grade of B- or above</p>
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<b>Competency:</b>	<i>(iii) Individual and cultural diversity</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</li> <li>• Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</li> <li>• The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</li> <li>• Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>		
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<p>1<sup>st</sup> year assessment diversity assignment (PSYD 8202 syllabus, appendix X)                  2<sup>nd</sup> year assessment practicum diversity assignment (Appendix X)                  3<sup>rd</sup> year clinical externship                  3<sup>rd</sup> year supervision course diversity assignment (PSYD 8270.10 syllabus, appendix X)</p>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <p>1<sup>st</sup> year assessment diversity assignment evaluated by core faculty instructor                  2<sup>nd</sup> year assessment practicum diversity assignment evaluated by core faculty instructor                  3<sup>rd</sup> year clinical supervisors' diversity ratings evaluated by student's core faculty advisor                  3<sup>rd</sup> year supervision course diversity assignment evaluated by core faculty instructor</p>	<p>Evaluation tool and self-study location:</p> <p>1<sup>st</sup> year assessment diversity assignment (PSYD 8202 syllabus, appendix X)                  2<sup>nd</sup> year assessment practicum diversity assignment (Appendix X)                  3<sup>rd</sup> year clinical supervisors' rating form appendix X and advisor's rating form, appendix X                  3<sup>rd</sup> year supervision course diversity assignment (PSYD 8270.10 syllabus, appendix X)</p>
<b>Minimum levels of achievement</b>	1 <sup>st</sup> year assessment diversity assignment B-	

<p><b>(MLAs)</b> for each outcome measure/evaluation tool listed above.</p>	<p>2<sup>nd</sup> year assessment practicum diversity assignment grade of B                  3<sup>rd</sup> year clinical supervision: advisor’s rating of “meeting expectations” for PWC (iii)                  3<sup>rd</sup> year supervision course diversity assignment grade of B</p>
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<b>Competency:</b>	<i>(iv) Professional values, attitudes, and behaviors</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others</li> <li>Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.</li> <li>Actively seek and demonstrate openness and responsiveness to feedback and supervision.</li> <li>Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>		
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<p>1<sup>st</sup> year clinic procedures training (PSYD 8291.70 syllabus, appendix X)                  2<sup>nd</sup> year clinic training (Clinic manual - appendix X)                  3<sup>rd</sup> year clinical supervision                  3<sup>rd</sup> year ethics course participation and collegiality assignment (PSYD 8210.10 syllabus, appendix X)</p>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <p>1<sup>st</sup> year clinic procedures evaluation</p> <p>2<sup>nd</sup> year clinic professionalism evaluation by post-docs</p> <p>3<sup>rd</sup> year clinical supervisors’ professionalism ratings evaluated by student’s core faculty advisor</p> <p>3<sup>rd</sup> year ethics course participation evaluated by core faculty instructor</p>	<p>Evaluation tool and self-study location:</p> <p>1<sup>st</sup> year clinic procedures training (PSYD 8291.70 syllabus, appendix X)                  2<sup>nd</sup> year student clinic evaluation form (appendix X)</p> <p>3<sup>rd</sup> year clinical supervisors’ rating form appendix X and advisor’s rating form, appendix X                  3<sup>rd</sup> year ethics course participation and collegiality assignment (PSYD 8210.10 syllabus, appendix X)</p>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	<p>1<sup>st</sup> year clinic procedures professionalism grade of “meets expectations”                  2<sup>nd</sup> year clinic professionalism evaluation by post-docs of “meeting expectations”                  3<sup>rd</sup> year clinical supervision: advisor’s rating of “meeting expectations” for PWC (iv)                  3<sup>rd</sup> year ethics course participation assignment grade of B</p>	

<b>Competency:</b>	<i>(v) Communications and interpersonal skills</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</li> <li>• Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.</li> <li>• Demonstrate effective interpersonal skills and the ability to manage difficult communication well.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>		
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<p>1<sup>st</sup> year clinic intake training/write up on evaluation of suicidality (Clinic manual - appendix X)</p> <p>2<sup>nd</sup> year clinic case notes (Clinic manual - appendix X)</p> <p>3<sup>rd</sup> year clinical supervision</p>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <p>1<sup>st</sup> year clinic evaluation</p> <p>2<sup>nd</sup> year clinic case notes evaluation by post-docs</p> <p>3<sup>rd</sup> year clinical supervisors' communication and interpersonal skills ratings evaluated by student's core faculty advisor</p>	<p>Evaluation tool and self-study location:</p> <p>1<sup>st</sup> year clinic evaluation form (appendix x)</p> <p>2<sup>nd</sup> year student clinic evaluation form (appendix X)</p> <p>3<sup>rd</sup> year clinical supervisors' rating form (appendix X) and advisor's rating form (appendix X)</p>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	<p>1<sup>st</sup> year clinic evaluation communication and interpersonal skills grade of "meets expectations"</p> <p>2<sup>nd</sup> year clinic communication and interpersonal skills evaluation by post-docs of "meeting expectations"</p> <p>3<sup>rd</sup> year clinical supervision: advisor's rating of "meeting expectations" for PWC (v)</p>	

<b>Competency:</b>	<i>(vi) Assessment</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.</li> <li>• Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.</li> <li>• Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>		
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<p>1<sup>st</sup> year: three assessment courses and associated labs (PSYD 8201, 8202, 8270.10 appendices X,X,X)</p> <p>2<sup>nd</sup> year assessment practica (PSYD 8203.x, appendices x,x)</p> <p>2<sup>nd</sup> year assessment supervision</p>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <p>1<sup>st</sup> year: three assessment courses and associated labs:</p> <p>2<sup>nd</sup> year assessment practica instructor evaluation</p> <p>2<sup>nd</sup> year assessment supervisor’s assessment skills ratings evaluated by student’s core faculty advisor</p>	<p>Evaluation tool and self-study location:</p> <p>PSYD 8201, 8202, 8270.10 syllabi, appendices X,X,X</p> <p>2<sup>nd</sup> year assessment practica administration and scoring assignments (PSYD 8203.x, appendices x,x)</p> <p>2<sup>nd</sup> year assessment supervisors’ rating form (appendix X) and advisor’s rating form (appendix X)</p>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	<p>1<sup>st</sup> year: three assessment courses and associated labs: pass all course-related competency exams</p> <p>2<sup>nd</sup> year assessment practica instructor evaluation: grade of B</p> <p>2<sup>nd</sup> year assessment supervisor’s assessment skills ratings evaluated by student’s core faculty advisor: advisor’s rating of “meeting expectations” for PWC (vi)</p>	

<b>Competency:</b>	<i>(vii) Intervention</i>		
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<p><u>First year students:</u></p> <ul style="list-style-type: none"> <li>• Develop evidence-based intervention plans specific to the service-delivery goals.</li> <li>• Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</li> </ul> <p><u>Second and subsequent years</u></p> <ul style="list-style-type: none"> <li>• Establish and maintain effective relationships with the recipients of psychological services.</li> <li>• Develop evidence-based intervention plans specific to the service-delivery goals.</li> <li>• Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.</li> </ul>		
<b>Program-defined elements associated with this competency (if applicable)</b>			
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<p><u>First year students:</u> Course PsyD 8270, Empirical Studies of Clinical Problems Assignment: single-case study of a treatment intervention (ABACA design), as described in the course syllabus (see appendix ).</p> <p><u>Second and subsequent years:</u> Biannual academic advisor’s ratings of clinical competencies, including “Demonstrates understanding of the scientific foundation .of professional practice,” “Demonstrates competency in interventions designed to alleviate suffering and to promote the well being of individuals and groups,” “Application of Scientific Method to Practice.”</p>		
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• <u>First Years:</u> Instructor’s assessment of students’ adherence to grading rubric for the paper detailing their study.</li> <li>• <u>Second and subsequent years:</u> Advisor gathers input from all course instructors and from clinical supervisors</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> <li>• <u>First Years:</u> Grading rubric included in course syllabus</li> </ul> <p><u>Second and subsequent years:</u> Competencies Mid-year and Year-end Review forms (see appendix ), which are based partly on at least three supervisors’</p> <ul style="list-style-type: none"> <li>• ratings of the student (see appendix ).</li> </ul> </td> </tr> </table>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• <u>First Years:</u> Instructor’s assessment of students’ adherence to grading rubric for the paper detailing their study.</li> <li>• <u>Second and subsequent years:</u> Advisor gathers input from all course instructors and from clinical supervisors</li> </ul>	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> <li>• <u>First Years:</u> Grading rubric included in course syllabus</li> </ul> <p><u>Second and subsequent years:</u> Competencies Mid-year and Year-end Review forms (see appendix ), which are based partly on at least three supervisors’</p> <ul style="list-style-type: none"> <li>• ratings of the student (see appendix ).</li> </ul>
<p>How outcomes are measured:</p> <ul style="list-style-type: none"> <li>• <u>First Years:</u> Instructor’s assessment of students’ adherence to grading rubric for the paper detailing their study.</li> <li>• <u>Second and subsequent years:</u> Advisor gathers input from all course instructors and from clinical supervisors</li> </ul>	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> <li>• <u>First Years:</u> Grading rubric included in course syllabus</li> </ul> <p><u>Second and subsequent years:</u> Competencies Mid-year and Year-end Review forms (see appendix ), which are based partly on at least three supervisors’</p> <ul style="list-style-type: none"> <li>• ratings of the student (see appendix ).</li> </ul>		
<b>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed</b>	<p><u>First Years:</u> Grade of B or above on the single-case study assignment, which signifies that the student met all five criteria spelled out in the rubric:</p> <ol style="list-style-type: none"> <li>1) Design and describe a single case study’s measures and expected treatment effects</li> </ol>		

<p>above.</p>	<ol style="list-style-type: none"> <li>2) Analyze baselines in terms of stability, validity, whether they rule out potential confounds</li> <li>3) Discuss the magnitude of effects</li> <li>4) Discuss the potential meanings of the changes from baseline (A) to treatment #1 (B), return to baseline, treatment #2, and follow-up</li> <li>5) Compare the utility of results for the patient and the field in general to nomothetic designs.</li> </ol> <p><u>Second and subsequent years:</u> All relevant competencies, including “Demonstrates understanding of the scientific foundation .of professional practice,” “Demonstrates competency in interventions designed to alleviate suffering and to promote the well being of individuals and groups,” “Application of Scientific Method to Practice,” rated as having been met.</p>
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<b>Competency:</b>	<i>(viii) Supervision</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of supervision models and practices.</li> </ul>	
<b>Program-defined elements associated with this competency</b>		
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	2 <sup>nd</sup> year supervised clinical work (Clinic Handbook, appendix X) 3 <sup>rd</sup> year supervised clinical externship 3 <sup>rd</sup> year supervision course (PSYD 8270.10 "Supervision" syllabus, appendix X)	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: 2 <sup>nd</sup> year clinical supervisors' ratings evaluated by student's core faculty advisor 3 <sup>rd</sup> year clinical supervisors' ratings evaluated by student's core faculty advisor 3 <sup>rd</sup> year supervision course performance evaluated by core faculty instructor	Evaluation tool and self-study location: 2 <sup>nd</sup> year clinical supervisors' rating forms appendix X and advisor's rating form, appendix X 3 <sup>rd</sup> year clinical supervisors' rating form appendix X and advisor's rating form, appendix X 3 <sup>rd</sup> year supervision course, PSYD 8270.10 syllabus, appendix X
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	2 <sup>nd</sup> year clinical supervision: advisor's rating of "meeting expectations" for PWC (viii) 3 <sup>rd</sup> year clinical supervision: advisor's rating of "meeting expectations" for PWC (viii) 3 <sup>rd</sup> year supervision course: Grade of B	



<b>Competency:</b>	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>	
<b>Elements associated with this competency from <a href="#">IR C-8 D</a></b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and respect for the roles and perspectives of other professions.</li> <li>• Demonstrates knowledge of consultation models and practices.</li> </ul>	
<b>Program-defined elements associated with this competency (if applicable)</b>		
<b>Required training/experiential activities to meet each element.</b> If applicable, clarify where activity description (e.g., syllabus) is located.	<p>1<sup>st</sup> year clinic procedures training (PSYD 8291.70 syllabus, appendix X)</p> <p>2<sup>nd</sup> year clinic training (Clinic manual - appendix X)</p> <p>3<sup>rd</sup> year consultation course (PSYD 8260 syllabus, appendix X)</p>	
<b>How outcomes are measured</b> for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <p>1<sup>st</sup> year clinic procedures evaluation</p> <p>2<sup>nd</sup> year clinic intraprofessional evaluation by post-docs</p> <p>3<sup>rd</sup> year consultation course performance evaluated by core faculty instructor</p>	<p>Evaluation tool and self-study location:</p> <p>1<sup>st</sup> year clinic procedures training (PSYD 8291.70 syllabus, appendix X)</p> <p>2<sup>nd</sup> year student clinic evaluation form (appendix X)</p> <p>3<sup>rd</sup> year consultation course assignments (PSYD 8260.10 syllabus, appendix X)</p>
<b>Minimum levels of achievement (MLAs)</b> for each outcome measure/evaluation tool listed above.	<p>1<sup>st</sup> year clinic evaluation interprofessional skills grade of “meets expectations”</p> <p>2<sup>nd</sup> year clinic intraprofessional skills evaluation by post-docs of “meeting expectations”</p> <p>3<sup>rd</sup> year consultation course: grade of B</p>	