

**GW Psy.D. - Goals, Objectives, Competencies (GOCs),
Where Evaluated and Minimal Levels of Achievement (MLAs)**

GOAL 1: To prepare students to become competent clinical psychologists.		
<i>Objective 1A: To prepare students to be clinical psychologists well-grounded in the basic science of psychology.</i>		
Competency	Readiness for Practicum:	Readiness for Internship:
Competency 1A1: Scientific Foundations of Psychology	<p>Demonstrates understanding of psychology as a science Students are able to:</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of the breadth of scientific psychology • Cite scientific literature to support an argument when appropriate <p>Where evaluated: <u>Course PSYD 8204 – Biological Bases</u> <i>MLA: Final paper appropriately cites 20 relevant recent articles</i></p> <p><i>Assignment:</i> Detailed literature review (20-25 pages; APA format) The paper must include sections describing: 1) development & course of the disorder, 2) cerebral localization, 3) neurotransmitters involved,</p>	<p>Demonstrates intermediate level knowledge of core science Students are able to:</p> <ul style="list-style-type: none"> • Critically evaluate scientific literature • Demonstrate understanding of intersections across core areas of psychological science <p>Where evaluated: <u>Course PSYD 8227 – History & Systems</u> <i>MLA: Grade of B on final exam</i></p> <p><i>Assignment:</i> The final exam will include 10 brief constructive response (BCR) questions, assessing factual knowledge, and two extended constructive response (ECR)/essay questions, assessing ability to apply history and systems knowledge. This is a</p>

	<p>4) genetics, 5) treatment (including pharmacotherapy), 6) current controversies about the biology of the disorder and the appropriate next steps for researchers to take.</p> <p><i>MLA criteria:</i> Detailed written description of several components of the basic neurophysiology associated with a specified behavior, citing relevant literature. Review cites 20 or more articles from the scientific literature that are from the past 10 years.</p> <p><u>Course: PSYD 8205 - Psychopathology</u> <i>MLA: Grade of B on final exam</i></p> <p><i>Assignment:</i> In-class Final Exam: You will receive a case write-up and clinical vignette and be asked to explain your diagnosis using the DSM-V and PDM, as well as provide a discussion of defenses, character organization, and initial thoughts about treatment planning. The test will NOT be open-book.</p> <p><i>MLA criteria for grade of B:</i> Students are able to proficiently demonstrate in a detailed written exam, appropriate to their level of training, the ability to assess the history, symptomatology, and clinical behavior of a</p>	<p>closed book, no notes exam.</p> <p><i>MLA criteria for grade of B:</i></p> <ol style="list-style-type: none"> 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. 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. <p><u>Major Area paper</u> <i>MLA: Reviewed and accepted by readers</i></p> <p><i>MLA criteria for MAP acceptance (all required):</i></p> <ol style="list-style-type: none"> 1) 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. 2) Literature review must be integrative and form an incisive critique of the topic of the
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	<p>supplied case in order to provide an accurate descriptive psychiatric diagnosis with appropriate treatment plan.</p> <p><u>Course: PSYD 8206 – Cog & Affective Bases</u> <i>MLA: Grade of B on assigned paper</i></p> <p><i>MLA criteria for grade of B:</i> Four of the following:</p> <ol style="list-style-type: none"> 1) Select an assessment or clinical case from the last year and discuss a behavior that reflects a cognitive and affective phenomenon as discussed in class, and write a 15 page paper. 2) Discuss how this behavior illustrates a particular model of cognition with citations to at least 3 peer reviewed articles. 3) Discuss how this behavior does not illustrate an opposing model of cognition with citations to at least 3 peer reviewed articles. 4) Discuss how this behavior illustrates a particular model of affect with citations to at least 3 peer reviewed articles. 5) Discuss how this behavior does not illustrate an opposing model of affect with citations to at least 3 peer reviewed articles. <p><u>Course: PSYD 8207 – Social Bases</u> <i>MLA: Grade of B</i></p> <p><i>Assignment:</i> Students will be offered the opportunity to rate themselves and others on non-pathological personality measures (e.g. NEO).</p>	<p>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> <ol style="list-style-type: none"> 3) 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.
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	<p>After getting feedback, students will then reflect on a trait they feel will be beneficial as a therapist (either for alliance or other competency) and one trait that may present a challenge, and cite relevant literature as support. Students will also comment on the pattern of congruency and discrepancy of their peers' rating, with a focus on whether it reflects likely bias of self-perception, other-perception (e.g. stereotyping), self-presentation (e.g. stereotype threat), or circumstance (e.g. inopportunity to observe). The paper should be at least 10 pages double spaced.</p> <p><i>MLA criteria for grade of B:</i> Four components (outlined below) are necessary for a thorough demonstration of this competency. In order to obtain at least a "B", you need to adequately address all areas: Overall: Select and discuss a trait where the score might be beneficial to being a clinician.</p> <ol style="list-style-type: none"> 1) Discuss an article in depth (magnitude of effect size, and methods), that demonstrates why this trait would be beneficial in the context of therapy (e.g. enhances mood regulation, empathy, interpersonal perception). 2) Discuss an article in depth how the trait like this may enhanced or hindered by different situations (therapy or otherwise) with a focus on how the trait may not manifest itself in the therapeutic setting (e.g. power dynamics, in/out-group dynamics). <p>Overall: Select and discuss a trait where the score might be detrimental to being a clinician.</p>	
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	<p>3) Discuss an article in depth (magnitude of effect size, and methods), that demonstrates why this trait would be harmful in the context of therapy (e.g. enhances mood regulation, empathy, interpersonal perception).</p> <p>4) Discuss an article in depth how the trait like this may enhanced or hindered by different situations (therapy or otherwise) with a focus on how the trait may not manifest itself in the therapeutic setting (e.g. power dynamics, in/out-group dynamics).</p>	
<p>Objective 1B: To prepare students to be clinical psychologists who have the knowledge and skills to conduct culturally sensitive psychological assessment.</p>		
<p>Competency 1B1: Students will demonstrate knowledge of Measurement and Psychometrics.</p>	<p>Demonstrates basic knowledge of scientific, theoretical and contextual basis of test construction and interviewing</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Demonstrate awareness of the benefits and limitations of standardized assessment • Show understanding of basic psychometric constructs such as validity, reliability, and test construction <p>Where evaluated: <u>Course PSYD 8209 – Statistics</u></p> <p><i>MLA: Grade of B</i></p> <p><i>Assignment: Instrument Critique. 10 pages. Four</i></p>	<p>Selects assessment measures with attention to issues of reliability and validity</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Identify appropriate assessment measures for cases seen at practice site • Appropriately consult with supervisor regarding selection of assessment measures <p>Where evaluated: <u>2nd and 3rd year assessment supervisors’ semi-annual ratings: Items 10, 16</u> <i>MLA: “Meets Expectations”</i></p> <p><i>Examples for “yes” rating on item 10:</i></p>

	<p>components are necessary for a thorough demonstration of this competency. In order to obtain at least a "B", you need to adequately address all areas, and less than a B will result in remediation.</p> <p><i>MLA criteria for grade of B:</i></p> <ol style="list-style-type: none"> 1) 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. 2) Discuss construct validity in terms of a factor analysis, principle component analysis, confirmatory factor analysis (SEM). Discuss the observed factors and loadings in terms of their match to theoretical dimensions. 3) Discuss convergent and discriminant validity indicators in terms of their relative effect sizes and implications of similar/dissimilar methods (e.g. MTMM). 4) 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><u>Course PSYD 8270 – Methods</u> <i>MLA: Grade of B on validity presentation</i></p> <p><i>Assignment:</i> Validity Presentation: Select peer reviewed articles regarding a treatment of choice,</p>	<ol style="list-style-type: none"> 1) Recognizes limitations of various assessment instruments and need to base findings and recommendations on multiple sources of information 2) Identifies appropriate assessment measures for clients seen at practice site, taking diversity issues into account 3) Seeks supervision as needed to guide selection of appropriate assessment measures <p><i>Examples for “yes” rating on item 16:</i></p> <ol style="list-style-type: none"> 1) Demonstrates understanding of importance of using latest editions of tests and up-to-date norms 2) Shows interest in and commitment to learning to learning to administer latest versions of tests and related technology 3) Considers how using technology may impact rapport and client engagement in the assessment process, as well the quality of collected data
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	<p>and discuss how the methods influenced validity. Four components are necessary for a thorough demonstration of this competency. In order to obtain at least a "B", you need to adequately address all areas, and less than a B will result in remediation.</p> <p><i>MLA criteria for grade of B:</i></p> <ol style="list-style-type: none"> 1) Discuss construct validity in terms of face validity. Did the measurement match the theory? What was measured, not measured, over sampled, or under sampled? 2) Discuss the influence of the method of measurement in terms of potential biases such as demand characteristics, expectancies, et cetera. 3) Discuss the use of a control group in terms of addressing (or not addressing confounds). Reflect on whether the studies meet empirically supported treatment (EST) criteria and whether the studies reflect empirically based treatment standards. 4) Discuss the sample 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. 	
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<p>Competency 1B2: Students will demonstrate knowledge of assessment methods.</p>	<p>Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Accurately administer and scores various assessment tools in non-clinical (e.g. course) contexts • Demonstrate knowledge of initial interviewing methods(both structured and semi-structured interviews, mini-mental status exam) <p>Where evaluated: <u>Course PSYD 8201 – Assessment I</u> <i>MLA: Grade of B</i></p> <p><i>Assignment:</i> Perform a clinical interview, mental status exam, behavioral observations and cognitive assessment.</p> <p><i>MLA criteria for grade of B:</i></p> <ol style="list-style-type: none"> 1) Perform one behavioral observation collecting data as discussed in class. 2) Demonstrate mastery of a clinical interview process collecting mental status and background information as outlined in class. 3) Administer one cognitive measure (Wechsler Adult Intelligence Test-Fourth Edition, WAIS-IV/Wechsler Intelligence Scale for Children-Fifth Edition WISC-V) using proper 	<p>Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Demonstrate intermediate level ability to accurately select, administer, score and interpret assessment tools with client populations • Collect accurate and relevant data from structured and semi-structured interviews and mini-mental status exams <p>Where evaluated: <u>3rd year assessment supervisors’ semi-annual ratings: Items 9, 12-14</u> <i>MLA: “Meets Expectations”</i></p> <p><i>Examples for “yes” rating on item 9:</i></p> <ol style="list-style-type: none"> 1) Establishes working alliance with clients 2) Stays on-task during interview; re-directs client when needed 3) Obtains relevant information regarding client’s symptoms, early childhood, social/romantic history, medical/psychiatric history, and family health history 4) Obtains pertinent information regarding the quality of client’s thought processes, judgment, memory, and insight into difficulties <p><i>Examples for “yes” rating on item 12:</i></p>
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	<p>standardization demonstrating an accurate understanding of technical principals and test administration.</p> <p>4) Demonstrate scoring and interpretation skills of a cognitive evaluation as required per evaluation requirements.</p> <p>5) Develop a written report articulating cognitive test results, limitations of findings, and cultural sensitivities required for the beginnings of a psychological evaluation.</p> <p><u>Course PSYD 8202 – Assessment II</u> <i>MLA: Successfully administer and score RIM, TAT, HFD</i></p> <p><i>Assignment:</i> Know the procedures for the administration of the RIM, TAT, and HTP Know the procedures for the coding of the RIM, TAT and HTP drawings.</p> <p><i>MLA criteria:</i> Midterm Exam: demonstrate beginning competence in RIM coding; knowledge of the RIM structural summary; beginning knowledge of interpretation of the TAT and projective drawings. Administration final, which must be passed in order to pass the course, requires demonstrating proficiency in the administration of RIM, TAT, and HTP material. The administration final will be administered to each student individually by the course instructor or one of the IA’s and is graded pass/fail. In order to pass the administration final adequate administration instructions for the TAT and HFD must be demonstrated. For the RIM, adequate administration instructions and inquiry</p>	<p>1) Accurately administers various cognitive assessment measures including the WAIS-V, Bender II, and/or Woodcock Johnson IV</p> <p>2) Accurately scores various cognitive assessment measures including the WAIS-V, Bender II, and/or Woodcock Johnson IV</p> <p>3) Demonstrates awareness in supervision of own strengths and weaknesses with administration and scoring of cognitive measures</p> <p><i>Examples for “yes” rating on item 13:</i></p> <p>1) Accurately administers various personality measures including the Rorschach, TAT, and MMPI-II</p> <p>2) Accurately scores various personality measures including the Rorschach, TAT, and MMPI-II</p> <p>3) Demonstrates awareness in supervision of own strengths and weaknesses with administration and scoring of personality measures</p> <p><i>Examples for “yes” rating on item 14:</i></p> <p>1) Accurately interprets standard cognitive test data; seeks help where needed</p> <p>2) Accurately interprets standard personality test data; seeks help where needed</p> <p>3) Demonstrates the ability to integrate data across tests</p>
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	<p>must be demonstrated.</p> <p><u>2nd year supervisors' semi-annual student ratings:</u> <u>Item 9</u> <i>MLA: "Meets Expectations"</i></p> <p><i>Examples for "yes" rating on item 2:</i></p> <ol style="list-style-type: none"> 1) Establishes working alliance with clients 2) Stays on-task during interview; re-directs client when needed 3) Obtains relevant information regarding client's symptoms, early childhood, social/romantic history, medical/psychiatric history, and family health history 4) Obtains pertinent information regarding the quality of client's thought processes, judgment, memory, and insight into difficulties 	
<p>Competency 1B3: Students will demonstrate application of assessment methods.</p>	<p>Demonstrates knowledge of measurement across domains of functioning and practice settings</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Demonstrate awareness of need to base diagnosis and assessment on multiple sources of information • Demonstrate awareness of need for selection of assessment measures appropriate to population/problem <p>Where evaluated: <u>Course PSYD 8270 – Assessment III</u> <i>MLA: Successful completion of assessment</i></p>	<p>Selects appropriate assessment measures to answer diagnostic question</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Select assessment tools that reflect awareness of patient population served at a given practice site • Demonstrate ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise) <p>Where evaluated: <u>2nd and 3rd year assessment supervisors' semi-annual ratings: Items 11, 15</u></p>

	<p><i>measure selection and integrative summary writing exercises.</i></p> <p><i>Assignment:</i> Assessment measure selection</p> <p><i>MLA criteria for successful completion:</i></p> <ol style="list-style-type: none"> 1) Accurately review provided case materials to determine appropriate assessment measures to address two different referral questions. 	<p><i>MLA: "Meets Expectations"</i></p> <p><i>Examples for "yes" rating on item 11:</i></p> <ol style="list-style-type: none"> 1) Demonstrates awareness of how a client's cultural identity and experiences including native language, country of origin, sex/gender, and socioeconomic status may impact the utility and validity of traditional assessment tools 2) Selects assessment measures that are relevant to the referral question(s) and patient population 3) Seeks supervision as needed to guide selection of appropriate assessment measures <p><i>Examples for "yes" rating on item 15:</i></p> <ol style="list-style-type: none"> 1) Considers the impact of rapport, the setting, and diversity issues on the quality of data collected 2) Considers the impact of individual and cultural differences on diagnostic impressions and treatment planning 3) Demonstrates the ability to adapt the environment and testing materials to client needs (e.g., lighting, privacy, ambient noise, etc.)
<p>Competency 1B4: Students will demonstrate communication of assessment findings.</p>	<p>Demonstrates awareness of models of report writing and progress notes</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of content of test reports and progress notes 	<p>Writes assessment reports and progress notes and communicate assessment findings to client</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Write complete psychological reports • Works with supervisor to prepare

	<ul style="list-style-type: none"> • Demonstrate knowledge of organization of test reports and progress notes <p>Where evaluated: <u>Course PSYD 8270 – Assessment III</u> <i>MLA: Successful completion of integrative summary writing exercises.</i></p> <p><i>Assignment: Report writing</i></p> <p><i>MLA criteria for successful completion:</i></p> <ol style="list-style-type: none"> 1) Based on referral questions and data provided with from comprehensive test batteries, write accurate and integrative Summary and Recommendations sections of two integrated psychological reports (timed; closed book; personal notes allowed). 	<p>and provide feedback regarding findings</p> <p>Where evaluated: <u>2nd and 3rd year assessment supervisors’ semi-annual ratings: Items 17, 18</u> <i>MLA: “Meets Expectations”</i></p> <p><i>Examples for “yes” rating on item 17:</i></p> <ol style="list-style-type: none"> 1) Demonstrates the ability to write a well organized, clearly written assessment report that answers the referral question(s) 2) Reports accurately reflect collected data 3) Drafts clear, concise, reasonable treatment recommendations 4) Effectively communicates findings and treatment recommendations to client, client’s guardian, and/or referring clinician <p><i>Examples for “yes” rating on item 18:</i></p> <ol style="list-style-type: none"> 1) Demonstrates familiarity with traditional models of progress notes, such as SOAP or PAIP notes 2) Writes well organized, clearly written progress notes 3) Completes notes in a timely manner
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Objective 1C: To prepare students to be clinical psychologists who have the knowledge and skills for evidence-based practice of psychological treatment, emphasizing human development, strengths, and the use of individual, developmental, contextual and multicultural perspectives.

Competency 1C1: Students will demonstrate understanding of the scientific foundation of professional practice

Understands the scientific foundation of professional practice

Students are able to:

- Demonstrate understanding of the development of evidence based practice in psychology (EBP) as defined by APA
- Display understanding of the scientific foundations of the competencies
- Cite scientific literature to support an argument when appropriate

Where evaluated:

Course: PSYD 8205 - Psychopathology

MLA: Grade of B on mid-term exam

Assignment: The mid-term will require an understanding of the diagnostic features, differential diagnosis, and diagnostic criteria for the DSM-V. The exam will be open book. It will require you to know material from the readings and information from the lecture. You will be asked to diagnose patients described in different clinical vignettes.

MLA criteria for grade of B: Students proficiently demonstrate the scientific foundation for professional practice in order to determine

Demonstrates knowledge, understanding, and application of the concept of evidence-based practice

Students are able to:

- Apply EBP concepts in case conceptualization, treatment planning, and interventions in consultation with supervisor
- Work with supervisor to compare and contrast EBP approaches with other theoretical perspectives in the context of case conceptualization and treatment

Where evaluated:

3rd year Supervisors' semi-annual student ratings: Item 8

MLA: "Meets Expectations"

Examples for "yes" rating on item 8:

- 1) Chooses empirically supported treatment strategy
- 2) Articulates understanding of empirical evidence for chosen treatment approach
- 3) Makes interventions consistent with chosen treatment approach

Course: PSYD 8222 – Behavioral & Cognitive

MLA: Complete 3 of 4 elements of final paper

Assignment: The final requirement for the course

	<p>appropriate forms of treatment based on a case history, behavior, and clinical vignette.</p> <p><u>Course: PSYD 8220 - Psychotherapy</u> <i>MLA: complete 4 of 5 elements of project 1</i></p> <p><i>Assignment:</i> video-taped role play project 1. Students will get into dyads and each individual in the dyad will take a turn role playing and taping a full 50 minute first session. Students will be asked to describe in writing how research informs your treatment approach to this client</p> <p><i>MLA criteria for project 1:</i></p> <ol style="list-style-type: none"> 1) In the first project, discuss how empathy influences the therapy alliance cite at least 1 peer reviewed article. 2) Discuss how the lapse in empathy influences the therapy alliance and/or ruptures in treatment cite at least 2 peer reviewed articles. 3) Discuss how therapist culture or race impacts the therapy alliance cite at least 2 peer reviewed articles. 4) Discuss how the clients' culture or race impacts the therapy alliance cite at least 2 peer reviewed articles. 5) Discuss how early relationships with caregivers influence the therapy alliance or transference cite at least 2 peer reviewed articles. 	<p>is to expand discussion of the case each student presented into a written review of psychodynamic and cognitive/behavioral approaches to the problem characterized in the case presentation to demonstrate understanding of the scientific foundations of professional practice.</p> <p><i>MLA criteria for final paper:</i></p> <ol style="list-style-type: none"> 1) Demonstrates understanding of the development of evidence based practice in psychology through appropriate citation and use of relevant source materials 2) Displays understanding of the scientific foundations of professional practice by citing empirical literature assessing efficacy of clinical practice 3) Cites relevant research assessing effectiveness of clinical interventions proposed in the paper 4) Reviews and integrates literature from more than one empirically based approach to treatment.
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<p>Competency 1C2: Students will demonstrate understanding of, and competence in working with Individual and Cultural Diversity</p>	<p>Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to individual and cultural diversity (ICD, as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of literatures on individual and cultural differences and engages in respectful interactions that reflect this knowledge • Seek out literature on individual and cultural differences to inform interactions with diverse others <p>Where evaluated: <u>Course: PSYD 8205 - Psychopathology</u> <i>MLA: Grade of B on two short papers</i></p> <p><i>Assignment:</i> You will be asked to write two 3-4 page papers. In the first paper you will discuss the primary and secondary defenses of the character you select. In the second paper, you will discuss the personality organization/character style of the character you select.</p> <p><i>MLA criteria for grade of B:</i> Students proficiently reflect the ability to consider issues of diversity and culture when determining diagnoses and assessing treatment options.</p>	<p>Applies knowledge, sensitivity, and understanding regarding individual and cultural diversity (ICD) issues to work effectively with diverse others in assessment, treatment, and consultation</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of ICD literature and APA policies, including guidelines for practice with diverse individuals, groups and communities • Work effectively with diverse others in professional activities <p>Where evaluated: <u>Comprehensive exam</u> <i>MLA: Pass diversity questions</i></p> <p><i>MLA criteria:</i></p> <ol style="list-style-type: none"> 1) Assessment portion of exam: Appropriately cite and use relevant recent literature addressing ICD to support conclusions in response to referral questions 2) Intervention portion of exam: Appropriately cite and use relevant recent empirical literature addressing ICD to support treatment recommendations
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	<p><u>2nd year Supervisors' semi-annual student ratings: Items 2, 3</u> MLA: "Meets Expectations"</p> <p><i>Examples for "yes" rating on item 2:</i></p> <ol style="list-style-type: none"> 1) Demonstrates basic knowledge of literatures on individual and cultural differences 2) Identifies and articulates how one's own cultural identity and background may influence his or her ways of relating to others 3) Recognizes and appreciates viewpoints that differ from one's own <p><i>Examples for "yes" rating on item 3:</i></p> <ol style="list-style-type: none"> 1) Demonstrates knowledge, awareness, and understanding of the ways culture and context shape the behavior of others and their relationships 2) Monitors how one's own cultural identity influences his or her relationships and work 3) Understands and articulates how diversity factors impact the client's presenting issues and treatment 	<p><u>3rd year Supervisors' semi-annual student ratings: Item 2</u> MLA: "Meets Expectations"</p> <p><i>Examples for "yes" rating on item 2:</i></p> <ol style="list-style-type: none"> 1) Works effectively with diverse others in professional activities 2) Actively and sensitively explores cultural differences with clients 3) Initiates supervision about diversity issues 4) Articulates understanding of the way culture and context are a consideration in the therapeutic relationship
<p>Competency 1C3: Students will demonstrate competency in interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.</p>	<p>Displays basic helping skills Students are able to:</p> <ul style="list-style-type: none"> • Demonstrate helping skills, such as empathic listening, framing problems • Use non-verbal communication such as eye-contact and body positioning with clients to convey interest and concern 	<p>Displays clinical skills Students are able to:</p> <ul style="list-style-type: none"> • Develop rapport with clients • Develop therapeutic relationships • Demonstrate appropriate judgment about when to consult supervisor

	<p>Where evaluated: <u>Course: PSYD 8220 - Psychotherapy</u> <u>MLA: "meet standard" in all 6 elements of final project</u></p> <p><i>Assignment:</i> For the Final project, students return to dyads, each individual in the dyad will take a turn role playing and taping a full 50 minute second session with the same client and demonstrate through a written description of their understanding of themselves, understanding of the client, overall clinical skills, alternate interventions, attention to diversity, strengths and limitations.</p> <p><i>MLA criteria for "meets standard":</i></p> <ol style="list-style-type: none"> 1) Personal awareness. Student provides a clear description of counter-transferential feelings, which demonstrates a general awareness of how his/her personal reactions impact the session 2) Client awareness. Student provides a clear description of clients' thoughts, feelings, and behaviors, which demonstrates a general awareness of client's personal reactions to the session. 3) Counseling skills. Student accurately labels most to all microskills and provides a logical rationale for using microskills 4) Alternative interventions. Alternative response is adequately improved from original response 5) Multicultural competency. Student provides a clear description of multicultural issues, 	<p>Where evaluated: <u>3rd year Supervisors' semi-annual student ratings: Item 7</u> <u>MLA: "Meets Expectations"</u></p> <p><i>Examples for "yes" rating on item 7:</i></p> <ol style="list-style-type: none"> 1) Develops rapport with clients, and recognizes and attends to ruptures in the therapeutic relationship promptly and effectively 2) Demonstrates comfort working with intense affect and a wide range of emotions 3) Identifies and articulates appropriate, realistic treatment goals 4) Demonstrates ability to evaluate treatment progress accurately and realistically
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	<p>which demonstrates an understanding of multicultural awareness, knowledge, and skills.</p> <p>6) Summary of strengths and limitations. Student clearly summarizes the strengths and limitations and includes relevant examples.</p> <p><u>Course: PSYD 8203 – Skills Practicum</u> <i>MLA: “meets expectation” in four areas</i></p> <p><i>Assignment: In-class role plays</i></p> <p><i>MLA criteria for “meets standard”:</i></p> <ol style="list-style-type: none"> 1) Displays helping skills in empathic listening, framing problems, using eye contact and body posture to convey interest, and concern and to obtain information, as observed by Teaching Assistant or Professor. 2) Displays helping skills in exploring clients thoughts and narratives as probes for obtaining greater depth in understanding the client problems, as observed by Teaching Assistant or Professor. 3) Displays helping skills in understanding clients’ feeling and communicating this through empathic statements. Helps clients to further explore the depth of their feeling through continuous empathic statements as observed by Teaching Assistant or Professor. 4) Displays helping skills in facilitating client insight into their behavior, feelings and thinking and makes interpretations that brings the pre-conscious and unconscious 	
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	<p>into conscious awareness, as observed by Teaching Assistant or Professor.</p> <p><u>2nd year Supervisors’ semi-annual student ratings: Item 8</u> <i>MLA: “Meets Expectations”</i></p> <p><i>Examples for “yes” rating on item 7:</i></p> <ol style="list-style-type: none"> 1) Uses non-verbal communication such as eye contact and body positioning with clients to convey concern 2) Reflects thoughts and feelings sensitively and accurately 3) Asks clarifying questions when needed\ 4) Notices and correctly identifies patient feelings, including latent feelings 	
<p><i>Objective 1D: To prepare students to be clinical psychologists who are aware of and behave in accordance with the professional standards and ethics and legal guidelines that govern and/or impact the science and practice of clinical psychology.</i></p>		
<p>Competency 1D1: Students will relate effectively and meaningfully with individuals, groups, and/or communities</p>	<p>Displays interpersonal skills Students are able to:</p> <ul style="list-style-type: none"> • Listen and be empathic with others • Work cooperatively/collaboratively w/ peers <p>Where evaluated: <u>2nd year Supervisors’ semi-annual student ratings: Item 1</u> <i>MLA: “Meets Expectations”</i></p>	<p>Forms/maintains productive, respectful relations with clients, peers, colleagues and supervisors Students are able to:</p> <ul style="list-style-type: none"> • Form effective working alliances with clients • Engage with peers, colleagues and supervisors to work effectively <p>Where evaluated: <u>Course PSYD 8203 – 3rd year practicum</u> <i>MLA: Meets Expectations</i></p>

	<p><i>Examples for “yes” rating on item 1:</i></p> <ol style="list-style-type: none"> 1) Listens to and is empathic with others 2) Works collaboratively and cooperatively with peers, staff, and faculty 3) Tolerates disagreement and addresses interpersonal conflict in an appropriate, respectful manner 	<p><i>Assignment:</i> Students demonstrate competence in professional values and attitude and response to others’ ideas</p> <p><i>MLA criteria for meeting expectations:</i></p> <ol style="list-style-type: none"> 1) Attends class consistently 2) Consistently attentive but does not always respond to others’ ideas <p><u>3rd year Supervisors’ semi-annual student ratings: Item 1</u></p> <p><i>MLA: Meets Expectations</i></p> <p><i>Examples for “yes” rating on item 1:</i></p> <ol style="list-style-type: none"> 1) Forms effective working alliances with clients 2) Works collaboratively and cooperatively with peers, faculty, and training site staff 3) Interacts respectfully and cooperatively with supervisors 4) Tolerates disagreement and addresses interpersonal conflict in an appropriate, respectful manner
<p>Competency 1D2: Students will demonstrate knowledge of ethical, legal and professional standards and guidelines</p>	<p>Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice in practicum settings</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Identify key documents/policies that guide the practice of psychology (e.g., APA Ethical Principles and Code of Conduct) • Demonstrate beginning knowledge of typical legal issues, including child and elder abuse 	<p>Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Identify ethical dilemmas effectively • Actively consult with supervisor to act upon ethical and legal aspects of practice • Demonstrate intermediate knowledge of typical legal issues,

	<p style="text-align: center;">reporting, confidentiality, and informed consent</p> <p>Where evaluated: <u>2nd year Supervisors' semi-annual student ratings: Item 4,5.</u> MLA: "Meets Expectations"</p> <p><i>Examples for "yes" rating on item 4:</i></p> <ol style="list-style-type: none"> 1) Adheres to APA Ethical Principles and Code of Conduct; seeks guidance from supervisor as needed 2) Recognizes limits of own ethical knowledge/understanding and consults with supervisor/clinic staff appropriately 3) Identifies and discusses ethical dilemmas and decision making in supervision and case presentations <p><i>Examples for "yes" rating on item 5:</i></p> <ol style="list-style-type: none"> 1) Demonstrates beginning knowledge of typical legal issues including child and elder abuse, reporting, confidentiality, and informed consent 2) Recognizes limits of own legal/regulatory knowledge/understanding and consults with supervisor/clinic staff appropriately 3) Adheres to laws and regulations governing psychology 	<p style="text-align: center;">including child and elder abuse reporting, confidentiality, and informed consent</p> <p>Where evaluated: <u>3rd year Supervisors' semi-annual student ratings: Item 3,4.</u> MLA: "Meets Expectations"</p> <p><i>Examples for "yes" rating on item 3:</i></p> <ol style="list-style-type: none"> 1) Analyzes ethical issues accurately and effectively, with appropriate involvement of supervisor 2) Adheres to APA Ethical Principles and Code of Conduct 3) Practices within area(s) of competence and seeks further training when needed to ensure ethical practice <p><i>Examples for "yes" rating on item 4:</i></p> <ol style="list-style-type: none"> 1) Identifies legal/regulatory issues effectively in own and others' case presentations 2) Demonstrates intermediate level knowledge of typical legal issues including child and elder abuse, reporting, confidentiality, and informed consent 3) Files mandated reports promptly and appropriately 4) Adheres to laws and regulations governing psychology
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<p>Competency 1D3: Students will demonstrate ethical conduct</p>	<p>Demonstrates ethical attitudes and values</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Show honesty and integrity; values ethical behavior • Display appropriate boundary management <p>Where evaluated: <u>2nd year Supervisors’ semi-annual student ratings: Item 6</u> <i>MLA: “Meets Expectations”</i></p> <p><i>Examples for “yes” rating on item 6:</i></p> <ol style="list-style-type: none"> 1) Shows honesty and integrity 2) Takes responsibility for own behavior 3) Recognizes when patient needs must take priority over personal preferences, and acts accordingly 	<p>Integrates own moral principles/ethical values in professional conduct</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Articulate knowledge of own moral principles and ethical values • Discuss intersection of personal and professional ethical and moral issues <p>Where evaluated: <u>3rd year Supervisors’ semi-annual student ratings: Item 5</u> <i>MLA: “Meets Expectations”</i></p> <p><i>Examples for “yes” rating on item 5:</i></p> <ol style="list-style-type: none"> 1) Articulates knowledge of own moral principles and ethical values 2) Discusses intersection of personal and professional ethical and moral issues 3) Recognizes when patient needs must take priority over personal preferences, and acts accordingly
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GOAL 2: To prepare students to be clinical psychologists who can generate research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities

Objective 2A: To prepare clinical psychologists who have a scientific approach to knowledge generation.

<p>Competency 2A1: Students will develop skills in the scientific approach to knowledge generation</p>	<p>Participates effectively in scientific endeavors when available</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Be open to scrutiny of one’s work by peers and faculty • Write a literature review <p>Where evaluated: <u>Course PSYD 8204 – Biological Bases</u> <i>MLA: Grade of B on literature review</i></p> <p><i>Assignment:</i> Detailed literature review (20-25 pages; APA format) The paper must include sections describing: 1) development & course of the disorder, 2) cerebral localization, 3) neurotransmitters involved, 4) genetics,</p>	<p>Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of research methods and techniques of data analysis • Participate in a research team and demonstrate research and scholarly activity • Demonstrate being a critical consumer of research <p>Where evaluated: <u>Course PSYD 8270 – Methods</u> <i>MLA: Grade of B on study design assignment</i></p> <p><i>Assignment:</i> Single Subject Design Study: Design and conduct a personal case study to test two different treatments and establish baselines and follow-up (ABACA). The target behavior is selected by the student but will not be revealed in order to</p>
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	<p>5) treatment (including pharmacotherapy), 6) current controversies about the biology of the disorder and the appropriate next steps for researchers to take.</p> <p><i>MLA criteria for grade of B on literature review:</i> Review cites and integrates 20 articles from the scientific literature that are from the past 10 years which are relevant to several components of the basic neurophysiology associated with a specified behavior.</p> <p><u>Course: PSYD 8206 – Cog & Affective Bases</u></p> <p><i>MLA: Present work to scrutiny of peers and faculty</i></p> <p><i>Assignment:</i> Present a case that reflects particular aspects of cognition and affect (e.g. memory dysfunction, emotional dysregulation, processing errors, mood-based memory, emotion perception bias, et cetera). Each student will present a 4x3 foot poster minimum, and will stand by their poster to facilitate understanding, answer follow-up questions, and engage in mutual consultation concerning the case.</p> <p><i>MLA criteria:</i> Presents work to students and faculty at department or University hosted event (e.g. Cognition and Affect Research Conference or GWU’s Research Days). Is able to address basic questions surrounding the applicability of the case</p>	<p>preserve the student’s privacy.</p> <p><i>MLA criteria for grade of B on design assignment:</i></p> <ol style="list-style-type: none"> 1) Analyze baseline in terms of stability and validity, whether it rules out potential confounds (e.g. maturation) 2) Discuss the magnitude of effects in terms of crosslag correlations, mean differences, and/or slopes using provided single study software analysis packages that control for autocorrelation. 3) Discuss the various potential meanings of changes from baseline to treatment B, return to baseline, treatment C, and follow-up. 4) Compare to nomothetic designs such as randomized control trial (RCT) in terms of relative strengths and weaknesses of this approach. <p><u>Course PSYD 8203 – Research practicum</u> <i>MLA: Four of six criteria met</i></p> <p><i>Assignment:</i> 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.</p> <p><i>Six MLA criteria:</i></p> <ol style="list-style-type: none"> 1) A presentation that provides an adequate
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	<p>to selected models of cognition and affect.</p>	<p>review of the literature and has at least 4 empirical studies used to support current hypotheses.</p> <ol style="list-style-type: none"> 2) There are at least two hypotheses presented in a clear manner and testable using the dataset. 3) Presents clear analyses that are appropriate to the research questions. 4) Able to address the implications of the findings and integrate them into the current literature. 5) Discusses the limitations of the study and is able to identify at least three specific limitations. 6) Discuss future studies that are needed to move the field forward.
<p>Competency 2A2: Application of Scientific Method to Practice</p>	<p>No expectation at this level.</p>	<p>Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Discuss evidence based practices and describe how outcomes are measured in practice activities • Participate in program evaluation <p>Where evaluated: <u>Comprehensive exam</u> <i>MLA: Pass</i></p> <p><i>MLA criteria:</i></p> <ol style="list-style-type: none"> 1) Assessment portion of exam: Appropriately cite and use relevant recent empirical

		<p>literature to support conclusions in response to referral questions.</p> <p>2) Intervention portion of exam: Appropriately cite relevant recent empirical literature to support recommendations and how to evaluate effectiveness of suggested interventions.</p> <p><u>Semi-annual self-evaluation</u></p> <p><i>MLA:</i> Self-evaluation form completed</p> <p><i>MLA criteria:</i></p> <p>1) Complete and discuss with advisor the program's semi-annual self-evaluation form to support program evaluation and identification of areas for program improvement.</p>
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GOAL 3: To prepare students to be clinical psychologists who work effectively with colleagues and their community to demonstrate collegiality and professionalism.

Objective 3A: To enhance students' skills in supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

<p>Competency 3A1: Supervision expectations and roles</p>	<p>Demonstrates basic knowledge of expectations for supervision Students are able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the process of supervision • Articulate components of effective supervision such as the working alliance <p>Where evaluated: <u>2rd year Supervisors' semi-annual student ratings: Item 19</u> MLA: "Meets Expectations"</p> <p><i>Examples for "yes" rating on item 19:</i></p> <ol style="list-style-type: none"> 1) Attends supervision regularly and punctually, and seeks additional supervision promptly when needed 2) Accepts feedback non-defensively 3) Implements supervisor's feedback promptly 	<p>Demonstrates knowledge of, purpose for, and roles in supervision Students are able to:</p> <ul style="list-style-type: none"> • Identify roles and responsibilities of the supervisor and supervisee in the supervision process • Demonstrate understanding of supervisor and supervisee roles in relation to client • Demonstrate understanding of vicarious liability of the supervisor <p>Where evaluated: <u>3rd year Supervisors' semi-annual student ratings: Item 19</u> MLA: "Meets Expectations"</p> <p><i>Examples for "yes" rating on item 19:</i></p> <ol style="list-style-type: none"> 1) Demonstrates awareness of role of supervisor and supervisee, including vicarious liability of the supervisor 2) Demonstrates awareness of, and complies with, expectations in supervision
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	and effectively	<p>3) Attends supervision regularly and promptly and seeks additional supervision promptly when needed</p> <p>4) Is willing to acknowledge and explore own mistakes</p>
<p>Competency 3A2: Supervision Practices</p>	<p>No expectation at this level</p>	<p>Provides helpful supervisory input in peer and group supervision</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Identify core skills on which to provide feedback to peers • Demonstrate ability to provide constructive criticism to peers <p>Where evaluated:</p> <p><u>Course PSYD 8270 – Supervision</u> <i>MLA: Grade of B on each of three papers</i></p> <p><i>Assignment: three short papers describing feedback to a 2nd year colleague</i></p> <p><i>MLA criteria for grade of B in three papers:</i></p> <ol style="list-style-type: none"> 1) Form strong alliance and identify and address negative factors in supervision (resistance, anxiety, etc); cite relevant literature 2) Identify, describe and reflect on power dynamics in different supervisory settings while adequately providing care to the client; cite relevant literature 3) Identify and address ethical and legal issues in supervision; cite relevant literature

Objective 3B: Consultation: To enhance students' ability to provide expert guidance or professional assistance in response to a client's needs or goals.

Competency 3B1: Consultation

No expectation at this level

Demonstrates knowledge of application of Consultation Methods

Students are able to:

- Identify appropriate interventions based on consultation assessment findings
- Demonstrate ability to identify collaborative methods across systems, clients, or settings

Where evaluated:

Course PSYD 8246 – Consultation

MLA: Meets expectations

Assignments: two consultation projects and one research paper

MLA criteria for “meets expectations”

- 1) Is able to identify many of organization's strengths & weaknesses, identify many gaps, identify many key issues, & describe findings
- 2) Is able to develop an intervention related to evaluation/diagnosis, which is realistic achievable and relative to strengths and weaknesses.
- 3) Discussed three similarities & differences between for profit and nonprofit organizations & included two relevant recent references

		<p>4) Described one challenge one would encounter consulting to nonprofit organizations</p> <p>5) Writing is competent and coherent: no mismatch between thesis and body. Tone is appropriate. References correctly cited, with only minor formatting errors</p>
<p>Objective 3C: Administration: To enhance students' ability to work in organizations, programs or agencies.</p>		
<p>Competency 3C1: Administration</p>	<p>Complies with regulations</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Comply with relevant regulations; follows established procedures • Respond appropriately to direction provided by managers • Participate in trainings mandated by organization <p>Where evaluated: <u>2nd year Supervisors' semi-annual student ratings: Item 7</u> MLA: "Meets Expectations"</p> <p><i>Examples for "yes" rating on item 7:</i></p> <ol style="list-style-type: none"> 1) Complies with Clinic's policies and procedures 2) Is timely with record keeping 	<p>Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • Articulate approved organizational policies and procedures • Complete reports and other assignments promptly • Comply with programs' record-keeping guidelines <p>Where evaluated: <u>3rd year Supervisors' semi-annual student ratings: Item 6</u> MLA: "Meets Expectations"</p> <p><i>Examples for "yes" rating on item 6:</i></p> <ol style="list-style-type: none"> 1) Demonstrates knowledge of and complies with training site's policies and procedures

	3) Implements Clinic staff's recommendations promptly and effectively	2) Complies with training site's record keeping guidelines 3) Implements training site staff's instructions promptly and effectively 4) Works collaboratively and respectfully with members of other disciplines
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