

Program Goals, Objectives, and Expected Competencies

The goals, objectives, and expected competencies of our program follow directly from the program philosophy of training and are listed below.

Goal 1: Scientific General and Clinical Psychology

The program seeks to educate psychologists who demonstrate an understanding and competence in the breadth of scientific general and clinical psychology, including its history of thought and development, its research methods, and its applications.

- Objective 1-1: Acquire knowledge of lifespan development, cognitive, affective, social, and biological bases of behavior, history and systems of psychology, and research methods of scientific inquiry. In doing so, master a strong theoretical foundation in the scientific foundations of psychology, acquire the needed ability for data collection, data analysis, research methodology, and critical thinking; and acquire the ability to think and be disciplined as scientists when investigating clinical phenomena.
- Student Competencies Expected for these Objectives: Students must demonstrate graduate-level knowledge of biological, social, cognitive and affective bases of behavior, human development, history and systems of psychology, and research methods and principles. This competency is primarily assessed through a combination of metrics, including satisfactory grades in relevant courses and student evaluations from faculty and clinical supervisors.
- Objective 1-2: Acquire a solid and comprehensive understanding of the relevant body of knowledge of clinical psychology including the full range of human psychopathology, concepts of psychotherapy, individual differences, multicultural diversity, and ethical, legal, and professional issues in clinical psychology as well as the current research and theoretical foundations of clinical psychology.

Student Competencies Expected for these Objectives: Students must demonstrate a graduate-level knowledge of the foundations of clinical psychology including the full range of human psychopathology, concepts of psychotherapy, individual differences, multicultural diversity, and ethical, legal, and professional issues in clinical psychology as well as the current research and theoretical foundations of clinical psychology. This competency is assessed through grades in relevant courses and student evaluations from faculty and clinical supervisors.

Goal 2: Integrating Clinical Practice, Theory, and Research

The goal is to educate psychologists to think in a scientific, systematic, and disciplined manner about clinical practice, be open to alternative viewpoints, (orientations, modalities, and populations) and to value and integrate clinical practice, theory, and research.

- Objective 2-1: Acquire the ability to engage in systematic, critical thinking, and problem solving, to evaluate various theories and intervention strategies as they pertain to clinical research and practice, and to develop attitudes for life-long learning, scholarly inquiry, and professional problem solving as psychologists in the context of an evolving body of scientific and professional knowledge.
- Objective 2-2: Acquire the ability to think in a meaningful and creative way about the mutually enriching relationship between theory, research, and practice and to integrate clinical practice, theory, and research.

Competencies Expected for these Objectives: Students demonstrate an ability to critically evaluate theory and research, be outcome-oriented, discriminating, consider data and weigh evidence from multiple sources, demonstrate attitude indicating openness to life-long learning and alternative viewpoints. Students will consolidate mastery of theory, scientific inquiry, and empirical findings with applied training in clinical psychology and demonstrate the ability to integrate theory, research, and clinical practice. Assessment of student competency is achieved by evaluating grades in relevant courses, faculty and clinical supervisor evaluations of students in terms of academics, clinical work, and comps.

Goal 3: Ethics and Diversity

The goal is to educate psychologists with a commitment to and appreciation of complex issues related to diversity, social responsibility, rights, and ethical practices in general and as it applies to all other program goals.

- Objective 3-1: Acquire knowledge and proficiency of the ethical practices of professional psychologists along with the ability to apply them in daily professional activities and will have an appreciation for the rights of others and issues of social responsibility.
- Competencies Expected for these Objectives: Students must demonstrate graduate-level knowledge of ethical issues in professional clinical practice and research and acquire an awareness of issues relating to issues rights, social responsibility, and ethical practice. Assessment of these competencies is achieved by evaluating grades in relevant courses, student self-ratings of their own competency in ethics and diversity, and faculty and clinical supervisor evaluations of students. Students are also rated in terms of their ethical conduct in research.
- Objective 3-2: Acquire competence in, knowledge of, and sensitivity to individual differences and complex issues related to multicultural diversity along with other forms of diversity (including but not limited to age, race/ethnicity, gender, socioeconomic status, sexual orientation, disability, national origin) and the appreciation of their significance to the functioning of professional psychologists in all areas of study and training at the school.

Competencies Expected in these Objectives: Students must demonstrate a graduate-level understanding of individual differences, differences in multicultural and other diverse populations (including but not limited to age, race/ethnicity,

gender, socioeconomic status, sexual orientation, disability, national origin) and their significance to all areas of clinical psychology, including assessment, research, and treatment. Assessment of this competency is achieved by evaluating grades in relevant courses, student self-ratings of their own competency in multicultural competency, and faculty and clinical supervisor evaluations of students. Students are also rated in terms of their competence with multicultural issues in their clinical competency evaluation.

Goal 4: Competence in Relationships

The goal is to educate psychologists who have the capacity to develop and maintain a constructive working alliance with clients, peers, colleagues, students, supervisors and members of other disciplines and organizations. In all stages, the program seeks to develop an understanding of multicultural diversity and other forms of diversity (age, race/ethnicity, gender, sexual orientation, disability, socioeconomic diversity) issues as they pertain to developing and maintaining relationships.

- Objective 4-1: Acquire the capacity to effectively develop and maintain an ethical and working alliance with all clients.
- Objective 4-2: Acquire the capacity to self-reflect and be self-aware, and interact appropriately and professionally with peers, faculty, supervisors, and colleagues.
- Objective 4-3: Acquire the capacity to understand the importance and sensitivity to issues of multicultural diversity and other forms of diversity (age, disability, sexual orientation, socioeconomic, etc.) in establishing a therapeutic relationship with clients.
- Objective 4-4: Develop knowledge and proficiency in building empathy, rapport, and respect for others, and a belief in the capacity for change in human attitudes and behavior.

Competencies Expected for these Objectives: Students must demonstrate an understanding of and the capacity to develop and maintain a constructive working alliance with clients, peers, colleagues, students, supervisors, and members of other disciplines and organizations. These competences are assessed through a combination of metrics, including satisfactory grades in relevant courses as well as student evaluations from faculty and clinical supervisors.

Goal 5: Competence in Assessment

The program seeks to educate psychologists who are competent in assessment, diagnosis, and case conceptualization of problems and issues in practice and research. In all stages, the program seeks to develop an understanding of multicultural diversity and other forms of diversity (age, gender, sexual

orientation, disability, socioeconomic diversity) issues as they pertain to assessment.

- Objective 5-1: Develop knowledge and proficiency in normal and abnormal behavior, case conceptualization, and integration of the biopsychosociocultural environment in the assessment of abnormal behavior.
- Objective 5-2: Develop knowledge and proficiency in clinical interviewing, diagnosis of mental illnesses, and conducting mental status examinations.
- Objective 5-3: Develop knowledge and proficiency in the selection, administration, scoring, psychometric concepts, and interpretation of a wide variety of assessment tools and measures.
- Objective 5-4: Acquire the ability to interpret, integrate, and effectively communicate assessment results and recommendations in written and oral form.
- Objective 5-5: Acquire the ability to link assessment data to intervention, and to use assessment findings to inform clinical practice and research.

Competencies Expected for these Objectives: Students must demonstrate graduate-level knowledge of, and proficiency in clinical interviewing, mental status examinations, diagnostic, intellectual and personality assessment, integration of a variety of assessment measures, and report writing obtained through coursework, direct clinical experience at in-house practica and external externships and internships; clinical supervision by peers, faculty, and supervisors. This competency is assessed through a combination of metrics, including satisfactory grades in relevant coursework, student evaluations from faculty and clinical supervisors, and summative assessment competencies administered at the end of the first and second year assessment sequence.

Goal 6: Competence in Intervention

The program seeks to educate psychologists who are competent in theoretical foundations and clinical applications of a variety of treatment orientations and modalities, including empirically supported treatments, in order to promote psychological well-being and functioning in a variety of populations. In all stages, the program seeks to develop an understanding of multicultural, age, sexual orientation, disability, and socioeconomic diversity issues as they pertain to intervention.

- Objective 6-1: Acquire the ability to learn theoretical principles and foundations underlying clinical practice.
- Objective 6-2: Acquire the ability to receive training and exposure to varied theoretical orientations (psychodynamic, cognitive-behavioral, interpersonal).
- Objective 6-3: Acquire the ability to receive training and exposure to varied modalities (individuals, families, and groups).

- Objective 6-4: Acquire the ability to receive training and exposure to varied ages (adults, older adults, and children).
- Objective 6-5: Acquire the ability to be knowledgeable of the literature on empirical findings, and receive training in empirically supported treatments.
- Objective 6-6: Acquire the ability to use theoretical constructs and research to effectively formulate a treatment plan, implement, evaluate, and revise treatment strategies.
- Objective 6-7: Acquire the ability to consider the effects of multicultural diversity and other forms of diversity in planning and evaluating a course of treatment.

Competencies Expected for these Objectives: Students must demonstrate graduate-level knowledge of, and proficiency in theories of interventions and applied intervention courses in a variety of orientations, modalities and populations; direct clinical experience at in-house practica and external externships and internships; clinical supervision by peers, faculty, and supervisors. This competency is assessed through a combination of metrics, including satisfactory grades in relevant courses, student evaluations from faculty and clinical supervisors, a passing score on Clinical Competency I, successful completion of internship (Clinical Competency IV), and attaining licensure as an alumnus (Clinical Competency V). Please note that Clinical Competencies II and III are currently in development).

Goal 7: Competence in Research and Evaluation

The program seeks to educate psychologists who are competent in research scholarship. Students will be educated to achieve competence in critically evaluating and in conducting research.

- Objective 7-1: Become knowledgeable of statistical and methodological issues in the conduct of research.
- Objective 7-2: Demonstrate an understanding of research methodology, the design and performance of psychological research and issues in the application of research in applied settings, including program evaluation and an awareness of ethical issues in research.
- Objective 7-3: Become knowledgeable consumers of research, to demonstrate an ability to read and critically evaluate the significance of research findings in the literature and to understand the implications for practice.
- Objective 7-4: Understand the importance of considering multicultural and diversity issues in the application and development of research and to demonstrate the ability to critically assess the application of research findings to diverse ethnic and cultural groups.
- Objective 7-5: Acquire the ability to develop, conduct, and analyze research in clinical psychology.
- Objective 7-6: Acquire the ability to demonstrate scientific, professional writing skills in critically evaluating research literature and conducting clinical research.

Competencies Expected for these Objectives: Students must demonstrate graduate-level knowledge and proficiency in research methodology, design, and data analysis and will utilize knowledge to critically evaluate research literature in general and acquire ability to conduct and analyze research, presenting and write-up research findings. This competency is assessed through a combination of metrics, including satisfactory grades in relevant courses, student evaluations from faculty and clinical supervisors, a passing score on Clinical Competency I, and passing scores on Research Project I and Research Project II.

Goal 8: Consultation, Education, Supervision, and Management

The program seeks to educate psychologists who are competent in a variety of other roles beyond direct service, clinical service, and teaching such as consultation, education, supervision, and management.

- Objective 8-1: Develop the ability to work within complex institutional systems such as university and medical centers, as well as in community centers, clinics, and private practice settings.
- Objective 8-2: Develop the ability to adapt to different roles such as educator, scholar, consultant, advocate, supervisor, and practitioner.
- Objective 8-3: Acquire the knowledge of issues related to consulting with professionals and management across mental health disciplines and other disciplines.
- Objective 8-4: Acquire knowledge of issues related to inter-agency consultation, hospital-based consultation-liaison, consultation with primary care departments, legal systems, etc.
- Objective 8-5: Acquire knowledge of the roles of supervisees, supervisors, management, and administrative issues in service systems and private settings.
- Objective 8-6: Provide leadership as a doctoral-level professional psychologist; to develop strategies for service delivery; to assist professional personnel to meet the challenges of clients in times of crisis and in everyday situations.

Competencies Expected for these Objectives: Students must demonstrate knowledge of, and exposure to different roles such as consultant, educator, supervisor and manager in different settings and with different professionals in all disciplines. This competency is assessed through a combination of metrics, including satisfactory grades in relevant courses, and student evaluations from faculty and clinical supervisors.