

Psychology-Clinical Psychology MA

G - Assessment Skills

Goal Description:

Students will acquire developmentally appropriate proficiencies in personality and intellectual/achievement assessment.

Providing Department: Psychology-Clinical Psychology MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

LO - Assessment

Learning Objective Description:

Students demonstrate developmentally appropriate competencies in the administration, scoring, and interpretation of personality and intelligence tests.

RELATED ITEM LEVEL 2

ICF Assessment

Indicator Description:

Students demonstrate competency to administer, score, and interpret personality and educational tests for children and adults. Indicators of competency include (a) successfully completing two assessment courses (PSYC 5396, Personality Assessment; PSYC 5395, Assessment of Intelligence and Achievement), and (b) successfully passing the Assessment Capstone examination. For the Assessment Capstone examination, the students are given the beginning of an assessment report, including referral reason, background information, tests administered and the raw data resulting from those tests. The student's task is to complete the rest of the report by interpreting and reporting the test results, providing a DSM diagnosis and recommendations stemming from findings.

Using the new grading rubric (see attached), which is provided to students prior to the exam, faculty evaluate the students' performance in key clinical competencies: referral question, informed consent, assessment and diagnosis, treatment planning and implementation, ethical and multicultural considerations and case analysis. Faculty ratings on each item can range from Below Expectations (BE), Marginal (M), Meets Expectations (ME), and Exceeds Expectations (EE).

Attached Files

 [Capstone Assessment Grading Rubric.docx](#)

Criterion Description:

100% of students will pass PSYC 5396 and PSYC 5395 with a grade of B or better.

100% of students will pass the Assessment Capstone examination with a rating of Meets Expectations or better on 22/28 items with no ratings of Below Expectations, and no more than 5 ratings of Marginal.

Findings Description:

100% of students passed PSYC 5396 and PSYC 5395 with a grade of B or better.

On the first attempt, 92.3% (12 out of 13) of students passed the Assessment Capstone examination with a rating of Meets Expectations or better on 22/28 items with no ratings of Below Expectations, and no more than 5 ratings of Marginal. One student did not pass the Assessment Capstone on the

first attempt and was required to remediate before she passed this Capstone on her second attempt with a rating of Meets Expectations or better on 22/28 items with no ratings of Below Expectations, and no more than 5 ratings of Marginal.

RELATED ITEM LEVEL 3

A - Assessment

Action Description:

Clinical MA faculty continue to examine potential changes to the assessment course sequence. However, further action will be delayed until the the American Psychological Association has finalized the procedures and requirements for Masters level accreditation.

RELATED ITEM LEVEL 3

A - Assessment Capstone

Action Description:

Clinical MA faculty discussed the outcomes of the assessment capstone over the past two academic years and identified two items on the Assessment Rubric that were unfairly penalizing students. As a result, those two items were removed from the rubric. The new rubric is attached.

Attached Files

 [Capstone Assess Grading Rubric Updated July2022.docx](#)

G - Psychotherapy Skills

Goal Description:

Students develop effective psychotherapy skills consistent with their level of training.

Providing Department: Psychology-Clinical Psychology MA

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO Psychotherapy Skills

Learning Objective Description:

Students demonstrate developmentally appropriate competencies in psychotherapy and intervention skills.

RELATED ITEM LEVEL 2

ICF Psychotherapy Skills

Indicator Description:

Student competencies with respect to psychotherapy skills are assessed in a capstone Psychotherapy Case examination, which requires students to present a case study of a client they treated during their Practicum II/III experience. Using the grading rubric (see attached), which is provided to students prior to the exam, faculty evaluate the students' performance in key clinical competencies: referral question, informed consent, assessment and diagnosis, treatment planning and implementation, ethical and multicultural considerations and case analysis. Faculty ratings on each item can range from Below Expectations (BE), Marginal (M), Meets Expectations (ME), and Exceeds Expectations (EE).

Criterion Description:

100% of students will pass the Psychotherapy Case Study Capstone with ratings of "Meets Expectations" or better on 18/22 items with no Below Expectation ratings, as assessed by the attached rubric.

Attached Files

 [Capstone Psychotherapy Rubric](#)

Findings Description:

100% of students passed the Psychotherapy Case Study Capstone on the first attempt, with ratings of "Meets Expectations" or better on 18/22 items with no Below Expectation ratings, as assessed by the attached rubric.

RELATED ITEM LEVEL 3

A - Psychotherapy Skills

Action Description:

To ensure that students develop the appropriate psychotherapy competencies for independent practice in Texas, the practicum clinical training sequence will be revised as follows beginning in 2022-2023 AY: (1) PSYC 6390, Techniques in Psychotherapy will be taught in fall 2022; (2) PSYC 6391, Practicum I, will provide opportunities for practice with real clients (vs mock clients) beginning in Spring of 2023; and (3) PSYC 6392/6393, Practicum II and III will not be taught in 22-23 AY; beginning in 23-24 AY these two courses will be separated so that Practicum II is taught in the fall and Practicum III is taught in the spring (vs both in one semester). In addition, Practicum III will add a didactic component on Consultation, which is an APA competency and needed for Texas licensure.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

The American Psychological Association published the Standards of Accreditation for Health Service Psychology Masters programs in March 2021, and will likely begin the accreditation application process in the next two years. To prepare the MA Clinical Psychology program for accreditation application, the MA committee will focus on strategic planning this year and begin to consider how to best meet the standards. For example, some curriculum changes will be needed: (a) drop Learning course and instead require Cognition, (b) add Emotions course (reduces clinical electives), and (c) allow one core course to be waived if students have taken an equivalent undergraduate course - this allows students to take more clinical electives. In addition, we will likely revise the two assessment courses to match Wright's (2021) recommended sequence, which may also entail dropping the Psychometrics requirement and modifying the assessment capstone to reflect these course revisions.

Update of Progress to the Previous Cycle's PCI:

Per the 2021-2022 plan, the Learning course was dropped from the curriculum. Further discussion among MA Clinical faculty and the current department Chair resulted in (a) delaying changes to the assessment courses until the American Psychological Association finalizes MA accreditation expectations (Accreditation Operation Procedures were approved in Feb 2022 and the Implementing Regulations are currently open for public comment); (b) the decision not to develop/add an Emotions course, but instead combine Cognition and Emotion into one course, which is a common practice in many doctoral psychology programs; and (c) the decision to not waive any graduate courses based on undergraduate credit.

New Plan for Continuous Improvement

Closing Summary:

The MA Clinical Psychology program remains committed to seeking accreditation from the American Psychological Association (APA), which is expected to begin in 2024. The changes currently being implemented to the practicum training sequence are designed to enhance clinical training and increase the likelihood of successful accreditation. In addition, Tevera, an online tracking system for practicum

placement and documentation, was piloted for the MA program in the spring of 2022 and will be used for tracking in spring 2023 Practicum I, as well as the external placement process for students the following year.

To meet APA Standards of Accreditation criteria, the MA Clinical Psychology program must add foundational training in Emotion. Although we originally intended to develop an Emotions course, after further discussion the decision was made to combine instruction in Cognition and Emotions into one course. This is a common practice in many doctoral psychology programs, thus improving chances that the course will be accepted for credit if an MA student continues on in a doctoral program. This move also preserves the clinical electives for the non-thesis concentration, which will more effectively prepare students who plan to practice professionally in the field immediately after graduation.

In the coming year, program faculty will also consider the possible addition of another training goal/objective/ICF addressing scientific competency.