

Clinical Psychology PhD

APA Accreditation

Goal Description:

Maintain APA accreditation.

Providing Department: Clinical Psychology PhD

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Retain APA Accreditation

Performance Objective Description:

This program will retain APA accreditation by assembling all paperwork, submitting an annual report, and responding to all questions/requests from APA Committee on Accreditation (CoA).

RELATED ITEM LEVEL 2

Submit Self-Study And Annual Report As Required

KPI Description:

Program faculty will submit both a complete self-study and an annual report to the APA Commission on Accreditation (CoA) by the appropriate deadlines.

Target Description:

100% of all required reports and correspondence will be submitted to the APA CoA by the required deadline.

Results Description:

100% of data required for Annual Reporting Online were collected and submitted to the American Psychological Association Commission on Accreditation (CoA). The 5-year interim report was also submitted to CoA.

RELATED ITEM LEVEL 3

Submit Self-Study And Annual Report As Required

Action Description:

Continue to monitor student progress and collect required data from student and faculty to fulfill accreditation reporting requirements. Continue to use Tevera to facilitate data collection and reporting.

Ability To Conduct Empirical Research

Goal Description:

To produce graduates with the skills to conduct meaningful research that adds to the current body of knowledge in psychology.

Providing Department: Clinical Psychology PhD

Progress: Completed

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Students Will Be Able To Evaluate And Conduct Psychological Research

Learning Objective Description:

Students will demonstrate the ability to design, carry out, prepare, and submit for publication to scientific journals or for presentation at scientific paper sessions original research.

RELATED ITEM LEVEL 2

Preparation Of Research Materials For Publication/Presentation

Indicator Description:

Students will prepare manuscripts for publication in scientific journals or presentation at national conventions. Acceptance for publication or presentation will be the indicator.

Criterion Description:

At least 50% of the students beyond their first year will have materials accepted for publication or presentation at a national conference. First year students will be engaged actively in research projects sponsored by program faculty. Students will review feedback from journal editors or conference program individuals with their faculty research mentors to determine how to revise the manuscript or presentation proposal to address weaknesses and resubmit.

Findings Description:

28/41 (68%) of current students either published a peer-reviewed manuscript or delivered a scientific presentation over the last year. This includes 100% of first-year students.

RELATED ITEM LEVEL 3

Preparation of Research Materials For Publication/Presentation

Action Description:

Continue to apply mentor model to student admissions and training to facilitate student scholarly achievements. Continue to engage new faculty in co-mentoring to develop their competency in research mentoring.

Broad Knowledge Of Psychology

Goal Description:

A broad-based knowledge of scientific psychology will include knowledge of psychology's history of thought and development, research methods, and applications.

Providing Department: Clinical Psychology PhD

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Broad-based Knowledge Of Psychology As A Science

Learning Objective Description:

Students will demonstrate a core understanding of the scientific foundation of psychology, including biological, social, developmental, and cognitive/affective bases of behavior, history and systems of psychology, psychological measurement, research methodology, techniques of data analysis, and issues of cultural and individual diversity.

RELATED ITEM LEVEL 2

Comprehensive Examinations And The EPPP

Indicator Description:

Students will demonstrate a broad-based knowledge of the scientific bases of behavior as measured by:

- 1. Performance in taking/passing Doctoral Comprehensive Examination (DCE)
- 2. Performance on an external, standardized examination, the Examination for Professional Practice in Psychology (EPPP).

Criterion Description:

1. Students are expected to pass Doctoral Comprehensive Exams (DCE). The DCE gives the student 24 hours in which to analyze a clinical case and answer specific questions as well as review a selected research article (12 hours for each task on consecutive days). Unsuccessful completion of the DCE requires a re-examination. The student is allowed one re-examination; a second failure triggers program dismissal.
2. Students are expected to sit for and pass the Examination for Professional Practice in Psychology (EPPP) as a requirement for licensure as a psychologist. Eighty percent of students who take the EPPP will pass it.

Findings Description:

1. 100% of doctoral students who were administered the DCE passed the exam.
2. According to the Association of State and Provincial Psychology Boards, 91% of graduates (i.e., 20/22) who took the EPPP between 1 Jan 17 and 31 Dec 22 passed the exam.

RELATED ITEM LEVEL 3

Comprehensive Exams and the EPPP

Action Description:

Continue to deliver curriculum consistent with *APA Standards of Accreditation* to ensure requisite discipline-specific knowledge and competencies to ensure success on the EPPP. Continue to monitor performance of program graduates on the EPPP and adjust training if/when shortcomings are identified. Examine comprehensive exam process for ways to enhance student success.

Effective Clinical Practice

Goal Description:

To produce graduates who have the knowledge and skills to excel in the practice of clinical psychology.

Providing Department: Clinical Psychology PhD

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Acquire The Skills And Ability To Practice Clinical Psychology

Performance Objective Description:

Students must demonstrate skills in the service delivery in broad and general clinical areas.

RELATED ITEM LEVEL 2

APA-Accredited Internship

KPI Description:

All students must complete a one-year predoctoral internship.

Target Description:

100% of students applying for pre-doctoral internships will obtain them.

Results Description:

100% of doctoral candidates who applied for internship were matched to an APA-Accredited site.

RELATED ITEM LEVEL 3

APA-Accredited Internship

Action Description:

Continue to monitor student progress and collect required data from student and faculty to fulfill accreditation reporting requirements. Continue to use Tevera to improve data collection and reporting. Continue to offer ongoing internship preparation support for the cohort of students applying for internship during the academic year.

RELATED ITEM LEVEL 2

Effective Clinical Practice

KPI Description:

Effective use of assessment, treatment planning, intervention, consultation, and supervision strategies.

Target Description:

100% of students who apply for internship will be rated as "competent" for internship across all profession-wide competencies specified by the American Psychological Association Commission on Accreditation (ethics, multicultural, assessment, intervention, supervision, consultation, communication, research, professional values) and the program-specific competency of forensic research and practice.

Results Description:

100% of doctoral candidates who applied for internship were rated as competent (i.e., ready for internship) across all domains of discipline-specific knowledge, profession-wide competencies, and program-specific competencies.

RELATED ITEM LEVEL 3

Effective Clinical Practice

Action Description:

Continue to provide didactic and experiential training related to clinical practice. Monitor student performance at internal and external practicum sites. Provide remediation if/when deficits in skills development are observed.

Effective Teaching

Goal Description:

Faculty demonstrate high levels of teaching effectiveness.

Providing Department: Clinical Psychology PhD

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Providing Effective Undergraduate Classroom Instruction

Learning Objective Description:

Faculty demonstrate high levels of teaching effectiveness.

RELATED ITEM LEVEL 2

Individual Developmental Education Assessment (IDEA)

Indicator Description:

Students rate the Teaching Assistants using IDEA.

Criterion Description:

A summary IDEA score at or above the institution mean is considered to be satisfactory. Consistent with IDEA recommendations, converted averages on IDEA evaluations that are in the gray box (middle 40%) are considered to be "effective teaching." All faculty have students evaluate each of their classes during the Fall and Spring semesters using the IDEA teaching evaluations. The IDEA system focuses on students' perceptions of learning 12 specific objectives, and the system solicits

students' feedback on their own learning progress, effort, and motivation, as well as their perceptions of the instructor's use of 20 instructional strategies and teaching methods. In addition, the system surveys instructors regarding their overall goals and highlights for them in the analysis and report. The system adjusts evaluation scores for five areas beyond the instructor's control, such as class size, student motivation, effort and work habits, and disciplinary difficulty. The scores are then compared to national norms. Teaching effectiveness is assessed by: Overall Ratings and the average student agreement with statements that the instructor and class were excellent.

Findings Description:

Doctoral students in Clinical Psychology taught Introduction to Psychology, Abnormal Psychology, Psychology of Adjustment, and Human Sexuality.

For the Fall 2022 semester, IDEA summary scores ranged from 3.89 to 4.8, with an average of 4.4.

For the Spring 2023 semester, IDEA summary scores ranged from 4.4 to 4.7, with an average of 4.5.

RELATED ITEM LEVEL 3

Individual Developmental Education Assessment (IDEA)

Action Description:

Continue to monitor, mentor, and advise doctoral student instructors to ensure success in the classroom. Continue to implement ongoing support meetings for new instructors. Discuss availability of compensated trainings for doctoral student instructors with the PACE Center.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

1. The Program will ensure compliance with profession-wide standards by maintaining APA accreditation. This will involve responding to final questions and requests for data from the APA Commission on Accreditation (CoA). The program will also gather data required to ensure compliance with annual reporting requirements. Finally, in accordance with requirements of the Program's accrediting agency, we will submit an Interim Accreditation Report in Spring 2022 and satisfy CoA's requests for Program requirements for data and actions in response to the Interim Report.
2. The Program will continue to strive to produce graduates capable of making empirical contributions to the field of psychology. To this end, we will continue to implement the mentor model that facilitates students' involvement in research as early as during their first year. New program faculty members will continue to be assigned to senior faculty members to co-mentor doctoral students. This will provide additional support for student research while providing new faculty the opportunity to learn mentoring techniques through modeling provided by their more experienced colleagues--also offering an opportunity to learn from new faculty who have more recently been brought through their own mentoring processes. These learning experiences will contribute positively to the student body as a whole.
3. The Program will strive to maintain student internship matching success by continuing to provide support for applicants. Program faculty, including the DCT, will continue to provide applicants feedback and guidance related to their application materials. The DCT will also continue meeting with applicants, beginning in the summer semester, and will continue to facilitate mock interviews to prepare prospective interns for the internship interviewing process they will undergo over the coming year.
4. The Program will continue to producing graduates capable of effective instruction at the college level. Second-year student will have the opportunity to engage in classroom or online instruction under the supervision of the DCT and other Department leaders. The Graduate School will continue to

provide didactic training and the Department will continue to provide mentorship and support. All online instructors will go through the Online Course Redesign and Faculty Certification Program to optimize the effectiveness of their online instruction.

Update of Progress to the Previous Cycle's PCI:

1. The Doctoral Program has submitted responses to all final requests for information from the Commission on Accreditation, which were accepted. The Program has submitted all data needed for the APA Annual Reporting Online (ARO) requirement. The Program submitted the Interim Report required for accreditation in a timely manner.
2. The doctoral program continues to encounter success with the mentor model as well as co-mentoring for incoming faculty.
3. The doctoral achieved a 100% match rate for internship. We continued to actively shepherd students through the internship application process to ensure their continued success. Ongoing meetings with the Director of Clinical Training and mock interviews with faculty and alumni involved in training interns was very effective.
4. Doctoral students continued to experience success in the classroom as instructors. Ongoing support provided by the DCT and Dean of Graduate Studies went quite well. We will continue to mentor their work and provide opportunities for professional growth in this regard.

New Plan for Continuous Improvement Item

Closing Summary:

1. The Program will ensure compliance with profession-wide standards by maintaining APA accreditation. This will involve responding to final questions and requests for data from the APA Commission on Accreditation (CoA). The program will also gather data required to ensure compliance with annual reporting requirements. We successfully resolved APAs request regarding compliance with CoA's standards regarding the faculty-student ratio. We will work with the Dean's office on implementing strategies for filling open faculty searches.
2. The Program will continue to strive to produce graduates capable of making empirical contributions to the field of psychology. To this end, we will continue to implement the mentor model that facilitates students' involvement in research as early as during their first year. New program faculty members will continue to be assigned to senior faculty members to co-mentor doctoral students. This will provide additional support for student research while providing new faculty the opportunity to learn mentoring techniques through modeling provided by their more experienced colleagues--also offering an opportunity to learn from new faculty who have more recently been brought through their own mentoring processes. These learning experiences will contribute positively to the student body as a whole.
3. The Program will strive to maintain student internship matching success by continuing to provide support for applicants. Program faculty, including the DCT, will continue to provide applicants feedback and guidance related to their application materials. The DCT will also continue meeting with applicants, beginning in the summer semester, and will continue to facilitate mock interviews to prepare prospective interns for the internship interviewing process they will undergo over the coming year.
4. The Program will continue to produce graduates capable of effective instruction at the college level. Second-year students will have the opportunity to engage in classroom or online instruction under the supervision of the DCT and other Department leaders. The Graduate School will continue to provide

didactic training and the Department will continue to provide mentorship and support. We have begun discussions with the PACE Center regarding additional training opportunities. Ideally, the doctoral student instructors will be compensated for completing these trainings.