

# Clinical Psychology MA

## G - Assessment Skills

### Goal Description:

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

**Providing Department:** Clinical Psychology MA

### 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.

100% of third-year/graduating students successfully passed the Assessment Capstone examination.

#### RELATED ITEM LEVEL 3

#### A - Assessment

#### Action Description:

In the coming year, the Core Faculty will discuss and evaluate the timing of the Assessment Capstone. Students take the Assessment courses in their first year and take the Assessment Capstone at the end of their third year, along with the Psychotherapy Capstone. The two capstones comprise the program's Comprehensive Exam, so it is appropriate for that to be administered during the final semester of training. However, some students who do not conduct assessment during practicum may experience greater anxiety due to the gap between coursework and the capstone examination.

## G - Psychotherapy Skills

### Goal Description:

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

**Providing Department:** Clinical Psychology MA

#### 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) successful completion of three clinical Practicum courses, and (b) 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, two 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 Practicum I, II, and III (PSYC 6391, 6392, 6393) with satisfactory evaluations from instructors and supervisors.

100% of students will pass the Psychotherapy Case Study Capstone with combined faculty 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 (n=16) who enrolled in Practicum I, II, and/or III (PSYC 6391, 6392, 6393) passed the courses with satisfactory evaluations from instructors and supervisors.

100% of third-year students (n=8) passed the Psychotherapy Case Study Capstone.

##### RELATED ITEM LEVEL 3

### A - Psychotherapy Skills

#### Action Description:

To date, the new clinical training sequence appears successful. In particular, the modification of the Practicum I class to allow students to begin working with real clients under close faculty supervision has been well-received by both students and external practicum supervisors. With formative practice presentations in Practicum I and II, students are performing very well on the Psychotherapy Capstone.

Nevertheless, the training sequence and assessment will continue to be monitored to ensure that students successfully achieve the minimum level of competency in clinical intervention. The DCT and Core Faculty will consider possible revision to the Practicum evaluation form to align with APA metrics for the intervention competency at the MA level.

## **G - Scientific Competence**

### **Goal Description:**

Students will demonstrate scientific competence for Master-level Health Service Psychology practice.

**Providing Department:** Clinical Psychology MA

### **RELATED ITEMS/ELEMENTS** -----

#### **RELATED ITEM LEVEL 1**

### **LO - Scientific Competence**

#### **Learning Objective Description:**

Students demonstrate foundational knowledge of relevant statistics, methodology, and psychometrics for Masters-level Health Service Psychology practice.

#### **RELATED ITEM LEVEL 2**

### **ICF - Scientific Competence**

#### **Indicator Description:**

Students demonstrate knowledge of statistics, methodology, and psychometrics relevant to Masters-level Health Service Psychology practice, which can include the production of new research and/or the knowledge needed to be a competent consumer of research.

The first indicator of competency for all students includes successfully completing three courses (PSYC 5387, Advanced Statistics; PSYC 5388 Experimental Design; PSYC 5394 Psychometrics) with a grade of B or better.

For students entering the program in fall 2023 or later, the second indicator of competency can be demonstrated in one of two ways: (a) successfully defending a Masters thesis project, OR (b) successfully passing a written exam assessing applied knowledge of statistics and experimental methods.

Regarding the second option, the written exam will consist of the Statistics/Experimental Design essay question of the MA Experimental Psychology comprehensive exam. Non-thesis MA Clinical Psychology students will take the exam at the end of their 2<sup>nd</sup> year in the program, along with 2<sup>nd</sup> year MA Experimental Psychology students. Each exam question will be scored by two qualified faculty members using the comprehensive examination rubric attached below.

Attached Files

 [CompsNewRubricFinal2023.pdf](#)

#### **Criterion Description:**

All (100%) students will pass with a grade of B or better PSYC 5387, Advanced Statistics; PSYC 5388 Experimental Design; and PSYC 5394 Psychometrics.

For students entering the program in fall 2023 or later, 100% of students will EITHER (a) conduct and successfully defend a supervised thesis project, OR (b) take and pass the written exam assessing applied scientific knowledge.

#### **Findings Description:**

100% of students passed PSYC 5387 Advanced Statistics, PSYC 5388 Experimental Design, and PSYC 5394 Psychometrics with a grade of B or better.

The second metric in this domain will be measured beginning this coming (2025) spring with students who entered the program in 2023.

#### **RELATED ITEM LEVEL 3**

#### **Action - Scientific Competence**

#### **Action Description:**

An announcement and the 2023-2024 Program Handbook introduced the 2023 incoming cohort to the new scientific competency assessment. That cohort successfully met the first metric by passing PSYC 5387 Advanced Statistics, PSYC 5388 Experimental Design, and PSYC 5394 Psychometrics in their first year of the program. A reminder will be sent to all current second year students about the new metric to prepare non-thesis students for the spring examination. Subsequently, the Core Faculty will evaluate the effectiveness of this examination in assessing the minimum level of scientific competence.

### **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

#### **Closing Summary**

As a gap year for clinical training and capstone administration related to sequence reorganization, no findings or actions are reported for AY 2022-2023.

In the next assessment cycle, however, all MA Clinical Psychology students in their 3rd year of training will take both parts of the Comprehensive exam. In addition, the program will add a 3rd goal/LO/ICF to address a potential gap in requirements for APA Accreditation, specifically scientific competence. Students will demonstrate scientific competence through (a) successful completion of 3 courses (PSYC 5387, Advanced Statistics; PSYC 5388 Experimental Design; PSYC 5394 Psychometrics) and (b) either completion of a thesis or passing a written essay exam (administered at end of 2nd year, concurrently with the MA Experimental Psychology comprehensive exams).

#### **Update of Progress to the Previous Cycle's PCI:**

All third-year students took and passed the Comprehensive Exams. An announcement and the 2023-2024 Program Handbook introduced the 2023 incoming cohort to the new scientific competency assessment. That cohort successfully met the first metric by passing PSYC 5387 Advanced Statistics, PSYC 5388 Experimental Design, and PSYC 5394 Psychometrics in their first year of the program. In the coming spring of 2025, the second metric (exam) will be administered.

### **New Plan for Continuous Improvement**

#### **Closing Summary:**

To date, the new clinical training sequence appears successful and students are performing very well in practicum and on the Psychotherapy Capstone. Nevertheless, the training sequence and assessment will continue to be monitored to ensure that students successfully achieve the minimum level of competency in clinical intervention. The DCT and Core Faculty will consider possible revision to the Practicum evaluation form to more closely align with APA metrics for the intervention competency at the MA level.

While all goals were met this year, the Core Faculty will discuss the timing of the Assessment Capstone, which is one of two parts of the Comprehensive Exam and as such takes place during the final semester of training. However, some students who do not conduct assessment during practicum may experience greater anxiety due to the gap between coursework and the capstone examination. Alternatively, faculty will also discuss possible ways to reduce student anxiety by offering a prep/review workshop and/or materials for the exam.

The new goal for scientific competency will be fully implemented this year when non-thesis students take a Statistics/Experimental Design exam in the spring of 2025. A reminder will be sent to all current second year students with an invitation for questions and clarifications. As a new initiative, the Core Faculty will subsequently evaluate the effectiveness of this examination in assessing the minimum level of scientific competence for our graduates and determine if changes are needed.