

# Clinical Psychology PhD

## APA Accreditation

**Goal Description:**

Maintain APA accreditation.

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 by the appropriate deadlines.

**Results Description:**

Our APA Annual Report Online (ARO) was submitted in July 2016 in compliance with accreditation requirements. The report was accepted.

RELATED ITEM LEVEL 3

**Data Gathering and Reporting**

**Action Description:**

1. The Program will continue to survey students, graduates, and faculty to obtain data for the ARO.

The Program will aggregate program performance data from graduates (i.e., our distal performance measures) at two-years and five-years post graduation to comply with the new APA Standards of Accreditation, which go into effect 1 Jan 17.

## 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.

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:**

Of 36 doctoral students who are beyond their first year, 32 (i.e., 89%) either authored/co-authored a publication or conference presentation. Of 7 first-year doctoral students, 7 (i.e., 100%) are actively involved in research.

RELATED ITEM LEVEL 3

**Move to Flexible Mentor Model**

**Action Description:**

The Doctoral Program has moved from a multiple-mentor model to a flexible mentor model of research supervision. Students will be admitted to work with a designated faculty member for thesis and dissertation research, rather than identify a research mentor after beginning their studies. This new model will ensure students engage in research earlier in their graduate studies and more quickly become involved in preparing materials for publication and/or presentation. Moreover, this will minimize uncertainty for newly admitted and ensure a balanced workload for supervisors, ensuring all students receive quality research mentoring earlier in training.

**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.

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 preparing and defending either a Major Area Paper (MAP) or taking/passing Doctoral Comprehensive Examinations (DCEs)
2. performance on an external, standardized examination, the Examination for Professional Practice in Psychology (EPPP).

**Criterion Description:**

1. Students are expected to complete successfully the Major Area Paper (MAP) or Doctoral Comprehensive Exams (DCE). A committee of faculty will determine if a student has done this successfully. Topics for students' MAPs must be pre-approved by the Program Faculty and must cover at least 3 broad areas of psychology. 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. An unsuccessful MAP requires a student to take the DCE. 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). Eighty percent of students who take the EPPP will pass it.

**Findings Description:**

1. (A) During the past year, 3 students successfully completed a MAP. (B) For the DCE, 100% (8/8) passed both the clinical and research sections of the exam.
2. Between 2 Feb 2015 and 21 Mar 2016, 100% (i.e., 9 of 9) of examinees from our program passed the EPPP, according to the Association of State and Provincial Psychology Boards (ASPPB).

RELATED ITEM LEVEL 3

**Ensuring Broad Knowledge of Psychology**

**Action Description:**

The Program will maintain the current curriculum, which complies with the APA Commission of Accreditation requirements and has led to consistent success with respect to the MAP and DCE, and an excellent EPPP pass rate.

**Effective Clinical Practice**

**Goal Description:**

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

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 pre-doctoral internship.

Results Description:

Five (i.e., 100%) doctoral students successfully completed internships at APA-accredited sites.

RELATED ITEM LEVEL 3

Structured Internship Application Support Program

Action Description:

The program will implement a more structured, but voluntary, process to supporting students applying for internship under the supervision of the Director Clinical Training (DCT). This will begin in the Spring semester by facilitating a meeting to discuss the internship application process that involves the DCT, outgoing students, and students who plan to apply the following fall. In the summer, the DCT will meet with students who plan to apply for internship to discuss any changes to the process and estanlish a timeline for tasks. Throughout the Fall, the DCT will meet bi-weekly with internship applicants to guide and mentor completing materials (e.g., CV, applications, essays, choosing sites) as well as preparing for interviews.

RELATED ITEM LEVEL 2

Effective Clinical Practice

KPI Description:

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

Results Description:

Supervisors making ratings are either internal (individual faculty members) or external (practicum/internship site supervisors). Supervisors will rate the clinical performance using the three-point scale of competency ratings of clinician performance with 1=Novice, 2=Intermediate, and 3=Competent (See Omnibus Evaluation of Competency Development document, page 1, for definitions of 1,2, and 3). Following individual assessments, information will be presented to the entire program faculty to determine suitability for continuation in the area.

We had 100% (6 of 6) pass rate for Capstone Assessment and Capstone Psychotherapy.

All students making application for internship in 2015 were rated Intermediate or Competent in critical areas. Of internship applicants, no one was rated at Novice level on any element; 100% were rated Intermediate or Competent. As mentioned, there was no particular area in which a plethora of students were lacking, i.e., receiving an "Intermediate" rating. Therefore, we had to identify individual weaknesses for individual students and handle those accordingly.

RELATED ITEM LEVEL 3

Addition of Clinical Supervisor

Action Description:

The Doctoral Program has hired an additional Staff Psychologist, housed at the Psychological Services Center, to provide clinical supervision to doctoral students/candidates. This doubles the number of staff psychologist supervisors. Thus, students will receive a wider breadth and greater amount of supervision. Students will become competent in the more of the various areas of clinical practice and will do so more quickly. Therefore, students will be more competitive for internships and postdoctoral fellowships, and will have a wider repertoire of clinical skills to apply their work as professional psychologists after graduation.

Effective Teaching

Goal Description:

Faculty demonstrate high levels of teaching effectiveness.

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:**

There were ten sections of Introduction to Psychology taught by 5 doctoral students during AY2015-2016. For the Fall 2015 semester, the IDEA summary ratings ranged from 3.9 to 4.7 (Mean = 4.3), with all instructors in the average to above average range. For the Spring 2016 semester, IDEA ratings ranged from 4.1 to 4.5 (Mean = 4.3), with all instructors in the average to above average range.

**RELATED ITEM LEVEL 3**

**Doctoral Student Instructor Training**

**Action Description:**

1. The Program will continue to provide training in college-level instruction to doctoral students, particularly those who express interest in academic careers and teaching. Doctoral students will be assigned to teach Introduction to Psychology under the supervision of the Department Chair. This has led to average to above-average students ratings. We expect this will be equally helpful to each yearly group of new doctoral students teaching assistants.

2. Students will be afforded the opportunity to participate in graduate student teaching enhancement programs through the SHSU Professional and Academic Center for Excellence (PACE), which are set to begin in AY 2016-2017.

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

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

1. We will strive to maintain our 100% predoctoral internship match rate by guiding and mentoring student to identify potential programs that value the clinical and forensic training provided through our doctoral program. The Director of Clinical Training (DCT) will meet cohort groups and individuals within each cohort to guide them through the internship-site selection, application, and interview processes. Currently, we are setting up a comprehensive process for internship preparation that will include such things as mock interviews.

2. We will attempt to maintain our APA-accreditation by maintaining 100% compliance with our annual data-reporting requirements in anticipation of our program review in 2018. On an annual basis, the Associate DCT will gather data from students and faculty as an indicator with APA standards. These data will be submitted to APA annually and any feedback will be addressed.

3. Improve doctoral training related to the teaching of psychology. Semi-annually, the chair of the department will review the IDEA student evaluations for all the graduate student instructors in the department. Emphasis will be placed upon Progress on Relevant Objectives and Excellent Teacher categories. The results will be reported to the DCT and program faculty and then be made available to the TAs themselves. In addition, the TAs will meet bi-weekly with the chair of the department to discuss progress in teaching skills.

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

1. This year 100% of students matched to APA-accredited predoctoral internships, despite having an unusually large group of applicants ( $N = 8$ ). The DCT held bi-weekly voluntary meetings with applicants to discuss any concerns and obstacles they encountered during the application process. At least two students took advantage of mock interviews. This element of the application support plan was limited by the short time between application deadlines and the beginning of interviews.

2. The program met 100% of data requirements to the APA Annual Report Online (ARO) for both current students and graduates.

3. All five doctoral student instructors for Introduction to Psychology received average to above-average IDEA summary ratings for the Fall 2015 and Spring 2016 semesters. In light of these performance findings, the Program will continue to use this approach for each yearly group of new doctoral student teaching assistants. This no longer warrants inclusion as a PCI item.

## **Improvement Plan for AY 16-17**

**Closing Summary:**

1. We will strive to maintain our 100% predoctoral internship match rate by refining and enhancing our support process internship applicants. The Director of Clinical Training will hold bi-weekly voluntary meetings, and individual meetings as requested, with internship applicants to provide guidance and mentoring with respect to choosing potential internship sites and completing application materials. Drawing from the Fall 2015 experience, the DCT will arrange mock interviews with SHSU psychologists to enhance doctoral students' confidence and improve performance during internship interviews.

2. The Doctoral Program will modify the training plan for the Ph.D. Program in Clinical Psychology to comply with the new APA Standards of Accreditation, which go into effect in Jan 2017. This will involve modifying our assessment of student progress as well as proximal and distal outcomes in accordance with competency domains outlines by the APA Commission on Accreditation.

3. We will attempt to maintain our APA-accreditation by maintaining 100% compliance with our annual data-reporting requirements in anticipation of our program review in 2018. On an annual basis, the Associate DCT will gather data from students and faculty as an indicator with APA standards. These data will be submitted to APA annually and any feedback will be addressed. The Doctoral Program Faculty, under the leadership of the Director of Clinical Training, will complete the required internal reaccreditation self-study, which is due Sep 1, 2017.

4. The Doctoral Program will move to a Flexible Mentor Model. Students will be admitted to work with a designated faculty member on thesis and dissertation research. This should reduce uncertainty for incoming students and ensure they can engage in research more quickly. Also, the balance and predictability of the workload for faculty should allow for more time for mentorship of students.