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:

1. The Annual Report Online (ARO) was submitted on time and was accepted by APA.

2. The program was assigned a self-study deadline of May 2018. The self-study will completed and submitted during the Spring 2018 semester.

RELATED ITEM LEVEL 3

Completion of Self-Study

Action Description:

1. The program will survey current students, graduates, and faculty, and submit annual reporting data (i.e., Annual reporting Online; ARO) in accordance with requirements of the American Psychological Association Commission on Accreditation (CoA).

2. The program will conduct an internal review of its curriculum, gather proximal and distal data from current students and graduates, and complete self-study in accordance with CoA requirements.

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:

1. 36/38 (95%) of students either presented at a conference or had a an article published in a journal.

2. 35/38 (92%) had a conference presentation and 12/38 (32%) had a journal publication.

Implementation of Mentor Model
Action Description:

1. The program will continue to encourage students to conduct and disseminate research under faculty supervision to maintain current publication/presentation levels.

2. The program will implement new flexible mentor model with newly admitted students to facilitate rapid involvement in research and increased levels of supervision/mentorship from faculty.

3. The program hired two tenure-track faculty members to provide additional research mentors and provide students with a wider breadth of research opportunities.

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.

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.

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. In Summer 2017, 4/4 students (100%) passed the research component of the comprehensive exam. 3/4 students (75%) passed the clinical component of the comprehensive exam. The one student who did not pass will be re-administered the clinical component in September 2017.

2. According to the Association of State and Provincial Psychology Boards (ASPPB), 9/9 graduates (100%) from our program passed the EPPP between Feb 2015 and March 2016 (these are the only data available from ASPPB).

Maximize Professional Competencies
Action Description:

1. The program will maintain rigor of current curriculum to ensure continued high pass rates for the DCE, EPPP, and MAP.

2. The program will review curriculum as part of accreditation self-study and look for opportunities to streamline training in foundational classes and provide opportunities for more courses directly related to the profession-wide competencies enumerated in the APA Standards of Accreditation.

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:

1. We have received positive feedback and assessments from all internship sites for students currently on internship--all are on track to complete internship and have doctoral degrees conferred.

2. All students who applied for internship in AY 2016-2017 matched with an APA-accredited internship.

RELATED ITEM LEVEL 3

Internship Preparation Program
Action Description:

The program (i.e., the Director of Clinical Training) will continue to implement internship support program to shepherd students through the internship application, interview, and ranking process. This will involve introductory meetings in the summer, bi-weekly meetings leading up application deadline (usually 1 Nov), and arranging mock interviews with internal and external psychologists.

RELATED ITEM LEVEL 2

Effective Clinical Practice
KPI Description:

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

Results Description:

1. All students received a grade of "B" or higher in practicum courses (PSYC 8381, 8382, and 8383).

2. 100% of students matched with APA-accredited clinical internships.

3. The program has recieved positive feedback for all students currently on internship and all are on track to graduate upon completion of internship.

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:

1. Introduction to Psychology (PSYC 1301): Fall 2016 ratings on the IDEA 5-point sale for the instructors ranged from 4.15 to 4.46, and ratings for the course ranged from 4.08 to 4.33. For the Spring 2017 semester, ratings for the instructors ranged from 4.24 to 4.52, and ratings for the course ranged from 3.97 to 4.26.

2. Advanced undergraduate courses (3000-level and above): Fall 2016 ratings on the IDEA 5-point scale for the instructors ranged 4.51 to 4.54, and ratings for the courses ranged from 4.29 to 4.54. For the Spring 2017 semester, ratings for the instructors ranged from 3.88 to 4.78, and ratings for the courses ranged from 3.97 to 4.74.

RELATED ITEM LEVEL 3

Ensure Teaching Opportunities

Action Description:

1. The program will continue to provide students with opportunities to develop college-level instruction skills. Second-year students, who have fewer clinical training demands and can dedicate more time to developing teaching skills, will teach regular courses (i.e., non-honors) in Introduction to Psychology.

2. The department will regularly provide students the opportunity to teach upper-level online courses with support form experienced faculty. This will widen teaching repertoire in preparation to meet increasing demand for online courses after graduation.

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 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.

Update of Progress to the Previous Cycle's PCI:

1. The program of bi-weekly group meetings, individual meetings, and mock internship interviews was implemented over AY 2016-17 with 100% for nearly every group meeting. 100% of students matched with APA-accredited internships. Students expressed satisfaction with the program.

2. The annual survey of graduates has been modified to include all the profession-wide competencies listed in the APA Standards of Accreditation and will used in the 2017 survey. The Commission on Accreditation Implementing Regulation pertaining to discipline-specific knowledge has not be made final; consequently, curriculum changes have not been made.

3. Annual data has been reported in accordance with APA requirements. The program was assigned a self-study due date of May 2018. Self study will be completed and submitted by the end of May 2018.

4. The Flexible Mentor model was implemented for the 2017 admissions cycle (i.e., doctoral students entering the program in August 2017). We will continue to monitor student progress under the new training model.

Plan for Continuous Improvement

Closing Summary:

1. The program will maintain accreditation by completing required self-study by May 2018 deadline. This will include an internal review of the curriculum as well as aggregation of proximal and distal outcome data related to current and former students. The DCT will the effort to complete the self-study and will be assisted by other members of the program faculty. As part of the effort to maintain accreditation, the program will aggregate data related to current students and graduates to meet annual reporting requirement.

2. The program will strive to continue producing graduates who can engage in college-level instruction by (a) providing second-year students the opportunity to teach regular introductory psychology classes and (b) online upper-level classes. The department will provide support and mentorship for both forms of instruction to ensure effectiveness in the classroom and development of pedagogical skills.

3. The program will strive to continue producing graduates capable of engaging in scholarly activity (e.g., research, professional writing) that contributes to the field of psychology. To this end, we will continue with implementation of flexible mentor model with goal of having newly admitted students become involved in research activity more quickly and with even greater supervision/mentorship by faculty, including newly appointed tenure-track faculty members.

4. The program will strive to maintain internship matching success by continuing program of support for internship applicants. The DCT will meet with internship applicants beginning in the summer and will hold biweekly meetings in the fall. Internship applicants will be able to schedule individual meetings with the DCT and other faculty to review application materials. The DCT will facilitate mock interviews with faculty and staff psychologists as well as external psychologists.