

Goals, objectives, and associated competencies for clinical program

In this link we list the overall goals for our training program, associated

Synthesizes knowledge base to develop a theory driven research project to pose innovative and important research questions.

Develops expertise in at least one psychological research domain and is able to apply this expertise in an independent research project.

Knows how to collect primary data through questionnaire, qualitative, observational, psychometric and rating methods.

Able to identify appropriate statistical methods and designs to address specific research questions.

Develop skills and habits for effective implementation of research projects (IRB, subject recruiting, informed consent/debriefing, manage and secure data, QA checks).

Demonstrate acceptable progress toward dissertation.

Knowledge and applications of research ethics (i.e., APA Ethical Guidelines)

Ensures the ethical and responsible conduct of research in the design, implementation, and dissemination of research (QA checks for accuracy, adherence to protocol, confidentiality, and data storage).

Objective 1 c:

Competency: B or better in eight courses that cover aspects of history and systems

Goal # 2 *Students will be prepared in multiple approaches to assessment of individuals, groups, and organizations that are theory based and research supported.*

Objective 2 a: *Students will successfully complete at least 13 credit hours of coursework on the theory, research, processes and implementation of psychological methods and measurement, psychodiagnosis, and assessment of individuals, organizations and community settings*

Competencies:

Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and programs.

Ability to utilize systematic approaches to gathering data to inform clinical decision making.

Knowledge of psychometric issues and bases of assessment methods.

Ability to integrate assessment data to arrive at diagnostic and treatment selection decisions.

Ability to collect and integrate assessment data throughout treatment to guide and evaluate ongoing interventions.

Skill in integrating assessment data to arrive at diagnostic and treatment selection decisions.

Ability to collect and integrate assessment data throughout treatment to guide and evaluate ongoing interventions.

Skill in communicating results of complex assessment to professionals in writing.

Ability to plan treatments and other interventions.

Knowledge regarding psychotherapy theory, research and practice.

Knowledge regarding the concept of evidenced based practice methods and relationships.

Ability to apply specific evidence based treatment methods.

Objective 3b:

d confidence in selecting, implementing, and

evaluating evidence-

Competencies:

Ability to formulate and conceptualize cases.

Ability to plan treatments and other interventions.

Knowledge regarding psychotherapy theory, research and practice.

Knowledge regarding the concept of evidenced based practice methods and relationships.

Ability to apply specific evidence based treatment methods.

Objective 3c:

e in program development and evaluation,

and in working with human-

Competencies:

Knowledge of and sensitivity to issues in community psychology and clinical-community psychology with particular emphasis on diversity and prevention.

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Ability to develop and implement community and organizational interventions.

Goal # 4 *Students will acquire, endorse and apply professional values and ethics in their teaching, research, and clinical activities.*

Objective 4a:

principles and guidelines in teaching, research, and prac

Competencies:

Basic knowledge of ethical/professional codes, standards and guidelines.

Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting.

Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting.

Seek appropriate information and consultation when faced with ethical issues.

Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).

Evidence commitment to ethical practice.

Objective # 4b:

apply quality control guidelines i

Competencies:

Sensitivity to diversity including social, cultural, socioeconomic, racial, age, psychological, physical, and gender considerations.

Competence with interpersonal skills including dealing with upset, aggressive or angry students and appropriate interactions with fellow students and faculty advisors.

Understanding of ethical issues including dual relationship, sexual harassment, confidentiality, conflicts of interest, vulnerable populations, and business and research ethics.

Competence with teaching skills including designing syllabi and lesson plans, lecturing, fostering classroom discussion, grading, mentoring, and combating cheating and plagiarism.

Completion of CITT training certification for human subjects research ethics.

Basic knowledge of ethical/professional codes, standards and guidelines.

Recognize and analyze ethical and legal issues across the range of professional activities in the practicum setting.

Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in the clinical setting.

Seek appropriate information and consultation when faced with ethical issues.

Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).

Evidence commitment to ethical practice.

Goal # 5 *Students will acquire knowledge and appreciation for individual and cultural diversity, and apply that knowledge and sensitivity in their professional work.*

Goal # 6 *Students will attain attitudes and engage in practices consistent with professional valuing of life-long inquiry, learning, and problem solving in the context of evolving knowledge and a rapidly changing world.*

Object 6a:

Competencies:

Ability to take a respectful, helpful professional approach to patients/clients/families.

Ability to form a working alliance.

Ability to deal with conflict, negotiate differences.

Ability to understand and maintain appropriate professional boundaries.

Ability to work collegially with fellow professionals and community workers.

Ability to work collaboratively with the supervisor.

Ability to prepare for supervision.

Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors.

Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision, including using good judgment as to when supervisory input is necessary.

Ability to communicate professionally and work collaboratively with community professionals.

Ability to participate in furthering the work and mission

Objective 6b:

-evaluation, self reflection, goal setting, and

Competencies:

Knowledge of the process for extending current skills into new areas.

Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports); arriving promptly at meetings and appointments.

Developing an organized, disciplined approach to writing and maintaining notes and records.

Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.

Ability to seek and use resources that support healthy functioning.

Ability to apply critical thinking and analysis.

Ability to use resources to promote effective practice (e.g., published information, input from colleagues, technological resources).

Practices effective self-care.

Demonstrates awareness of personal identity and beliefs as they relate to professional practice.

Willingness to acknowledge and correct errors.

Knowledge of the process for extending current skills into new areas.

Knowledge of the epistemologies underlying various aspects of clinical practice (e.g., assessment, diagnosis, treatment).

Commitment to life-long learning and quality improvement.

psychologist.

Demonstrates leadership in the program and presents a positive model for junior students.

Ability to supervise junior students.

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All competencies are assessed using a combination of grades, practicum reviews, class and practicum exercises, role play, observation of actual practice, portfolio review, external practicum review, and internship reviews.