

## **2008 Assessment Yearly Report: Psychology Psy. D. program**

### **I. Outcomes/Goals**

The Goals and Objectives of the Psy. D. program are adopted from the core competencies for professional psychology training programs identified by the National Council of Schools and Programs of Professional Psychology (NCSPP). The current set of competency based objectives has served the program well in terms of developing our curriculum, helping us become a nationally accepted “designated program” for professional psychology training, and as of Summer, 2006, gain full accreditation from the American Psychological Association.

### **II. Assessment Activities**

- a. As is noted on the chart, assessment data is based on the work students do in classes, at field training sites and in their independent research work. Specific evaluations are conducted by course instructors, practicum supervisors and program committee faculty members through annual evaluations of students and at the time of students’ Comprehensive Portfolio reviews and their dissertation defenses. The program is intentionally small, and so we as faculty get to know the students and their work quite well; this, along with the converging data from multiple sources across multiple settings, gives us a great deal of confidence that our evaluations and assessments are reasonably reliable and valid. A piece of confirmatory evidence is the high level of success (so far) that our students have had in obtaining the required full year, full time internships that serve as culminating training experiences. These are very competitive on a national market (similar to medical doctor’s residency programs) and so far our students have been successfully placed in very good programs.
- b. Results are consistently positive and supportive of our program’s direction. The most significant result was the successful self study and site visit that resulted in the program receiving full accreditation in 2006 from the American Psychological Association- not a small feat for a new program!
- c. During the current year we are continuing to revise our curriculum- feedback from students suggested that we are too “course intensive” and we have decided to slightly decrease our list of required courses. We also revised and clarified our research and dissertation guidelines.

### **III. None noted**

- IV.** There is continuing convergence in assessment needs at the university and national organizational levels. The reports we do for Marshall’s annual assessment reports parallel to those required for accreditation, and the data

and process used here is helpful in putting together the report required for APA (and of course, vice versa).

**Marshall University**  
**Assessment of Student Outcomes: Component/Course/Program Level**

Component Area/Program/Discipline: **Psychology Psy D**

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
<i>Goal 1: The primary goal of the program is to provide high quality graduate training in clinical psychology with an emphasis on the role of empirical knowledge as it pertains to clinical practice.</i>		See objectives below	See objectives below	See objectives below	See objectives below

<p>Objective 1.1 <i>Relationship competence:</i> Students are expected to develop the ability to form productive partnerships with clients, peers, supervisors, faculty, and community members</p>	<p>Practicum supervisors</p> <p>All program faculty</p> <p>Clinic director</p> <p>Program faculty</p>	<p>Practicum Evaluation form</p> <p>no serious problematic issues in the area of relationship formation.</p> <p>During their placement in the MU Training Clinic, students must receive generally satisfactory client satisfaction ratings.</p> <p>During the Portfolio Examination, students will be expected to discuss the challenges of establishing relationships with clients as part of the therapeutic alliance</p>	<p>Students must obtain an average rating of at least '2' (Meets level expected) in the area of Relationship Competency</p> <p>Annual Student Evaluations</p> <p>Client Feedback Surveys</p> <p>Comprehensive Portfolios</p>	<p>In 2007-08, out of 23 students who participated in practicum experiences, a total of 22 or 96% received a rating of '2' or better in areas related to Relationship Competency.</p> <p>All students had adequate evaluations in this area</p> <p>All students had adequate evaluations in this area</p> <p>11 students presented portfolios for evaluation. All were adequate in this area</p>	<p>None needed</p>
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<p>Objective 1.2 <i>Assessment competence:</i> Students are expected to develop competency in clinical assessment as evidenced by knowledge of basic psychometric theory and sound test administration and interpretation skills. In addition, students should be able to demonstrate the use of sound assessment methodologies that allow them to describe their client as a fully functioning person, to plan a course of intervention, and to assess intervention outcomes.</p>	<p>Course instructors</p> <p>Practicum supervisors</p> <p>Program faculty</p>	<p>Grades in Assessment coursework</p> <p>Assessment Competency on the Practicum Evaluation form</p> <p>Portfolio Examination</p>	<p>Student must receive a grade of at least a 'B' in all assessment</p> <p>Students must obtain an average rating of at least '2' (Meets level expected)course work</p> <p>Students must be able to articulate the rationale for the test battery chosen including an understanding of the empirical underpinnings of the devices, provide clear interpretation of all psychometric and non-psychometric data utilized, and a sound basis for all recommendations provided.</p>	<p>In 2007-08, a total of 8 students participated in PSY 707/709, and 709/710. 7 or 87% received a minimum of 80% on all practice battery write-up reports</p> <p>A total of 23 students completed a practicum placement and 22 or 96% received a rating of at least '2' or in all areas related to Assessment Competency</p> <p>11 students presented portfolios for evaluation. All received passing evaluations</p>	<p>None needed</p>
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<p>Objective 1.3 <i>Intervention competence:</i> Students are expected to demonstrate the ability to form a coherent, theoretically based, empirically-supported treatment plan that is refined during the course of intervention.</p>	<p>Course instructor</p>	<p>Students must demonstrate the ability to formulate treatment plans reflective of a theoretically-based clinical formulation during their completion of PSY 608 Differential Diagnosis and Treatment Planning. .</p>	<p>Students must demonstrate treatment planning competence by receiving a grade of B or higher in PSY 608</p>		<p>Faculty continue to discuss various ways to assess competence in therapeutic interventions.</p>
	<p>Practicum supervisors</p>	<p>Practicum Evaluation form</p>	<p>Students must obtain an average rating of at least '2' (Meets level expected) in the area of Intervention Competency</p>	<p>A total of 26 students participated in both on and off-campus practicum placements. 100% received a rating of at least 'Average' or '2' in the area of Intervention Competency on their end-of-semester practicum evaluations.</p>	
	<p>Course instructors</p>	<p>During psychotherapy course sequence the student must generate a means for tracking client outcomes that are consistent with the therapeutic approach.</p>	<p>A grade of B or higher in all three courses is required.</p>	<p>In 2007-08, 8 students participated in psychotherapy sequence. 87%, received grades of B or better.</p>	

	Program faculty	Doctoral Portfolio Examination	Students must be able to articulate a theoretically-driven treatment plan as well as the manner in which client progress was assessed as part of the cases presented for the portfolio examination	11 students presented portfolios for evaluation. All received passing evaluations	
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<p>Objective 1.7: <i>Legal and Ethical competence:</i> Students are expected to understand and abide by the APA Code of Ethics in all professional and academic settings.</p>	Course instructor	<p>Students must demonstrate mastery of the ethical guidelines set forth by the American Psychological Association and key legal issues influencing professional practice via PSY 605 Ethics and Legal and Professional Issues in Psychology</p>	<p>This will be demonstrated by obtaining a grade of B or higher</p>	<p>In academic year 2005-2006, a total of 9 students completed PSY 605 and all 12 or 100% received a grade of 'B' or higher</p>	None currently
	Practicum supervisors	<p>Demonstration of adequate knowledge and application of ethical standards in practicum placements</p>	<p>Students must obtain an average rating of at least '2' (Meets level expected) in the area of Legal and Ethical Competency on the Practicum Evaluation form</p>	<p>A total of 23 students participated in practicum experiences in academic year 2007-2008. Of those, 23 or 100% received at least a '2' in the area of Legal and Ethical Competency on their end-of-semester practicum evaluations in rural practicum.</p>	
	Program faculty	<p>Students must also be able to articulate the ethical issues involved in the clinical cases presented as part of their doctoral portfolio</p>	<p>Rating of 2 or "adequate" or above on portfolio</p>	<p>11 students successfully presented portfolios for evaluation.</p>	

