

2010 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 to 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 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.
- 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 and are attempting to move some of the classes out of the summer. 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. Our next accreditation visit by APA will occur in the spring of 2011.

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>	Practicum supervisors	Practicum Evaluation form	Students must obtain an average rating of at least '2' (Meets level expected) in the area of Relationship Competency	In 2009-2010, out of 26 students who participated in practicum experiences, a total of 26 or 100% received a rating of '2' or better in areas related to Relationship Competency.	<p>None needed. No serious problems in the area of relationship formation were noted.</p>
	All program faculty	Annual Student Evaluations	Students must demonstrate no significant difficulties in forming relationships with peers, clients, or faculty, based on faculty observation	All students had adequate evaluations in this area	
	Clinic director	Client Feedback Surveys	Students must receive satisfactory ratings and comments from randomly sampled clients they have seen in the University Training Clinic.	All students had adequate evaluations in this area	
	Program faculty	Comprehensive Portfolios	<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>	7 students presented portfolios for evaluation. All were adequate in this area	

<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>	Course instructors	Grades in Assessment coursework	Student must receive a grade of at least a 'B' in all assessment	In 2009-2010, a total of 10 students participated in PSY 707/709, and 709/710. 10 or 100% received a minimum of 80% on all practice battery write-up reports	None needed
	Practicum supervisors	Assessment Competency on the Practicum Evaluation form	Students must obtain an average rating of at least '2' (Meets level expected)course work	A total of 26 students completed a practicum placement and 26 or 100% received a rating of at least '2' or in all areas related to Assessment Competency	
	Program faculty	Portfolio Examination	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.	7 students presented portfolios for evaluation. All received passing evaluations	

<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>	Course instructor	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. .	Students must demonstrate treatment planning competence by receiving a grade of B or higher in PSY 608	A total of 6 students took and completed PSY 608 with a grade of 'B' or better. This is a 100% rate of attainment for this benchmark.	Faculty continue to discuss various ways to assess competence in therapeutic interventions. Currently, discussions are underway to re-organize the sequence for teaching psychotherapy in order to provide students with more hands-on opportunities to learn intervention techniques from a variety of perspectives. Plans are to have faculty team teach these courses to allow for more cross-orientation integration
	Practicum supervisors	Practicum Evaluation form	Students must obtain an average rating of at least '2' (Meets level expected) in the area of Intervention Competency	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.	
	Course instructors	During psychotherapy course sequence the student must generate a means for tracking client outcomes that are consistent with the therapeutic approach. with the therapeutic approach. A grade of B or higher in all	A grade of B or higher in all three courses is required.	In 2009-2010, 12 students participated in psychotherapy sequence. 100% received grades of B or better.	

<p>Objective 1.5 <i>Consultation and education competence:</i> A rural behavioral health practitioner may often find that the most important function s/he can serve is as a consultant within existing systems. Students will demonstrate competence in distinguishing various types of consultation from direct intervention.</p>	<p>Practicum supervisors</p> <p>Teaching practicum supervisor</p>	<p>Completion of the Head Start and Campus consultations during second year practicum.</p> <p>Teaching introductory psychology (optional opportunity for students)</p>	<p>Students must receive a rating of '2' or "Adequate" in the area of consultation in practicum evaluation</p> <p>Adequate ratings from their teaching supervisor and from their classroom evaluations</p>	<p>Of the 8 students completing this requirement, 100% met this criterion</p> <p>Of the 18 students who taught PSY 201 in 2009-2010, 100% met this criterion</p>	<p>None needed at this time</p>
<p>Objective 1.6 <i>Management and supervision competence:</i> Students will become knowledgeable in the areas of organization and supervision of psychological services. Students will demonstrate this knowledge in their ability to provide formal and informal supervision to less experienced students. They will also demonstrate this knowledge their ability to function professionally in at least two different agency setting</p>	<p>Course instructor</p> <p>Practicum supervisors</p>	<p>PSY 753 Supervision in Clinical Psychology</p> <p>Ability to function and benefit from supervision in specific environments.</p>	<p>Students will demonstrate an understanding of skills required for supervision by obtaining at least a grade of 'B' in this class</p> <p>Students will also be rated by various supervisors in different practicum settings regarding their professionalism and responsiveness to supervision</p>	<p>In academic year 2009-2010, '7' students completed PSY 753 and all 7 or 100% received a grade of 'B' or higher.</p> <p>In 2009-2010, out of 26 students who participated in practicum experiences, a total of 26 or 100% received a rating of '2' or better in this area</p>	<p>None currently</p>

<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	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	This will be demonstrated by obtaining a grade of B or higher	In academic year 2009-2010, a total of 9 students completed PSY 605 and all 9 or 100% received a grade of 'B' or higher	None currently
	Practicum supervisors	Demonstration of adequate knowledge and application of ethical standards in practicum placements	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	A total of 26 students participated in practicum experiences in academic year 2009-2010. Of those, 26 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.	
	Program faculty	Students must also be able to articulate the ethical issues involved in the clinical cases presented as part of their doctoral portfolio	Rating of 2 or "adequate" or above on portfolio	7 students successfully presented portfolios for evaluation.	

GOALS/Objectives	Person or Office Responsible	Assessment Tools or Devices	Standards/Benchmarks	Results and Analysis	Action Taken
<p><i>Goal 2: . The second goal is to ensure that the clinical training of students is thoroughly grounded in the broad scientific areas of psychology</i></p>					
<p><i>Objective 2.1 :</i> Students will demonstrate knowledge in the following broad areas of scientific psychology: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; techniques of data analysis;</p>	<p>Course Instructors</p> <p>Program Director</p> <p>Departmental Faculty</p>	<p>Students' knowledge of these areas will be assessed formally in coursework taken in the appropriate courses</p> <p>Students entering with a bachelor's degree will demonstrate their knowledge of these areas by passing the written masters comprehensive examination.</p> <p>Students entering with a master's degree will demonstrate their knowledge of these areas by equivalency review or they will be required to take the courses noted as deficient.</p>	<p>Students must earn a grade of at least a 'B' in order to adequately demonstrate knowledge in a specific area.</p> <p>Students must pass the examination with a score of 75% or better.</p> <p>Students must pass the required course with a 'B' or better or document acquired knowledge through presentation of work samples of syllabi of prior coursework</p>	<p>Of a total of 37 students taking these courses, 100% have met this criterion in all courses attempted.</p> <p>A total of 5 students took the written master's comprehensive examination and 100% passed</p> <p>All students with Advanced Standing have been able to demonstrate their knowledge in one of the two methods noted.</p>	<p>There are no concerns currently underway.</p>

<p><i>Objective 2.2:</i> Students will demonstrate knowledge in the following scientific, methodological, and theoretical areas of psychology: individual differences in behavior, human development, dysfunctional behavior and analysis, and professional standards of ethics.</p>	<p>Course Instructors</p>	<p>Students' knowledge of these areas will be assessed formally in coursework taken in the appropriate.</p>	<p>Students must earn a grade of at least a 'B' in order to adequately demonstrate knowledge in a specific area.</p>	<p>Of a total of 33 students taking these courses, 100% have met this criterion in all courses attempted.</p>	<p>There are no concerns in the process underway</p>
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GOALS/Objectives	Person or Department Responsible	Standards/Benchmarks	Results/Analysis	Action Taken
<p><i>Goal 3: Rural areas are characterized by unique needs that often are not met by service delivery models and therapeutic modalities developed primarily in urban settings. Therefore, a third goal is to promote an understanding regarding the impact of rural culture on clinical practice.</i></p>				
<p><i>Objective 3.1</i> Students will develop an understanding of the diverse forces at work in rural areas that can and do impact various aspects of human development and community functioning.</p>	<p>Course instructor</p> <p>Course Instructor</p> <p>Clinical faculty</p>	<p>Students will demonstrate this knowledge as part of the coursework in PSY 755 Rural Psychology.</p> <p>Students will demonstrate this knowledge by successfully completed a community-based service project during the Rural Practicum placement.</p> <p>Students will also demonstrate their awareness of the impact of rural culture on individual functioning in their case conceptualizations presented in their Doctoral Portfolio</p>	<p>.Of the 8 students who have completed this course, 100% met this criterion.</p> <p>Of the 8 students who have completed this placement, 100% have successfully met this criterion.</p> <p>Of the 7 students completing the Portfolio Examination, 100% met this criterion</p>	<p>Dr. Mulder and Dr. Linz now team teach this course to increase knowledge and exposure in this area.</p>
<p><i>Objective 3.2:</i> Students will be able to articulate alternative service delivery models that may improve access and use of behavioral health services in rural areas.</p>	<p>Clinical Faculty/Course Instructors</p>	<p>Students will demonstrate this knowledge as part of the coursework in PSY 752 Community Psychology.</p>	<p>Of the 16 students who have completed this course, 100% met this criterion.</p>	<p>The faculty continue to develop practicum sites that will expose students to these types of models.</p>
<p><i>Objective 3.3</i> Students will be encouraged to seek internships in settings that serve rural populations.</p>	<p>Program Director</p>	<p>The program will maintain a list of internship sites that serve rural populations and will monitor the percentage of students obtaining such internships. have internships in rural areas.</p>	<p>Of the 11 students who were eligible, 9 applied, and received internships. Of those, 6 are completing internships that have a rural training component.</p>	<p>This area is currently under discussion.</p>

GOALS/Objectives	Person Responsible	Standards/Benchmarks	Results/Analysis	Action taken
<p><i>Goal 4: Finally, the program seeks to nurture in students the spirit of lifelong learning. In the service of this goal, the faculty strives to create an atmosphere of inquiry in which students are encouraged to utilize a variety of means to answer complex questions related to human nature.</i></p>				
<p><i>Objective 4.1:</i> Faculty and students will regularly engage in formal and informal discussions of current literature and pertinent research issues.</p>	Program Director	Program feedback is requested of students annually. This particular area is assessed within the Program Feedback Form	Students report being generally satisfied with the level of interaction though they did voice some concerns regarding the tone of discourse in some classes.	Faculty have engaged in regular discussions regarding the need to set a positive classroom tone and how to set the stage for productive discussions.
<p><i>Objective 4.2:</i> Faculty and students will be encouraged to regularly attend conferences and workshops that promote critical thinking regarding issues pertinent to the broad field of psychology</p>	.Administrative Assistant	A database regarding student/faculty participation and presentation at conferences will be maintained	Faculty are quite active in conference attendance and presentations. Student attendance at conference is below expected levels.	Faculty have made a more concerted effort to make students aware of conferences and to, in some cases, require the attendance as part of course requirements. Psy.D. funds are available to support student attendance to conferences.

Program Goals and Objectives

GOALS/Objectives	Person or Department Responsible	Assessment Tool or Device	Standards/Benchmarks	Action Taken
<p><i>Goal 1: The primary program goal is to enhance the scope and quality of services available in rural areas by increasing the likelihood that doctoral students graduating the program will choose to work in rural and underserved regions, particularly those regions in West Virginia.</i></p>				
<p><i>Objective 1.1</i> As research has shown that students who are native to rural areas and who train there are more likely to return to those areas to practice, the department has determined that 50% of the slots be reserved within the program for residents of West Virginia and the surrounding region.</p>	Program Director	<p>There is ongoing monitoring of the student body to balance diversity with the enrollment of West Virginia residents.</p> <p>Alumni will be surveyed to determine whether they are working in rural areas.</p>	<p>Currently, 86% of students are WV residents.</p> <p>Approximately 85% of graduates work in West Virginia or surrounding regions. 87% have some contact with underserved populations.</p>	No actions in this area.
<p><i>Objective 1.2</i> Quality practicum placements are cultivated in rural settings to allow students to be trained in alternative service delivery models.</p>	Rural practicum coordinator	<p>There is regular communication with rural training sites to ensure quality of training as well as exposure to various service delivery models. The number of rural practicum sites will be monitored annually.</p>	Currently, there is a total of 5 clinical practicum sites.	There are ongoing efforts to increase the number of quality rural training sites.

GOALS/Objectives	Person or Department Responsible	Assessment Tool or Device	Standards/Benchmarks	Action taken
<i>Goal 2: The second program goal is to promote an understanding of the impacts of rural culture, particularly Appalachian culture, on human behavior and behavioral health needs.</i>				
<i>Objective 2.1:</i> Faculty and students are encouraged to develop research projects that permit the examination of the impact of rural/Appalachian culture.	Program Director	The number of research projects, presentations and publications on rural behavioral health issues will be assessed annually.	Currently, a total of 4 faculty and 15 students are conducting projects regarding some aspect of rural/Appalchian culture.	Encouragement of these projects is ongoing.
<i>Objective 2.2:</i> Faculty and students are encouraged to present their work in conferences and workshops that address issues pertinent to rural populations.	Program Director	The number of students and faculty presenting work at the Appalachian Studies Association Conference and other related conferences will be assessed annually.	A total of 3 faculty and 10 students have presented work at the such conferences.	Encouragement of these projects is ongoing.