

## Goals, Objectives, and Competencies of the Psy.D. Program

In attempting to meet the following goals, the Psy.D. Program faculty strive to provide a safe and nurturing environment for our students that fosters their growth as persons and professionals by encouraging them to engage in continuous personal and professional self-study and reflection. We endeavor to integrate the following into the Program as a whole and on an individual level:

- Faculty are readily available to students for discussion and interaction
- Faculty offer opportunities for high faculty/student interaction, active advising, and professional mentoring that models commitment to professional excellence in science, practice, and personal growth
- Faculty facilitate and are accepting of students' individual choices of practice and research directions that best fit their professional interests
- Students participate in program governance
- Many courses include discussion components to foster reflective thought
- Several courses require reaction/reflection papers to help students reflect on their learning and chart their growth
- Supervision is structured such that students feel free to discuss important personal and professional issues
- Faculty encourage and facilitate students' self-care (which includes, but is not limited to, access to personal therapy and other services when appropriate)
- Faculty engage students in meaningful dialogue regarding personal and professional issues

With these aspects as a foundation, the following sections identify the Program's 4 broad Goals, and their related Objectives and Competencies. The manner in which each competency is measured is outlined here. The Program's four major foci are evident in the material below:

- Rural mental health is the focus of Goal 3
- Cultural diversity is the emphasis of Goal 1, Objective 1.4
- Social justice is in Goal 4, Objective 4.2
- Evidence-based practice is integrated in Goal 1, Objectives 1.2, 1.8, and 1.10

1. The primary goal of the Psy.D. program is to provide high quality graduate education and training in counseling psychology with an emphasis on the role of empirical knowledge as it pertains to counseling practice. As such, students will develop specific competencies comprised of a combination of the Competency Benchmarks developed by the Assessment of Competency Benchmarks Work Group. The Psy.D. faculty members have maintained the Benchmarks document's distinction between "Foundational" and "Functional" competencies (see Rodolfa et al., 2005). To quote from the Benchmarks document (June 2007, p. 5):

Foundational competencies refer to the knowledge, skills, attitudes, and values that serve as the foundation for the functions a psychologist is expected to carry out, (e.g., an understanding of ethics, awareness and understanding of individual and cultural diversity issues, knowledge of the scientific foundations of psychology). Functional competencies encompass the major functions that a psychologist is expected to carry out, each of which requires reflective integration of foundational competencies in problem identification and resolution, (e.g., assessment, intervention, consultation, research).

## Foundational Competencies

Objective 1.1 Reflective Self-Practice: “Practice conducted within the boundaries of competencies, commitment to lifelong learning, engagement with scholarship, critical thinking, and a commitment to the development of the profession” (p. 11). Students are expected to develop competency in the following areas:

*Competency 1: Reflective Practice*

*Competency 2: Self-Assessment and Self-Care*

*Competency 3: Professionalism*

Assessed through:

- Initial Practicum Evaluation Form (Section 1)
  - Expected Outcome: All ratings are at 2 or above
- Practicum Evaluation Form (Sections 10 and 11)
  - Expected Outcome: All ratings are at 3 or above each year
- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Professional development activities
  - Expected Outcome: Identifiable evidence of involvement

Objective 1.2 Scientific Knowledge – Methods: “The ability to understand research, research methodology and a respect for scientifically derived knowledge, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and lifespan human development” (p. 15). Students are expected to develop competency in the following areas:

*Competency 1: Scientific Mindedness*

*Competency 2: Knowledge*

*Competency 3: Scientific Foundations*

Assessed through:

- Initial Practicum Evaluation Form (Section 2)
  - Expected Outcome: All ratings are at 2 or above
- Practicum Evaluation Form (Sections 2 and 4)
  - Expected Outcome: All ratings are at 3 or above each year
- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through citations to appropriate literature)

- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

Objective 1.3 Relationships: The “capacity to relate effectively and meaningfully with individuals, groups, and/or communities (p. 18). Students are expected to develop competency in the following areas:

*Competency 1: Interpersonal Relationships*

*Competency 2: Affective Skills*

*Competency 3: Intradisciplinary Relationships*

*Competency 4: Expressive Skills*

Assessed through:

- Initial Practicum Evaluation Form (Section 1)
  - Expected Outcome: All ratings are at 2 or above
- Practicum Evaluation Form (Section 1)
  - Expected Outcome: All ratings are at 3 or above each year
- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through discussion of the therapeutic alliance)

Objective 1.4 Individual-Cultural Diversity: “Awareness and sensitivity in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics (p. 22). Students are expected to develop competency in the following areas:

*Competency 1: Self-Awareness*

*Competency 2: Applied Knowledge*

Assessed through:

- Initial Practicum Evaluation Form (Section 2)
  - Expected Outcome: All ratings are at 2 or above
- Practicum Evaluation Form (Section 6)
  - Expected Outcome: All ratings are at 3 or above each year
- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)

- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through discussion of cultural components to case)
- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

Objective 1.5 Ethical-Legal Standards-Policy: “Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. Advocating for the profession” (p. 25). Students are expected to develop competency in the following areas:

*Competency 1: Knowledge*

*Competency 2: Awareness and Application of an Ethical Decision Making Model*

*Competency 3: Ethical Conduct*

Assessed through:

- Initial Practicum Evaluation Form (Section 2)
  - Expected Outcome: All ratings are at 2 or above
- Practicum Evaluation Form (Section 7)
  - Expected Outcome: All ratings are at 3 or above each year
- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through discussion of ethical/legal/policy considerations associated with the case)
- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

Objective 1.6 Interdisciplinary Systems: “Identification and involvement with one’s colleagues and peers. Knowledge of key issues and concepts in related disciplines and the ability to interact with professionals in them” (p. 30). Students are expected to develop competency in the following areas:

*Competency 1: Understanding of Other Professions*

*Competency 2: Multidisciplinary and Interdisciplinary Functioning*

*Competency 3: Understanding of Benefits of Collaboration*

*Competency 4: Development of Respectful and Productive Multidisciplinary Relationships*

Assessed through:

- Initial Practicum Evaluation Form (Section 1)
  - Expected Outcome: All ratings are at 2 or above
- Practicum Evaluation Form (Section 5)
  - Expected Outcome: All ratings are at 3 or above each year

- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through discussion of the possible roles of professionals from other fields)
- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

## Functional Competencies

Objective 1.7 Assessment-Diagnosis-Case Conceptualization: “Assessment and diagnosis of problems and issues associated with individuals, groups, and/or organizations” (p. 34). Students are expected to develop competency in the following areas:

*Competency 1: Diagnosis*

*Subcompetency 1 Normal / Abnormal Behavior*

*Subcompetency 2: Skills*

*Competency 2: Assessment*

*Subcompetency 1: Knowledge of Measurement and Psychometrics*

*Subcompetency 2: Use of Methods*

- Interview
- Tests / Measurements

*Competency 3: Integration*

*Subcompetency 1: Site Specific*

*Subcompetency 2: Communication of Results*

*Subcompetency 3: Integrated Skills*

Assessed through:

- Initial Practicum Evaluation Form (Section 2)
  - Expected Outcome: All ratings are at 2 or above
- Practicum Evaluation Form (Sections 3 and 4)
  - Expected Outcome: All ratings are at 3 or above each year
- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through consideration of and/or use of appropriate instruments; appropriate diagnostic considerations)

- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

**Objective 1.8 Intervention:** “Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations” (p. 42). Students are expected to develop competency in the following areas:

*Competency 1: Knowledge of Interventions*

*Competency 2: Intervention Planning*

*Competency 3: Intervention Implementation*

*Competency 4: Progress Evaluation*

*Competency 5: Skills*

Assessed through:

- Initial Practicum Evaluation Form (Section 2)
  - Expected Outcome: All ratings are at 2 or above
- Practicum Evaluation Form (Section 4)
  - Expected Outcome: All ratings are at 3 or above each year
- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through citations to appropriate literature; through consideration of therapeutic alliance)
- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

**Objective 1.9 Consultation:** “The ability to provide expert guidance or professional assistance in response to a client’s needs or goals” (p. 47). Students are expected to develop competency in the following areas:

*Competency 1: Addressing Referral Question*

*Competency 2: Role Knowledge*

*Competency 3: Knowledge*

Assessed through:

- Practicum Evaluation Form (Section 5)
  - Expected Outcome: All ratings are at 3 or above each year
- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Consultee evaluation
  - Expected Outcome: All ratings are at 3 or above
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)

- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through citations to appropriate literature)
- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

Objective 1.10 Research / Evaluation: “The generation of research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities” (p. 50). Students are expected to develop competency in the following areas:

*Competency 1: Scientific Approach to Knowledge Generation*

*Competency 2: Application of Scientific Method to Practice*

Assessed through:

- Dissertation
  - Successful proposal and defense of project
- Professional development activities
  - Expected Outcome: Identifiable evidence of involvement
- Practicum Evaluation Form (Section 2)
  - Expected Outcome: All ratings are at 3 or above each year
- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through citations to appropriate literature)
- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

Objective 1.11 Supervision: The ability to provide guidance and oversight to trainees or other professionals providing therapeutic or other direct services. Students are expected to develop competency in the following areas:

*Competency 1: Knowledge*

*Competency 2: Skills Development*

*Competency 3: Awareness of Factors Affecting Quality*

*Competency 4: Participation in Supervision Process*

*Competency 5: Ethical and Legal Issues*

Assessed through:

- Practicum Evaluation Form (Section 9)
  - Expected Outcome: All ratings are at 3 or above each year
- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year

- Supervisee evaluations
  - Expected Outcome: All ratings are at 3 or above
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through citations to appropriate literature; discussion of supervisory alliance issues)
- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

Objective 1.12 Management-Administration: “Managing the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA)” (p. 60). Students are expected to develop competency in the following areas:

*Competency 1: Leadership*

*Competency 2: Management*

*Competency 3: Effective Program Development*

Assessed through:

- Practicum Evaluation Form (Section 8)
  - Expected Outcome: All ratings are at 3 or above each year
- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through managerial relationship considerations)

2. The second goal of the Psy.D. Program is to ensure that the training of students is thoroughly grounded in the broad scientific areas of psychology.

Objective 2.1 Knowledge of Broad Areas of Scientific Psychology: 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; and techniques of data analysis;

*Competency 1:* Students will demonstrate their knowledge by successfully completing their program of study

Assessed through:

- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year

- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through citations to appropriate literature)
- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

Objective 2.2: Knowledge of Methodological / Theoretical Areas of Psychology: Students will demonstrate knowledge in the following scientific, methodological, and theoretical areas of psychology: individual differences in behavior, human development, and psychopathology.

*Competency 1:* Students will demonstrate their knowledge by successfully completing their program of study

Assessed through:

- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through citations to appropriate literature)
- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

3. The third goal is to promote an understanding regarding the impact of rural culture on clinical practice and produce graduates who are equipped with specialized knowledge and skills to work effectively in rural areas.

Objective 3.1 Understanding of Challenges and Opportunities: Students are knowledgeable regarding the unique challenges and opportunities psychologists encounter in rural settings

*Competency 1:* Students will be able to articulate alternative service delivery models that may improve access and use of behavioral health services in rural areas

*Competency 2:* Students have the ability to adjust their therapeutic style to the unique needs of rural clients

*Competency 3:* Students are sensitive to and competent in responding to special ethical challenges rural psychologists encounter as a result of working in a small community

Assessed through:

- Practicum Evaluation Form (Sections 4 and 7)
  - Expected Outcome: All ratings are at 3 or above each year

- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through discussion of special rural issues)
- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

Objective 3.2 Understanding of Diverse Forces: 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.

*Competency 1:* Students are sensitive to, and knowledgeable about, characteristics of rural communities

*Competency 2:* Students have the ability to work well with a full range of community entities and referral sources

Assessed through:

- Practicum Evaluation Form (Section 5)
  - Expected Outcome: All ratings are at 3 or above each year
- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through discussion of special rural issues)
- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

Objective 3.3 Rural Research Projects: Students are encouraged to develop research projects that permit the examination of the impact of rural/Appalachian culture.

*Competency 1:* Students attempt to present work that addresses issues pertinent to rural populations at conferences and workshops

Assessed through:

- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year

- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Professional development activities
  - Expected Outcome: Identifiable evidence of involvement

4. Finally, the program seeks to develop professionals who are committed to psychology in general and the specific field of Counseling Psychology as well as to social justice.

Objective 4.1 Commitment to Counseling Psychology: To develop professionals who will actively identify with and are committed to the profession and positive traditions of Counseling Psychology.

*Competency 1:* Students join APA and Division 17 or other professional bodies consistent with the identity as a Counseling Psychologist

*Competency 2:* Students join the program's Graduate Student Organization

*Competency 3:* Students subscribe to and read Counseling Psychology journals and publications as well as other publications

*Competency 4:* Students attend and may present at professional meetings relevant to Counseling Psychologists (e.g., APA, regional conferences, relevant specialty conferences)

*Competency 5:* Students participate in the program's mentoring activities

Assessed through:

- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Professional development activities
  - Expected Outcome: Identifiable evidence of involvement
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items

Objective 4.2 Commitment to Social Justice: Students will demonstrate a commitment to social justice.

*Competency 1:* Students will be able to engage in formal and informal discussions of social justice

*Competency 2:* Students will actively participate in two social justice practica

*Competency 3:* Students will integrate social justice principles into other aspects of their training

Assessed through:

- Professional development activities
  - Expected Outcome: Identifiable evidence of involvement
- Supervisor evaluation
  - Expected Outcome: All ratings are at 3 or above

- Self-evaluation
  - Expected Outcome: All ratings are at 3 or above each year
- Behavior in courses
  - Expected Outcome: Faculty member(s) can identify the presence of applicable competencies during appropriate courses (e.g., in discussions, papers, presentations, overall course grade)
- Case presentations
  - Expected Outcome: Faculty member(s) / Supervisor(s) can identify the presence of applicable competencies during presentation (e.g., through discussion of social justice considerations)
- Performance on Comprehensive Examinations (written and oral)
  - Expected Outcome: Score of at least 3.0 on applicable items