

HANDBOOK
of the
Clinical Psychology Doctoral Program
Department of Psychology
Saint Louis University



— — EST. 1818

2020-2021

Department of Psychology
Saint Louis University
2020-2021

TABLE of CONTENTS

I.	Mission	3
II.	Overview	4
III.	Philosophy of Training, Guiding Principles and Values	6
IV.	Goals, Objectives and Curriculum Plan	8
	A. Plan	

careers in academic and research based

D. Program Aims and Student Competencies.

The clinical program is committed to excellence in training students in health service psychology by equipping them with discipline-specific knowledge in psychology and the profession wide competencies. The resources, methods, and processes by which these outcomes are to be attained are presented in our goals, objectives, and curricula (section 4 of this handbook). These aims are consistent with our identity as a Jesuit University and the corresponding principle of service to others. These aims are also consistent with those of the profession in that they provide excellent education and training in health service psychology as well as protect local, regional, and national consumers of psychological services thereby maintaining the integrity of the profession.

E. Contribution to the Catholic, Jesuit Identity of Saint Louis University

The clinical program contributes to the Catholic, Jesuit identity of the University by preparing clinical psychologists who provide service to others and who are effective leaders of social change based on ethical values and principles.

IV. GOALS, OBJECTIVES, AND CURRICULUM PLAN

The objectives of the clinical psychology program at Saint Louis University are to educate and train students (American Psychological Association). In realizing its mission, the clinical psychology graduate program is committed to preparing students to achieve competence in both the discipline specific and professionwide competencies that define providers of health service psychology.

Various universitygraduate education, department, and program requirements are integrated to form a curriculum plan which reflects our commitment to individual and cultural diversity, the scientist-practitioner model, and

requirement may be met through completion of:

PSY5100: History & Systems of Psychology 0.00000912 0 612 79/P <TJ ET Q n .00000912 0

Social-Affective Aspects of Behavior (3 hours). Each student must successfully complete a 3 credit hour, graduate level, broad based survey course in the social affective aspects of behavior. To satisfy this requirement, students must complete the following:

PSY 5300: Social Psychology

Biological Aspects of Behavior (3 hours). Each student must successfully complete a 3 credit hour, graduate level, broad based survey course in the biological aspects of behavior.

Courses that meet this requirement include:

PSY5130: Neuroscience

PSY5930: Fundamentals of Neuropsychology

Cognitive Aspects of Behavior (3 hours). Each student must successfully complete a 3 credit hour, graduate level, broad based survey course in the cognitive aspects of behavior.

PSY5300: Social Psychology
PSY5120: Memory & Cognition

Research Methodology (6 hours). Each student in the clinical psychology program must successfully complete six credit hours of graduate-level coursework in research methodology. The Department of Psychology offers the following courses to meet this requirement.

1. Knowledge and Understanding of the Conduct of Psychological Research

Students will demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base; conduct research or scholarly activities; and critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level. To meet these objectives, the following courses and training experiences are required:

Research Vertical Team (0 hours). Each clinical psychology student must participate in

Ethics. Each clinical psychology student is required to complete three graduate credit hours in ethics and professional issues for

Education and training for the role of a professional psychologist is integrated throughout the curriculum. For example, students learn the professional role of a scientist through exposure and modeling on Research Vertical Team and completion of the thesis and dissertation. Students learn the professional role of a clinical practitioner through exposure and modeling on Clinical Vertical Team, clerkships, and internship. Students gain applied exposure to professional issues via Professional Seminar.

5. Knowledge, Understanding, and Competence in Communication and Interpersonal Skills

Students are expected to a) develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services; b) produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts; and c) demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Education and training in communication and interpersonal skills is integrated throughout the curriculum. Our courses in the DSKs and PWCs contain written and oral communication requirements via the conduct of class discussions (e.g., presentations, discussions, debates), written work (e.g., tests, quizzes, papers), and experiential exercises. In addition, students learn and demonstrate their communication skills through participation on Research Vertical Team, Clinical Vertical Team, clerkships, and internship. Students gain formal exposure to models of supervision and consultation via the following course:

Psy6800: Ethics, Supervision, & Consultation

6. Knowledge, Understanding, and Competence in Assessment

Students are expected to a) demonstrate knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology; b) demonstrate understanding of human behavior with its context; c) demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process(es) and apply assessment methods that draw from the best available empirical literature that reflect the science of measurement and psychometrics; d) collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient; e) interpret assessment results, following current research and professional standards and guidelines, to case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective; and f) communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Students are expected to demonstrate knowledge of diagnostic classification systems, functional and dysfunctional behaviors and understanding of human behavior in its context via demonstration of knowledge, understanding, and competence in the theoretical and conceptual bases of psychopathology, diagnosis, and assessment. Students are exposed to the applied aspects of psychopathology through diagnosis, assessment, symptom presentation, and case conceptualization and via their work on Clinical Vertical Team, clerkships, and internship. To further achieve this competency, formal course work in psychopathology provides knowledge and training in the theoretical and conceptual bases of psychopathology and formal training in assessment provides knowledge and training in the assessment thereof:

Psychopathology (3 hours). Each clinical psychology graduate student is required to complete three graduate credit hours in the foundations of psychopathology. This requirement is met by completion of the following course:

PSY 5520 Psychopathology

Practicum in Psychopathology (0 hours). In conjunction with Psychopathology (PSY 5520), students are required to complete one semester of practicum to provide identification and conceptualization of mental disorders and dysfunctional behaviors. Students should register for zero credit hours for the following course:

PSY5880 01: Psychopathology Practicum
(Fall semester, in conjunction with PSY 5520 Psychopathology)

Clinical Assessment (6 hours). Students in the clinical psychology graduate training program are required to complete six graduate credit hours of coursework in the foundations of clinical assessment. This requirement is met by completion of three credit hours of each of the following two courses:

PSY5030: Clinical Assessment
PSY5040: Clinical Assessment

Practicum in Clinical Assessment (0 hours). In conjunction with the core two-semester sequence in clinical assessment, students are required to complete two semesters of practicum in the selection, administration, scoring, and interpretation of psychological tests and measures.

Students should register for zero credit hours as follows:

PSY5800: Clinical Assessment Practicum
(Fall semester, in conjunction with PSY5030: Clinical Assessment)
PSY5830: Clinical Assessment Practicum
(Spring semester, in conjunction with PSY5040: Clinical Assessment)

Department of Psychology at the School for Professional Studies at Saint Louis University. No student may be engaged in the delivery of psychological services outside the Psychological Services Center without permission of his/her advisor and the Director without registering for clerkship hours.

PSY5890 Clerkship in Clinical Psychology

PSY5891: Clerkship in Clinical Child Psychology

PSY5892 Clerkship in Health, Neuropsychology and Trauma

practicum experiences in the specialty. An area of experience involves at least two courses and practicums in the area of specialty. Area of exposure involves at least two courses in the specialty.

Our program's major area of study is that of clinical psychology. Although there are no formal areas of predoctoral specialization in our clinical psychology graduate training program, students may elect one of the following education and training opportunities: Clinical Neuropsychology, Clinical Child Psychology, Health Psychology, Psychology of Trauma, and Sports Psychology. Students interested in pursuing one of these areas should work with their advisor to establish an individualized curriculum and training plan.

1. Areas of Emphasis, Experience, or Exposure

Clinical Neuropsychology. Elective graduate courses for students interested in the field of clinical neuropsychology include Fundamentals of Neuropsychology, Neuropsychological Assessment, Memory and Cognition, Physiological Psychology, and Psychopharmacology. Supervised clinical experience in neuropsychological assessment, consultation, and treatment is offered through the Psychological Services Center and various external placements. Faculty research in clinical neuropsychology focuses on cognitive changes associated with neurodegenerative disease, mild head injury, and healthy aging, along with developmental populations such as ADHD and Autism Spectrum Disorder. Faculty research also focuses on enhancing the evidence-based practice of clinical neuropsychology, including the examination of response bias and effort.

2. Areas of Experience or Exposure

Clinical Child Psychology. Elective graduate courses for students interested in clinical child psychology include Child Assessment and Psychopathology, Child Interventions, Couples and Family Therapy, Cognitive Behavioral Interventions, and Psychopharmacology. External placements involving pediatric, child and adolescent assessment, consultation, and intervention are also available. Faculty research in clinical child psychology includes community psychology and primary prevention, religion and mental health, family conflict and adjustment, family violence, children of battered women, treatment of physical and/or sexual abuse, parent training, parent attitudes, and graduate training in clinical child psychology.

Health Psychology Elective graduate courses for students interested in health psychology should consider taking courses in the following areas as they are available: Clinical Health Psychology, Cognitive Behavioral Interventions, Psychopharmacology, Addictions: Assessment and Interventions, and Sports Psychology. Additional courses related to health psychology are offered in SLU's School of Public Health. External placements in the application of psychological services to enhance physical well-being and health are available. Faculty research in health psychology include pain and rehabilitation, sports psychology (including performance enhancement, player assessment, coping with athletic injuries), exercise adherence, eating disorders, obesity, health behavior change, depression, anxiety disorders, addictions, and interventions for health behavior change.

(including motivational interviewing, contingency management, and cognitive behavioral interventions).

Trauma Psychology Students interested in working in the field of traumatic stress are offered elective graduate coursework in the Psychology of Trauma, Cognitive Behavioral Interventions, and Addictions: Assessment and Interventions. Additional courses related to traumatic stress can be found in SLU's School of Public Health. Supervised clinical training experiences with individuals who have experienced potentially traumatic events can be found within the Psychological Services Center on a trauma-focused clinical vertical team. On this team trainees will be guided by the New Haven Trauma Competencies guidelines for clinical interventions and will receive exposure and experience with empirically supported therapies for posttraumatic stress and other trauma spectrum disorders. These therapies include Cognitive Processing Therapy (CPT), Prolonged Exposure Therapy (PE). Faculty research in traumatic stress studies include the examination of factors associated with the development of posttraumatic stress disorder (PTSD), the impact of potentially traumatic events (especially family

Students entering the clinical psychology program with a thesis master's degree are required to complete a postmaster's degree research project under the supervision of an approved faculty member in the Department of Psychology. The completed research project requires approval of the faculty supervisor.

3. Advancement to Candidacy Students may begin registering for thesis credits at any time; however, once enrolled, they must enroll for a minimum of one credit per semester (fall and spring) until the thesis is defended. During the semester in which the student plans to defend (fall, spring, or summer) students must have completed or be registered to complete the 6 hours of thesis research (PSY 5990). Should the thesis credits already be fulfilled, students should register for zero credit hours of Psy 5990.

In preparation for the defense, students should follow the procedures found on the Office of Graduate Education website. In brief, students need to complete the following tasks before the defense can be held: a) complete the Application for Degree through Banner Self Service, b) complete the Thesis Proposal/Prospectus Form, c) obtain approval from the Advisor, and c) complete the Thesis Proposal/Prospectus Form. Students planning on defending during the 8-week summer sessions must have written permission of the mentor, committee members, and department chair. All of the above must be received no less than two full weeks prior to the date of the defense.

4. Master's Comprehensive Oral Examination Each student must pass an oral examination in accordance with the requirements of the Office of Graduate Education prior to advancement to candidacy for the Masters of Science (Research) degree. The examination committee typically (but not necessarily) is the same as the thesis committee; however, the committee must consist of at least three members, two of whom are clinical psychology faculty who have Graduate Faculty status. Appointment of any committee member who does not have Graduate Faculty status requires permission of the Associate Dean for Graduate Affairs. The exam should be scheduled for 90 minutes; however, the exam is to last no less than 60 minutes nor more than 90 minutes. The student will be examined over: 1) the contents of the thesis research methodology, statistics and psychological measurement; 2) the theoretical, scientific conceptual foundations of the field of clinical psychology (i.e., clinical assessment, psychopathology, clinical interventions); and 3) ethics and diversity. Students will also be evaluated in terms of their ability to integrate within each of the clinical core areas (i.e., clinical assessment, psychopathology, clinical interventions, ethics, and diversity) which serves as a diagnostic indicator of readiness for the written preliminary examination. The student will be examined on their oral performance to the Associate Dean for Graduate Affairs in writing. If the student fails the examination, the examination may be repeated only once, provided that a second exam is recommended by the committee and is approved by the Associate Dean for Graduate Affairs.

B. Doctor of Philosophy Degree (Ph.D.)

website, at least two weeks prior to scheduling: a) complete the Doctoral Oral Examination Form; b) complete the Degree Audit Form that will be sent to the student following submission of the Doctoral Oral Examination Form.

The examination is to last no less than one hour nor longer than one and a half hours. During the examination, the student will be examined on the dissertation proposal/prospectus (consisting of a statement of problem, literature review, and the research design prepared for the investigation). The examination is designed to assess

The members of the oral preliminary examination committee communicate their ballots provided the Doctoral Candidacy Advisor via the student is notified of the results and is automatically advanced to doctoral candidate status. A student receiving two or more unfavorable evaluations from examiners fails the examination. If the student fails the examination, the examination may be repeated, but only once, and ordinarily the second attempt should not be scheduled in the same academic term as the first. The committee that administered the first exam will administer the second exam under ordinary circumstances. The chairperson of the examination committee must submit a written request for a second exam to the Associate Dean

Clinical Child Interventions; Research Vertical Team, Clinical Vertical Team

Jeffrey Gfeller, Ph.D. (Ohio University)

Professor of Psychology

Associate Professor of Neurology and Psychiatry

Administrative responsibilities Chair, Department of Psychology

Research and clinical interests Clinical neuropsychology (age-related changes in cognition and cognitive sequelae of mild head injury), hypnosis,

change.

Teaching Cognitive Behavioral Interventions Psychometric Theory; Univariate Statistics, Clinical Vertical Team; Research Vertical Team

Terri L. Weaver, Ph.D. (Virginia Polytechnic Institute and State University) Professor of Psychology

Research and clinical interests Posttraumatic stress disorder (PTSD); psychological physical sequelae of traumatic events, especially family violence sexual assault; psychological impact of violence related injury; treatment outcome research mental health treatment with war exposed refugee populations.

Teaching Psychopathology, Psychology of Trauma; Clinical Vertical Team; Research Vertical Team

Jeremiah Weinstock, Ph.D. (University of Memphis)

Associate Professor of Psychology

Administrative responsibilities Coordinator, Written Preliminary Examinations

Research and clinical interests Addictions, including gambling, college student hazardous drinking, cocaine and opiate dependence, interventions including motivational interviewing, contingency management, and cognitive behavior therapy; exercise adherence, health behavior change; sports psychology including performance enhancement and play assessment.

Teaching Addictions Assessment and Intervention; Research Vertical Team; Clinical Vertical Team; Clinical Health Psychology

2. Additional Clinical Faculty

Full and parttime, nontenure track clinical faculty contribute to the clinical psychology program through teaching, research, supervision and/or administration. For the current academic year, these additional clinical faculty include:

Chammie Austin, Ph.D. (University of Kentucky) Adjunct Instructor and Clinical Vertical Team Supervisor

Honore Hughes, Ph.D. (University of South Carolina) Emeritus Professor of Psychology

Patrice Pye, Ph.D. (Saint Louis University) Clinical Vertical Team Supervisor

Keisha Ross, Ph.D. (Saint Louis University) Clinical Vertical Team Supervisor

3. Affiliated Faculty

Full-time, tenured/tenure track faculty in the Department of Psychology contribute significantly to the clinical program through mentoring and committee membership for

theses and dissertations, teaching, and serving on masters and doctoral oral examination committees. The following members of the Department of Psychology hold Graduate Faculty appointments and provide contributions to the clinical program:

A. Michael Anch, Ph.D. (Saint Louis University)
Associate Professor, Cognition and Neuroscience
Research interests: Sleep; sleep disorders; nutrition and sleep; pharmacology; of biological rhythms; shift work; brain-behavior relationships.

Tony Buchanan, Ph.D. (University of Oklahoma)
Associate Professor, Cognition and Neuroscience
Research interests: Cognitive neuroscience of stress; cognitive, psychophysiological, neuroimaging studies of stress and the effects of stress on memory processes.

Eddie M. Clark, Ph.D. (Ohio State University)
Professor, Social Psychology

Donna LaVoie, Ph.D.(Claremont Graduate School)
Professor, Cognitive Neuroscience Psychology
Associate Dean, College of Arts and Sciences
Research Interests: Memory and cognition; memory function in healthy older adults;
mp q y n g f i g " n q u d i s e a s e " C n | j g k o g t ø u

Kimberly K. Powlishta (Stanford University)
Associate Professor, Developmental Psychology
T g u g c t e j " K p v g t g - c o g n i t i v e d e v e l o p m e n t ; s t e r e o t y p i n g a n d g r o u p r e l a t i o n s , g e n d e r r o l e d e v e l o p m e n t , a n d g e n d e r s e g r e g a t i o n ; a d u l t d e v e l o p m e n t ,
c p f " C n | d i s e a s e g t ø u

Cort W. Rudolf, Ph.D. (Wayne State University)
Assistant Professor, Industrial Organizational Psychology
Research Interests: Work and aging; retirement; sustainable employment; stigma;
personnel psychology; judgment and decision making.

Edward Sabin, Ph.D.(Saint Louis University)
Associate Professor, Industrial Organizational Psychology
Research Interests: Organizational planning, change and development; psychology
language and communication; human factors in aviation; interdisciplinary approaches
the humanities, social sciences and technologies.

Associate Professor, Cognition and Neuroscience
Research Interests: Normal and abnormal cognitive function; psychopharmacology, health outcomes in older adults.

4. Clinical Psychology Program Support Staff

Administrative Assistant, PSC and Clinical Psychology Program Cathy Donaldson

Administrative Assistant, Department of Psychology Beth Glauber

B. Training Facilities

1. Psychological Services Center (PSC)

The Psychological Services Center of Saint Louis University serves as a campus site for supervised experience and training in the delivery of a full range of psychological services (i.e., assessment, intervention, consultation). As a comprehensive, university-based training clinic, the PSC offers both direct and indirect psychological services to the Greater St. Louis metropolitan community. All services are provided by clinical psychology graduate students under the supervision of Missions, clinical psychology faculty. Services include psychological assessment and intervention for individuals, couples, families and groups, and are offered to children, adolescents and adults representing a wide range of problems.

The PSC is located on the first floor of Morrissey Hall and includes 12 rooms for psychological therapy or assessment, a play therapy room equipped with toys, a workroom with computers and a laser printer, a student conference room, a business office, an office for the Administrative Assistant, an office for the PSC Assistant Director and a storage room with client files and testing materials. All therapy rooms are equipped with web cameras. The Psychological Services Center functions in conjunction with the Clinical Vertical Team (CVT). Students receive individual and group supervision for their psychological assessment, intervention, and consultation training cases in the PSC through the Clinical Vertical Team.

benefits) and Diversity Fellowships (\$22,750 stipend, 21 hours tuition scholarship and health benefits) have been available over the past several years. These fellowships are competitive across all programs and schools at Saint Louis University.

Several types of assistantships are available to the Department of Psychology in the College of Arts and Sciences. Graduate Research Assistantships (RAs) are 12-month appointments and provide a stipend of \$22,000, 21 hours tuition scholarship and health benefits. Graduate Teaching Assistantships (GTAs) are 9-month appointments and provide a stipend of \$8,000 and 18 hours tuition scholarship for 9 months. Both the RAs and GTAs allow students to obtain valuable research, teaching, and clinical experience working 20 hours per week with a faculty member. Half Graduate Assistantships are also available; students work 10 hours per week and receive a stipend of \$9,000 and 12 hours tuition scholarship over 9 months. The clinical program also typically receives over forty hours each academic year.

Normally, the maximum number of years that a graduate student may hold assistantships is two years while pursuing a Master's degree and five years in a Doctoral program. In the case of a student pursuing the Master's and Doctoral degree in the same field, eligibility for funding is also normally limited to five years. A third year of funding for the M.A. (M.A. only) or a sixth year for the PhD is possible provided funding through the department in question is available and the following criteria are met: 1) the student has completed the Doctoral candidacy with an approved thesis or dissertation prospectus, + 2) the student's advisor, the graduate program director and the chair of the department all have recommended the third or sixth year. The appeal should be made during the spring semester of the second year of the program.

VII. QUALITY ASSURANCE and OUTCOMES ASSESSMENT

In support of its commitment to excellence, the clinical psychology program engages in regular, comprehensive self-study and training to ensure that it meets its goals.

A. Evaluation of the Program Mission, Goals, Objectives and Processes

Program evaluation and quality assurance is facilitated by the accreditation process of the American Psychological Association (APA). An annual report, as well as a comprehensive self-study report and site visit by the American Psychological Association as primary mechanisms for external evaluation. The clinical psychology program at Saint Louis

instruction and preparation for clinical practice and research. Various written and examinations (e.g., masterorals, written prelims, oral prelims, dissertation defense) serve as a knowledge essential for both the science and practice of clinical psychology. Student research competencies are reflected in successful completion, presentation and publication of theses and dissertations. Student acceptance and placement in APA-accredited internships and postdoctoral fellowships serve as indicators of the implementation of our scientist-practitioner model of clinical training. Evaluation of clinical, research, and teaching activities in various external placements provide important information regarding the adequacy of training. Additionally, semi-annual clinical student achievement reports provide information regarding the program's progress in achieving its goals and objectives on an individual student basis. Initial employment of students who have graduated from the clinical program is monitored as part of the annual report for accreditation. Alumni from the clinical program are surveyed regarding their perceptions and satisfaction with their education and training in the clinical program as well as their subsequent professional involvement.

B. Evaluation of Clinical Faculty

A critical component in ensuring the quality of education and training of clinical psychologists is the systematic evaluation of clinical faculty. All academic courses taught as well as all Clinical and Research Vertical Teams conducted by clinical faculty are evaluated by students each semester. *Evaluations are to be completed by students no later than the last day of class for that semester.* The clinical program is moving toward one evaluation in which faculty send out a course evaluation link to their students. Students complete the evaluations anonymously and the results are given to each f

also reviewed within the clinical program through such processes as oral examination, written preliminary examination, oral preliminary examination, clinical internship, dissertation, and dissertation defense. Relevant to progression through the program is student conduct. The clinical psychology program follows the APA Ethical Principles of Psychologists and Code of Conduct as well as the policies and procedures of the Saint Louis University as specified in Graduate Education Catalog and College of Arts and Sciences.

The professional development of each student in residence is reviewed by the clinical faculty twice a year, typically at the end of each fall and spring semester. This comprehensive review provides feedback to the student of his or her performance and progress in all aspects of the clinical program, including academic coursework, practica, Clinical Vertical Team, Research Vertical Team, clerkships, assistantships, thesis, oral examination, written preliminary examination, oral preliminary examination, readiness for clinical internship, dissertation and personal adjustment for the role of a clinical psychologist.

To facilitate the review process, students are required to submit a current curriculum vita, a summary of their current total number of APPIC hours of intervention, assessment supervision and support as well as completed *Student Activity Report* to the Director of the Clinical Program and to his/her advisor prior to each student evaluation meeting. Performance reviews from all supervisors, including those from clerkships and placements, are also required. During this meeting, clinical faculty will share information about the student's performance, further professional development, and any areas of concern or problems that may be limiting the student's progress. A student may provide additional information either in writing or in person at the student professional development review meeting with the faculty.

Similarly, the clinical faculty may request additional information from the student either in written format or by attendance at a portion of the student performance review meeting.

Based on this evaluation of the student, one of the following recommendations will be made:

Satisfactory Progress The student is making satisfactory progress in all aspects of the clinical program and is encouraged to continue their professional development in the program;

Area of concern The student has met the minimal level of competency in a specified area but there are concerns that the competency is just at a minimal level and needs to be improved. This category is designed to raise awareness for both the student and the faculty of an area to which needs monitoring, attention and improvement.

Problem identification: The student is identified as not having met the minimal level of

STUDENT PROFESSIONAL DEVELOPMENT:

Express a understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

Unsatisfactory Needs Improvement Meets Expectations Exceeds Expectations 1 \$ & D Q 1 W 5 D W H

Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and ser

Unsatisfactory Needs Improvement Meets Expectations Exceeds Expectations 1 \$ & D Q 1 W 5 D W H

Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

Unsatisfactory Needs Improvement Meets Expectations Exceeds Expectations 1 \$ & D Q 1 W 5 D W H

Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.

1 Unsatisfactory Needs Improvement Meets Expectations Exceeds Expectations 1 \$ & D Q 1 W 5 D W H

IV. Professional values and attitudes *Trainees are expected to:*

Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and con5 427.99 Tm 0 g 0 G [(Mee)5(ts Ex)-7(p)-3(e)4(c)

V. Communication and interpersonal skills *Trainees are expected to:*

Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

Unsatisfactory Needs Improvement Meets Expectations Exceeds Expectations 1 \$ & D Q ¶ W 5 D W H

Produce and comprehend oral, nonverbal, and written communications that are informative and well integrated; demonstrate a thorough grasp of professional language ~~and~~

Unsatisfactory Needs Improvement Meets Expectations Exceeds Expectations 1 \$ & D Q ¶ W 5 D W H

Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Unsatisfactory Needs Improvement Meets Expectations Exceeds Expectations 1 \$ & D Q ¶ W 5 D W H

VI. Assessment:

