

**Pace University**  
**Doctor of Psychology (PSYD) in School-Clinical Child Psychology**  
**Program is accredited by the American Psychological Association (APA)**

**There are 9 competency goals within the PSYD in School-Clinical Child Psychology program. This is a shortened Table that reflects changes in the Psy.D. Program (2014-2015) to be consistent with the Health Service Provider documents.**

<b>Goal #1: Research/Evaluation: Developing an appropriate knowledge of how research methodology and statistics form the basis of evidence-based practice.</b>
<i>Objectives</i> for Goal #1: <ul style="list-style-type: none"><li>a. Understanding research methodology and appropriate integration of methodology with appropriate statistical techniques at a level that will enable competent review of professional literature, capacity to develop measurement and evaluation strategies, and an ability to competently carry out applied research.</li><li>b. Developing an appropriate knowledge of how research methodology and statistics form the basis of evidence-based practice.</li></ul>
<i>Competencies</i> related to Objectives for Goal #1  Readiness for Practicum Competencies <ul style="list-style-type: none"><li>a. Students have a basic knowledge of principles of psychometric theory.</li><li>b. Students have a sufficient knowledge of research design and statistics to critically evaluate articles on the scientific foundations of practice.</li><li>c. Students must be able to communicate research results in a professional manner.</li></ul> Readiness for Internship Competencies <ul style="list-style-type: none"><li>a. Students possess a knowledge of multivariate statistics and research design.</li><li>b. Students are able to apply knowledge of research design and statistics to the development of independent research.</li></ul> Readiness for Program Completion <ul style="list-style-type: none"><li>a. Students must be able to integrate scientific literature with knowledge of research and evaluation methodology and statistics at a level that generates independent research.</li></ul>
How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

### Readiness for Practicum

- I.RP.a. Students must successfully complete a review (hand-out and short verbal communication) of a major published test that covers conceptual, psychometric, and applied considerations (PSY 721).

Students must write an APA formatted report on a test development class project covering all the key stages of scale development (domain definition, item writing), evaluation of its psychometric properties and interpretation of client normed scales scores and profiles (PSY 721).

- I .RP.b. Students must demonstrate sufficient knowledge of essential statistics for testing, psychometric theory, and understanding of psychometric data (PSY 721).

Students will achieve a passing score on examinations which cover fundamental concepts of statistics and design (PSY 715).

- I .RP.c. Students will develop a research proposal, which identifies research questions and proposes an appropriate research design. Students will write an IRB proposal which meets standards of submission (PSY 715).

### Readiness for Internship

- I .RI.a. Students will conduct analyses using SPSS and present data in tables in Excel which meet APA standards for publication and preparation (PSY 715).

Students will pass examinations cover knowledge of Multivariate Statistics (PSY 716).

Students are required to pass the Comprehensive Examination that assesses mastery of research methodology and statistics.

- I .RI.b. Students are required to design a research project that follows from psychological theory and considers appropriate research methodology and correct application of statistical methods (PSY 716).

### Readiness for Program Completion

- I .RP.a Students are required to develop a research proposal under the supervision of a faculty advisor and consultant. Students present this proposed study in a workshop format to undergraduate psychology students, fellow students, faculty, and visiting professionals from the field. The research proposal must demonstrate a comprehensive literature review and appropriate methodology. It must meet basic

standards related to ethics, research methodology, appropriate sampling and application of statistical methods (PSY 834).

Students must attain the certificate indicating that they have successfully completed a course in Human Participants Protection Education for Research Teams.

Students carry out the doctoral proposal with any modifications that were deemed necessary at the time of the initial proposal. Students carry out their statistical analyses and write-up a results and discussion section under the supervision of a faculty advisor and consultant. Students must present results from this project in a workshop format (PSY 835) and obtain advisor/consultant signatures that the project is complete.

**Goal #2: Ethics and Legal Standards: Application of ethical concepts and awareness of professional guidelines.**

*Objectives for Goal #2:*

- a. Application of ethical concepts and awareness of professional guidelines as well as local, state, and national legal issues regarding professional activities with individuals, groups, and organizations.

*Competencies related to Objectives for Goal #2*

Readiness for Practicum Competencies

- a. Students have a basic knowledge of ethics associated with professional practice.
- b. Students have sufficient knowledge of APA and NASP ethical guidelines to begin practicum experiences.

Readiness for Internship Competencies

- a. Students identify ethical issues within their placements.
- b. Students have a comprehensive knowledge of ethical principles.
- c. Students can utilize an ethics based decision model to address ethical dilemmas.

Readiness for Program Completion Competencies

- a. Students have incorporated ethical principles into their internship experiences.
- b. Students have conducted research consistent with codes of ethics.

**Goal #3: Individual and Cultural Diversity: Providing psychological services in a way that includes awareness, sensitivity, and skills.**

*Objectives for Goal #3:*

- a. Providing psychological services in a way that includes awareness, sensitivity, and skills required to work professionally with diverse individuals, groups, and organizations.

*Competencies related to Objectives for Goal #3*

Readiness for Practicum Competencies

- a. Students will demonstrate beginning awareness and recognition of how their own backgrounds influence their attitudes and assumptions about others.

Readiness for Internship Competencies

- a. Students demonstrate awareness and recognition of how their backgrounds influence interactions with clients/patients, supervisors, and colleagues.
- b. Students recognize the importance of Cultural and Individual Diversity issues in professional practice.
- c. Students demonstrate sensitivity and skills necessary to work professionally with diverse individuals and groups.

Readiness for Program Completion Competencies

- a. Students not only recognize but incorporate their own cultural backgrounds and knowledge of similarities/differences among individuals and groups into the professional provision of psychological services, incorporating CID issues into every aspect of professional practice, and consistently demonstrating sensitivity and skills required to work professionally with diverse individuals and groups.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

Readiness for Practicum

- III.RP.a. Students master readings related to CID issues and integrate readings regarding CID into an integrative paper which explores the central importance of CID issues as they relate to a professional practice issue in the field (PSY 876).

Students are required to write papers and pass final first year examinations that incorporate literature regarding diversity and multicultural perspectives (PSY 710; PSY 725; PSY 737).

### Readiness for Internship

- III.RI.a. Students are rated by faculty with respect to the degree that they recognize CID issues and address them in both their interactions, case formulation, and practice behavior. Minimal competency is defined as “meets minimal expectations.”
- III.RI.b. Students must conduct a case presentation in the school setting (PSY 751 and clinical settings (PSY 822) which addresses the importance of CID issues in case formulation and selection of appropriate intervention strategies.
- III.RI.c. Students are rated by their field supervisors in school and clinical settings with respect to the degree that their work indicates sensitivity and skills regarding an understanding of multicultural and diversity issues. Minimal competence is defined as a rating of “3” (Beginning Professional Competence).

### Readiness for Program Completion

- III.RPC.a. Students are rated by their internship field supervisors as recognizing and incorporating multicultural and diversity issues into every aspect of professional practice. Minimal competence is defined as a rating of “4” (Beginning Professional Competence) on the Field Supervisor Rating Form.

### **Goal #4: Professional Values, Attitudes, and behaviors: Attainment of a stable professional identity marked by concern for others and competencies for reflective practice, self-assessment, and self-care.**

#### *Objectives for Goal #4:*

- a. Demonstrates awareness of personal values and assumptions and biases in clinical practice.
- b. Demonstrates capability for accurate self-assessment and reflective practice as rated by observation of behaviors within group settings.
- c. Demonstrates personal responsibility and accountability as measured by record-keeping, meeting deadlines.
- d. Demonstrates adequate levels of objectivity and confidence in clinical work.

#### Readiness for Practicum Competencies

- a. Demonstrates an awareness of self in relation to professional practice.
- b. Demonstrates personal responsibility and accountability as measured by successful completion of all academic work.

#### Readiness for Internship Competencies

- a. Demonstrates an awareness of values and potential biases in professional practice and capability for accurate self-assessment.

- b. Demonstrates responsibility and accountability as determined by timeliness and accuracy of meeting responsibilities, deadlines, and keeping records.
- c. Demonstrates objectivity and self-confidence in professional work.

Readiness for Program Completion Competencies

- a. Demonstrates professionalism in all aspects of professional practice.
- b. Meets all professional responsibilities appropriately and consistent with professional expectations.
- c. Demonstrates a professionally appropriate level of self-confidence.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

Readiness for Practicum

- IV.RP.a. Students demonstrate awareness of personal values and assumptions and biases rated by supervisors in the McShane Psychological Services Center on the Clinic Competency Rating Scale (See Appendix P, Original 2013 Self Study document, p. 14-17 for outcomes).

Readiness for Internship

- IV.RI.a. Students demonstrate an increased awareness of personal values and potential Biases as rated by supervisors in the McShane Center for Psychological Services Clinic Competency Rating Scale.
- IV.RI.b. Students demonstrate adequate timeliness and record keeping and personal accountability in all activities associated with the practicum in the McShane Center for Psychological Services.
- IV.RI.c. Students demonstrate capacity for accurate self-assessment and self-confidence as rated by the clinic competency scale (See Appendix P, Original 2013 Self Study document, p. 14-17 for outcomes).

Readiness for Program Completion

- IV.RPC.a. Students demonstrate professionalism in all aspects of professional practice as indicated by internship supervisor ratings.
- IV.RPC.b. Students meet all professional responsibilities appropriately as indicated by internship supervisor ratings.
- IV.RPC.c. Students demonstrate a professionally appropriate level of self-confidence and awareness of cultural diversity as indicated by internship supervisor ratings.

**Goal #5: Communication & Interpersonal Skills: Students will communicate and relate to others on a professional level.**

*Objectives for Goal #5:*

- a. Development of effective oral and written communication skills.
- b. Development of ability to develop effective relationships with a wide range of clients, colleagues, organizations, and communities.

*Competencies related to Objectives for Goal #5:*

Readiness for Practicum Competencies

- a. Students will demonstrate appropriate written communication skills in psychological report writing (PSY 703, PSY 707).

Students will demonstrate appropriate written communication skills through appropriate case formulations based on structured interviews in the McShane Center for Psychological Services.

- b. Students will demonstrate effective interpersonal relationships (PSY 509: Clinic Competency Rating Scale)

Readiness for Internship Competencies

- a. Students will demonstrate appropriate communication of psychological testing data through written psychological reports as measured by meeting minimal competency benchmarks on the course embedded ratings of reports (PSY 707; PSY 720).

Students will demonstrate adequate ability to analyze test findings and engage in psychological report writing skills as measured by the Comprehensive Examination.

- b. Students will demonstrate appropriate and effective communication skills when interacting with clients and patients, including demonstrating appropriate professional boundaries of the Clinic Competency Rating Scale.

Students will demonstrate effective relationships with a wide range of individuals and groups (PSY 750; PSY 751).

Readiness for Program Completion Competencies

- a. Students will demonstrate adequate ability to write psychological reports as

measured by supervisor ratings of minimal competence on the Field Supervisor evaluation Form (Appendix L).

- b. Development of ability to develop effective relationships with a wide range of clients, colleagues, organizations, and communities (PSY 861; PSY 862).

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

Readiness for Practicum  
(New Competency Area)

V.RP.a. Students will demonstrate appropriate and effective interpersonal behaviors when interacting with peers, supervisors, and faculty, as measured by the personal and interpersonal scale of the Clinic Competency Rating Scale.

Readiness for Internship

V.RI.a. Students will demonstrate appropriate communication of psychological testing data through written psychological reports as measured by meeting minimal competency benchmarks on the course embedded ratings of reports (PSY 707; PSY 720).

V.RI.b. Students will demonstrate appropriate and effective communication skills and interpersonal behaviors when interacting with clients and patients including appropriate professional boundaries as measured by the personal and interpersonal scale of the Clinic Competency Rating Scale and the Monitoring Student Progress Forms (at the end of the first year of study).

Readiness for Program Completion

V.RPC.a. Students will demonstrate professional oral and written communication skills as determined by internship supervisor ratings and the successful completion of final internship. In addition, Students demonstrate effective relationships with a wide range of clients, colleagues, organizations, and communities (PSY 861 and PSY 862).

**Goal #6: Assessment: Students will attain broad range competencies in areas of psychological assessment related to assessment of school difficulties, learning disorders, personality disorders, and mental disorders.**

*Objectives for Goal #6:*

- a. Students develop assessment skills regarding school difficulties and learning



- disorders.
- b. Students develop assessment skills regarding diagnosis of personality and mental disorders.

*Competencies related to Objectives for Goal #6:*

Readiness for Practicum Competencies

- a. Administration, scoring, and interpretation of cognitive measures.

Readiness for Internship Competencies

- a. Administration, scoring, and interpretation of learning and personality measures.
- b. Administration, scoring, and interpretation of measures of infant development.
- c. Ability to select empirically valid assessment measures that address referral questions.
- d. Ability to understand relationships between cognitive and academic measures and link assessment findings with empirically supported academic interventions.
- e. Ability to understand relationships between personality and psychopathology measures and link assessment findings with empirically supported academic and psychotherapeutic interventions.
- f. Ability to integrate psychological test findings with each other, and with historical context and referral question.

Readiness for Program Completion

- a. Students demonstrate professional knowledge and skills regarding all aspects of psychological assessment, including cognitive, education, and personality assessment.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

Readiness for Practicum

VI.RP.a. Students, through examinations and test reviews, must successfully demonstrate knowledge of core foundations of psychometric theory, including basic notions of reliability, validity, confidence levels, scaling models, scale construction, linear and area transformations, and interpretation of scaled scores (PSY 721).

Students must pass the Qualifying Examination that assesses basic knowledge

related to cognitive ability testing as it relates to diagnosis of educational problems, basic knowledge related to psychometric theory, developmental psychology, theories of personality, learning and cognition, learning disabilities, and theories of psychopathology.

#### Readiness for Internship

VI.RI.a. Students will demonstrate competency with respect to writing psychological reports that demonstrate adequate competency with respect to integrating cognitive, neuropsychological processing measures academic achievement measures, and parent ratings of children's social and adaptive behaviors. Minimal level of competency is that students satisfactorily administer, interpret and write psychological reports for two cases that receive ratings of at least 2 (*satisfactory*) on the Evaluation of Cognitive/Academic Psychological Report form (PSY 707).

Students will demonstrate successful administration of an individually administered psychological processing to a school-age child under observation (in-vivo or videotape). Minimal competency level is assessed by faculty via the Observation of Test Administration Form (Appendix) and include both procedural aspects of test administration (i.e. appropriate use of queries, cues, demonstrations, start and discontinue points) and development of an appropriate assessment relationship (i.e., establishing and maintaining rapport; managing frustrations and interruptions; sensitivity to comfort level, appropriate communication). Students must obtain a global rating of 6 (*Satisfactory*) in order to meet a minimum level of competence (PSY 703, PSY 707).

Students will demonstrate competency with respect to writing psychological reports that accurately interpret individually administered cognitive measures in isolation. Minimal level of competency is that students complete at least 4 reports by the end of the semester that accurately interpret test findings. Accurate interpretation is defined as: formulating appropriate referral questions, providing accurate and relevant behavioral observations, formulating interpretations, using appropriate professional language, making appropriate use of statistics in decision-making, providing construct-focused interpretations linked to contexts of theory and practice, appropriate sensitivity to linguistic, cultural and individual diversity, accurately capturing major constructs of interest, and generating appropriate recommendations for educational interventions (PSY 703, PSY 707).

Students will demonstrate competency with respect to writing reports about academic achievement measures from a "response to intervention" (RTI) perspective. Minimal level of competency is that students complete at least 2 administrations of a measure that is commonly used in RTI intervention procedures, including adequate administration and scoring, derivation of "benchmark" scores, and one report in which they integrate RTI measures with other psychological and

academic achievement data to develop appropriate educational interventions (PSY 707).

VI.RI.b. Students will demonstrate competency with respect to administration, clinical observation and scoring of cognitive and developmental instruments intended for use with infants and pre-school children. Minimal competency is assessed through ratings derived from videotaped administration of one infant or preschool youngster with a major instrument and defined by the students' ability to make accurate and clinically relevant observations, adequate adherence to standardization procedures, and ability to interact with both infant and parent (PSY 759).

Students will demonstrate competency with respect to administration, scoring, interpretation, and report writing with respect to infant and preschool developmental and cognitive assessments. Minimal competency is defined as the ability to submit one psychological report on an infant and one on a preschool measure which are rated as adequate with respect to administration, scoring, interpretation, and effective communication of results (PSY 759).

VI.RI.c. Students must successfully complete an Empirically Supported Case Formulation Based on Psychological Testing worksheet (Appendix D pp. D10 to D18) in which they discuss connections between the empirical assessment literature and referral questions that have been generated for a particular case, and answer a structured set of diagnostic questions pertaining to personality and symptom status by referencing their own test data and findings from the empirical literature. Minimum level of competency is defined as a rating of 7 (*Satisfactory*) by the faculty member reviewing the materials (PSY 720).

VI.RI.d. Students must successfully complete a comprehensive psychological evaluation of an individual referred in either their school placement or the McShane Center. Students are provided with a list of criteria in the Competency Evaluation Form (*Appendix*) The written report for this evaluation must successfully integrate cognitive and academic functioning, personality functioning and symptom status, develop an appropriate working case formulation, link recommendations to specific test findings, and describe how current cognitive or academic strengths and weaknesses are best understood in the context of other test findings. Minimum level of competency is defined as a rating of 7 (*Satisfactory*) by the faculty member reviewing the materials (PSY 720).

VI.RI.e. Students must successfully complete the *Comprehensive Examination* in which they are provided with test materials (e.g., WISC-VI, VMI, CAS, CPT, WCST, CMS, WIAT-III, PIY, PIC-2, Rorschach, TAT) and are required to respond to guided questions pertaining to cognitive functioning as well as personality functioning and symptom status. Minimum level of competency is defined as receiving a passing grade from

two faculty raters. Students are allowed to take this Comprehensive Examination a maximum of two times.

Students carry out assessment activities in their school (PSY 750 and PSY 751) and clinical externship settings (PSY 821 and PSY 822) and are rated each semester by their psychology supervisors concerning cognitive assessment with respect to their knowledge of cognitive assessment, ability to develop and implement assessment plans, interpret results and communicate findings, and develop psychoeducational interventions. Minimal Competency levels for internship are that students achieve ratings associated with their level of field work (3<sup>rd</sup> and 4<sup>th</sup> year field work).

Students will successfully administer and score performance-based measures of personality functioning as demonstrated by submission of practice protocols that demonstrate adequate adherence to standardization, adequate queries, and adequate coding and scoring. Minimum competency level is that students have submitted at least 4 protocols with no more than minor errors by the end of the semester (PSY713).

Students will successfully apply concepts of interpretation to MMPI practice protocols in a within class demonstration (EDU 702, PSY 713).

Student will demonstrate competency with respect to writing psychological reports that accurately interpret individually administered personality measures in isolation. Minimal level of competency is that students complete at least 4 reports by the end of the semester that accurately interpret test findings. Accurate interpretation is defined as: formulating appropriate referral questions, providing accurate and relevant behavioral observations, formulating interpretations, using appropriate professional language, making appropriate use of statistics in decision-making, providing construct-focused interpretations linked to contexts of theory and practice, appropriate sensitivity to linguistic, cultural and individual diversity, accurately capturing major constructs of interest, and generating appropriate recommendations for psychotherapeutic and preventive interventions (PSY 713).

Students will demonstrate competency with respect to writing psychological reports that demonstrate adequate competency with respect to integrating cognitive, neuropsychological processing measures, academic achievement measures, and parent ratings of social and adaptive behaviors with personality assessment measures. Minimal level of competency is that students satisfactorily administer, interpret and write psychological reports for two cases that receive ratings of at least 2 (*satisfactory*) on the Evaluation of Cognitive/Academic Psychological Report form (PSY 713).

Readiness for Program Completion

VI.RPC.a. Students carry out assessment activities in their internship setting and are rated each internship semester by their supervisors regarding cognitive and personality assessment, including the ability to develop and implement assessment plans, interpret results and communicate findings, and develop psychoeducational and psychotherapeutic interventions. Minimal Competency levels for internship are that students achieve ratings of at least 5 (Professional levels of competence) (PSY 821, 822, 861, 862).

**Goal #7: Interventions: Students will select and implement interventions to alleviate suffering and promote health and well-being of individuals, groups, and organizations.**

*Objectives for Goal #7:*

- a. Interventions aimed at ameliorating adjustment and personality difficulties experienced across the life span, including those related to families.
- b. Direct and indirect psychoeducational interventions aimed at ameliorating learning difficulties.
- c. Development and implementation of evidence-based programmatic preventive interventions for learning and mental health problems in childhood.
- d. Initiating and directing group interventions.
- e. Initiating and directing family interventions.
- f. Providing psychotherapeutic services from a variety of theoretical perspectives and within an evidence-based model of practice.

*Competencies related to Objectives for Goal #7:*

Readiness for Practicum Competencies

- a. Students will be able to design effective interventions for school learning and behavior problems.
- b. Students will have the foundation knowledge of intervention skills and techniques which are the hallmarks of all intervention activities.

Readiness for Internship Competencies

- a. Students will be able to conduct mental status examinations and diagnostic interviews and combine them with psychological test findings in order to formulate diagnoses and treatment plans.
- b. Students will understand the basic principles of effective psychotherapeutic technique in cognitive behavioral and psychodynamic psychotherapy from the perspective of individual, family, and groups.
- c. Students will have the ability to evaluate the evidence-base for psychotherapeutic interventions.

- d. Students will have skills to provide group interventions.
- e. Students will have the skills to provide family interventions.
- f. Students can conceptualize interventions from a number of theoretical Perspectives consistent with an evidence-based model of practice.

Readiness for Program Completion Competencies

- a. Students will demonstrate professional proficiencies in providing psychotherapeutic interventions, consistent with evidence-based practice, from a number of theoretical perspectives.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

Readiness for Practicum

VII.RP.a. Students observe a mental status examination and then are videotaped role-playing mental status examinations. Minimal competence is defined as demonstration of appropriate empathy, ability to establish rapport, and interviewing skills (PSY 509A).

VII.RP.b. Students understand the empirical literature related to the basic components of a helping interview. Minimal competency is defined by successful completion of class examination (PSY 722).

Students understand the change mechanisms underlying various intervention Perspectives, including cognitive-behavioral and psychodynamic. Minimal competency is determined by passing an examination that addresses these perspectives (PSY 722; PSY 737).

Students are required to write a paper in which they provide comparative case formulations using alternative theories and techniques. Minimal competency is defined as successful demonstration of theory anchored case formulation and treatment planning from two perspectives. (PSY 737).

Students must pass examinations that assess their mastery of various approaches to intervention related to curriculum and methods, direct instruction, response to intervention, special education programming and interventions for various disorders, and neuropsychological process theories of intervention. Minimal competency is successfully completing the examinations (PSY 727).

Readiness for Internship

VII.RI.a. Students submit their case formulation and psychological report from the APPIC application. Minimal competency is defined as a case formulation that includes an appropriate understanding of developmental, family and cultural issues, medical health history, mental status findings, psychological and educational assessment findings, case formulation, specific treatment recommendations and supportive family interventions.

VII.RI.b. Students are provided with case materials (e.g., developmental history, excerpts from transcript sessions), and then take an oral examination which assesses their capacities for: diagnostic and case formulation within the context of individual therapy, appropriate recognition of key elements of therapeutic communication; ability to provide analysis from multiple theoretical perspectives; ability to relate the case materials to the empirical literature, and; ability to understand the presenting problem within a wider context of prevention. Minimal competency is defined as receiving passing grades from two faculty evaluators (Comprehensive Examination).

VII.RI.c. Students develop and implement counseling and psychotherapeutic interventions within their school and clinical settings, and receive biannual ratings from field supervisors regarding their competencies in this area. Minimal competency at this level is attainment of a rating of "4" (Professional Competence) on this scale.

#### Readiness for Program Completion

VII.RPC.a. Students carry out individual and/or group cognitive behavioral therapy and/or psychodynamic interventions in their placements in the externship and internship settings. Supervisors rate their level of competence with respect to psychotherapeutic interventions. Minimal Competence is defined as a rating of 4 ("Professional Competence").

### **Goal #8: Supervision: Provision of evidence-based supervision of psychological services.**

#### *Objectives for Goal #8.*

- a. Students will understand the process of supervision from within several evidence-based frameworks.
- b. Students will be able to provide effective supervision in the area of psychological assessment.
- c. Students will be able to provide effective supervision in the area of case formulation.

How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

Readiness for Practicum

VIII.RP.a. Students engage in the supervisory process and appreciate the value of supervision (Clinic Competency Scale).

Readiness for Internship

VIII.RP.a. Students will understand supervision within several evidence-based frameworks, associated with both school and clinical psychology, and demonstrate mastery of supervision theory through course proficiency demonstrations in PSY 751, which include self-evaluation and evaluation of their supervisee. Minimal Competency is established by mastery of essential components of IDM supervision model and a grade of A or B in PSY 751.

VIII.RI.b. Students demonstrate mastery of supervision theory through course proficiency demonstrations in PSY 822, which includes supervision of case formulation write-up for a second year student. Minimal Competency is established by rating of their ability to apply supervision theory to their supervisee (See Measures)

Readiness for Program Completion

VIII.RPC.a. Students demonstrate entry professional supervision services while fully appreciating their own receipt of supervision (Supervisor Forms).

**Goal #9: Consultation and Interprofessional/Interdisciplinary Skills: Developing consultation and other relevant skills in working with professionals in an interdisciplinary context.**

*Objectives* for Goal #9:

- a. Developing, implementing, and evaluating effective consultation services.
- b. Developing and maintaining collaborative relationships, and leadership skills enabling the provision of constructive criticism regarding management and organizational leadership as well as advocacy skills needed to promote prevention programs and appropriate system change.
- c. Developing skills needed to coordinating inter-disciplinary assessment and intervention strategies, and support effective interdisciplinary team functioning.

*Competencies* related to Objectives for Goal #9:

Readiness for Practicum Competencies

- a. Students have fundamentally knowledge regarding consultation as an aspect of psychological services provision.



### Readiness for Internship Competencies

- a. Students understand the consultation process from a variety of theoretical perspectives including behavioral, cognitive behavioral, mental health, advocacy, and systems perspectives.
- b. Students will be able to select appropriate evidence-based consultation strategies depending upon the consultee and referral question.
- c. Students will develop the skills for assessing and intervening in group and systems problems within the school setting and other settings that serve children.

### Readiness for Program Competencies

- a. Integration of consultation and inter-professional/interdisciplinary skills in psychological service provision.

### How Outcomes are Measured and Minimum Thresholds for Achievement for these Objectives/Competencies:

#### Readiness for Practicum

- IX.RP.a. Students have beginning knowledge of consultation of as a major aspect of providing psychological services (Passing grade in PSY 501 and PSY 502).

#### Readiness for Internship

- IX. RI.a. Students demonstrate mastery of literature pertaining to consultation through examinations (EDU 702; PSY 734). Minimal level of competency is established through passing grade on the examination.

Students demonstrate knowledge of behavioral principles underlying Behavioral Consultation by passing the Knowledge of Behavioral Principles as Applied to Children Test (PSY 734)

Students demonstrate mastery of Behavioral consultation through role play activities in which they act as a consultant in a behavior problem-solving interview. The Behavioral Consultation Rating Problem Identification Interview Form is used to provide feedback. Minimal Competency is established by receiving ratings of "7 (Satisfactory) by the faculty rater (PSY 734).

Students demonstrate mastery of Mental Health consultation through role play activities in which they act as a consultant in a behavior problem-solving interview.

The Consultee-Centered Role Play and Observation Feedback Form is used to provide feedback. Minimal Competency is established by receiving ratings of “7 (Satisfactory) by the faculty rater (PSY 734).

IX.RI.b. Students demonstrate skills in selecting appropriate consultation strategies (PSY 734).

In all early coursework associated with school field experiences EDU 701, EDU 702, students are required to keep written logs, complete readings and/or engage in class discussions related to collaborative skills and the possible roles of the school psychologist with respect to working with other school professionals and engaging in team-building activities. Minimal competency is defined as demonstration of knowledge and respect for viewpoint and contributions of other professions, demonstration of problem-solving skills in managing conflicts within the setting, and understanding the broader links with community services (Course Grades).

Students are required to complete role play activities (School Change Game) in which they diagnose and propose interventions with respect to dysfunctional group processes. Minimal competency is defined as the ability to effectively diagnose problems within the team and provide appropriate interventions to address problems that have been uncovered in the role play (PSY 734: Course Grades).

IX.RI.c. Students demonstrate master of Group Process Observation by submitting entry papers that provide diagnostic information regarding one current work group within the school. Minimal Competency is established by adequately formulating problems with group functioning with respect to norms, communication, conflict resolution, leadership, influence patterns and decision-making (PSY 734).

Students are observed by field supervisors as they are engaged in multidisciplinary team activities in the school and clinical externship settings. Field Supervisors provide ratings of the student’s ability to consult effectively with groups and teams, their skills in working with administrators, as well as their knowledge of organizational factors impacting upon service delivery. Minimal competency at level of readiness for internship is defined as a rating of “3” (Beginning Competency) (Appendix L; p L15).

#### Readiness for Program Completion

IX. RPC. a. Students carry out a range of consultation activities within their school and externship settings. Field Supervisor ratings are obtained across 5 competency areas (Case Presentation, Consultee-Centered Consultation, Working with Groups

and Teams, and Consulting regarding School Learning and Behavior Problems, and Working with Administrators. Minimal Competency is established by attainment of at least "4" in these areas.

Faculty visit students in their field placements and review with supervisors the student's overall ability to function effectively with administrators and other professionals within the field. Minimal competency at this level is defined as an absence of any significant problems with developing collegial relationships within the setting (PSY 750; PSY 751; Course Grades).

Students carry out activities involving coordination of interdisciplinary assessment and intervention strategies within their school and clinical placements, and are rated by their field supervisors. Minimal competency at level of readiness for internship is defined as a rating of "4" in these areas.