

Graduate Psychology Courses: Goals and Objectives

PSYC 5502: Teaching of Psychology (Xu)

Goal/Objective #1: Students will develop an understanding of the teaching of psychology including important issues and findings from the pedagogy literature.

Assignments that demonstrate accomplishment of this outcome:

1. Students will discuss articles, chapters, videos, online resources etc. of pedagogy.

Goal/Objective #2: Students will practice critically evaluating teaching skills and pedagogy-related writing.

Assignments that demonstrate accomplishment of this outcome:

1. Students will engage in writing and reviewing teaching-related writing (e.g., syllabi).

Goal/Objective #3: Students will learn to apply knowledge gained to inform their own teaching-related writing and pedagogy.

Assignments that demonstrate accomplishment of this outcome:

1. Students will demonstrate acquired knowledge and practice skills via a teaching demonstration and a reflection piece upon receiving teaching evaluations.

PSYC 5508: Science, Pseudoscience, and Psychology (Lawyer)

Goal/Objective #1: Students will be able to discriminate between the methods and perspectives that guide a scientific view of the world and the methods and perspectives that define pseudoscientific and fringe-science claims.

Outcomes reflecting this goal/objective:

1. Students will learn the fundamental philosophy and methods of science.

Assignments that demonstrate accomplishment of this outcome:

- a. Students are tested on reading and lecture materials presented throughout the course.

Goal/Objective #2: Students will learn to identify the common errors in human judgment that support non-scientific beliefs.

Outcomes reflecting this goal/objective:

1. Students will learn numerous common thinking errors and errors in judgment that affect all humans.

Assignments that demonstrate accomplishment of this outcome:

- a. Students are tested on reading and lecture materials presented throughout the course.

Goal/Objective #3: Students will apply an understanding of science and pseudoscience to contemporary social issues that are likely to be encountered.

Outcomes reflecting this goal/objective:

1. Students will learn to apply their knowledge of science and human thinking errors to contemporary social issues, such as evolution, global warming, and human health issues (among others).

Assignments that demonstrate accomplishment of this outcome:

- a. Students are tested on reading and lecture materials presented throughout the course.

PSYC5512: Ethical and Professional Issues in Psychology (Swift)

Goal/Objective #1: Students will be able to describe ethical decision-making based on ethical principles and codes of conduct for the field of psychology.

Outcomes reflecting this goal/objective:

1. Students will exhibit awareness and sensitivity to clinical and research situations in which ethical principles may be a concern, utilizing heuristics and models of ethical decision-making to analyze and evaluate options.

Assignments that demonstrate accomplishment of this outcome:

- a. Students are tested on their knowledge and ability to utilize ethical decision-making models when confronted with ethical dilemmas.
- b. Students are evaluated on their ability to write a paper that specifically displays ethical decision-making in response to a dilemma of their choosing.

Goal/Objective #2: Students will be able to describe the history and structure and content of the American Psychological Association (APA) code of ethics.

Outcomes reflecting this goal/objective:

1. Students will demonstrate knowledge regarding ethical principles and the profession's code of conduct (APA, 2002), as well as practice guidelines and the applicability of state laws and federal regulations (e.g., HIPAA). Students will exhibit awareness and sensitivity to clinical and research situations in which ethical principles may be a concern.

Assignments that demonstrate accomplishment of this outcome:

- a. Students are tested on their knowledge of the standards and principles from the APA code of ethics as well as their application to practical situations that they may face as clinical, research, and teaching psychologists.

Goal/Objective #1: Students will be able to display an ability to consider multiple viewpoints and factors when discussing ethical issues.

Outcomes reflecting this goal/objective:

1. Students should gain awareness of how personal factors (e.g., personality, values, and cultural identities) will influence their professional work and interpersonal dynamics, including how their personal life and possible difficulties may be relevant to their professional performance. Finally, students will acquire attitudes and skills that facilitate raising ethical concerns when they become apparent and demonstrate a personal and professional commitment to ethical practice.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will be evaluated on their ability to write a paper that specifically displays awareness into personal values and beliefs regarding ethics.

- b. Students will be evaluated on their ability to engage in classroom discussions in a respectful and open manner that considers the viewpoints of others.

PSYC 5517: Interdisciplinary Evaluation Team (Rieske)

Goal/Objective #1: Professional Knowledge and Skills. Students will demonstrate knowledge, competence, and skills related to the theory and empirically informed practice of clinical psychology.

Goal/Objective #2: Clinical Assessment. Understand and critically evaluate the psychometric properties of psychological tests and measures; learn the rationale, purpose, administration methods, and interpretative guidelines associated with widely used psychological tests and measures; display competencies relevant to the formulation of a functional analysis, client conceptualization, and diagnosis; write well-organized, informative evaluation reports; and interpret assessment findings and/or case formulations to clients.

Goal/Objective #3: Diversity of Practice. Perform clinical assessments and interventions with diverse demographic groups, across diverse areas of psychopathology, and in diverse treatment settings. Additionally, students will be exposed to the interdisciplinary process in which they will interact with colleagues from other professional disciplines; learn the general functions provided by different disciplines; screen for, refer to, and consult with appropriate interdisciplinary colleagues; synthesize information to arrive at diagnostic and intervention strategies in concert with an interdisciplinary staffing process; and develop critical thinking skills that can be used across disciplines and subject matters.

Course Relevant Assignments:

1. attend each weekly presentation of strategies for evaluating youth by faculty representing the following disciplines: Audiology, Nursing, Physical Therapy, Occupational Therapy, Clinical Psychology, Social Work, Special Education, and Speech-Language Pathology
2. observe two interdisciplinary staffing
3. observe each different discipline evaluate one case; graduate student
4. participate in the evaluation of at least one youth referred to the IET team and at least one staffing.

Course Relevant Outcomes: Course Grade of B or higher

- a. contact log data pertaining to total hours devoted to assessment, supervision (received), and support activities: goal is the accumulation of at least 25 hours of professional activities during the semester
- b. ratings regarding clinical skill display across all the following domains: professionalism, ethics, supervision, relationship/process skills, multicultural competence, assessment & diagnosis, treatment or intervention, and conceptualization/critical thinking; goal is to “Meet Expectations” for each item rated by the site supervisor, given the student’s developmental level in the doctoral program.

PSYC 5531: Behavioral Neuroscience I (Behmer)

Goal/Objective #1: Become familiar with major concepts, terms, and basic facts that are fundamental to comparative psychology and behavioral and cognitive neuroscience.

Assignments that demonstrate accomplishment of this outcome:

1. Students will demonstrate understanding of these things on two midterm exams and a cumulative final exam. Each exam contains true/false, multiple choice, and short answer questions.

Goal/Objective #2: To develop the ability to read and understand original empirical articles in the field of neuroscience.

Assignments that demonstrate accomplishment of this outcome:

1. Students will read several original empirical research articles on neuroscience topics that are discussed in class. Students also will choose their own original empirical research article from the neuroscience literature, and critically evaluate it in a written report.

Goal/Objective #3: To appreciate the complexity of behavior and the mechanisms producing behavior, and to develop the ability to think about these things in an analytic fashion.

Assignments that demonstrate accomplishment of this outcome:

1. Students will complete a report that requires them to observe an animal in a natural setting and carefully describe and interpret the observed behavior.

Goal/Objective #4: To demonstrate engagement in the learning process.

Assignments that demonstrate accomplishment of this outcome:

1. Students will participate in class discussions.

PSYC 5532: Behavioral Neuroscience II

Goal/Objective #1: To develop the ability to read and understand original empirical articles in the field of neuroscience.

Assignments that demonstrate accomplishment of this outcome:

1. Students will read original empirical research articles, review papers, and chapters on neuroscience topics that are discussed in class.

Goal/Objective #2: To think critically and effectively express one's thoughts and ideas in written and oral format.

Assignments that demonstrate accomplishment of this outcome:

1. Students will submit weekly critical evaluative comments about the assigned readings and participate in class discussion. They also will complete a written report at the end of the semester that requires them to deeply examine a specific topic within the field of neuroscience.

Goal/Objective #3: To organize and present information in a professional manner.

Assignments that demonstrate accomplishment of this outcome:

1. Students will present and lead discussion on research articles.

PSYC 5537: Cognitive Neuroscience (Behmer)

Goal/Objective #1: Students will demonstrate an understanding of basic concepts in the sub-discipline of cognitive neuroscience.

Outcomes reflecting this goal/objective:

1. Students will be able to explain basic concepts from the major cognitive neuroscience domains and the related current research in these areas (e.g. the neural correlates of learning and memory, attention, perception, decision making, cognitive control, etc.).
2. Students will be able to demonstrate a broad understanding of neuroscience and electrophysiology methodologies used in cognitive neuroscience research (e.g. fMRI, EEG, TMS, etc.).

Assignments that demonstrate accomplishment of this outcome:

- a) Students will demonstrate proficiency via mixed format exams (multiple-choice, short-answer, and integrative essay questions).
- b) Students will participate in a data collection day in the EEG lab.

Goal/Objective #2: Students will demonstrate the skills of critical thinking and written expression.

Outcomes reflecting this goal/objective:

1. Learn how to evaluate cognitive neuroscience research, models, and theories.
2. Consider research findings that support and challenge theories regarding the neural correlates of cognitive processes.
3. Understand how different concepts within cognitive neuroscience relate to one another, as well as how those concepts relate to other subdisciplines of psychology (e.g. cognition, behavioral neuroscience, developmental, etc.).

Assignments that demonstrate accomplishment of this outcome:

- a) Students will read and discuss articles in class.
- b) Students will present the background literature, key findings, and implications of a current cognitive neuroscience peer-reviewed research paper related to any of the material that we covered in class. This presentation will require a thoughtful analysis that links the key findings/conclusions of the paper to material that we covered in class.
- c) Students will be required to write four reflection papers on assigned readings of their choice.

PSYC 5545: Learning and Behavior (Rasmussen)

Goal/Objective #1: The student should exit this course with a basic knowledge of principles of operant conditioning (selection of behavior by consequences).

Outcomes reflecting this goal/objective:

1. Understand and apply the behavioral processes of operant conditioning.

Assignments that demonstrate accomplishment of this outcome

- a. Successfully completing Exams 1, 2, and Final with a C- or better.
- b. Successfully completing CyberRat laboratory assignments with a C- or better.

Goal/Objective #2: The student should exit this course with a basic knowledge of principles of principles of respondent conditioning (classical conditioning).

Outcomes reflecting this goal/objective:

1. Understand and apply the behavioral processes of classical conditioning.

Assignments that demonstrate accomplishment of this outcome:

- a. Successfully completing Exams 3 and Final with a C- or better.

PSYC 5563: Clinical Psychology and the Law (name will change to Forensic and Legal Psychology in 2024-25)

Goal/Objective #1: Students will gain an understanding of the difference between forensic and general clinical practice.

Outcomes reflecting this goal/objective:

1. Students will be able to give examples of psychological practice issues that professionals in each area address differently.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of the differences between forensic and general clinical practice through in-class activities and discussions and by their responses to exam questions.

Goal/Objective #2: Students will obtain an understanding of how the American legal system is organized and the difference between case law and statutory laws and how these laws impact forensic practice. They will gain knowledge about how the science of psychology and the legal system interface in forensic issues.

Outcomes reflecting this goal/objective:

1. Students will be able to explain and discuss the structure of the American legal system.
2. Students will discuss ways to apply the science of psychology to specific areas, such as competency to stand trial, insanity defense, civil commitment, civil competencies, criminal sentencing, child custody, and personal injury.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of the American legal system and its interface with psychological science relevant to forensic practice through in-class activities and discussions and by their responses to exam questions.

Goal/Objective #3: Students will develop an understanding of the impact of constitutional amendments on forensic practice.

Outcome reflecting this goal/objective:

1. Students will be able to explain—using specific examples—how Circuit and Supreme Court decisions affect forensic practice in such areas as competency to stand trial, insanity defense, civil commitment, civil competencies, criminal sentencing, child custody, and personal injury.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of court decisions and how they affect forensic practice with regard to competency, sentencing, child custody and personal injury through in-class activities and discussions and by their responses to exam questions.

Goal/Objective #4: Students will obtain an understanding of why forensic psychologists must understand and apply ethical issues.

Outcome reflecting this goal/objective:

1. Students will explain—using specific examples—how forensic psychologists articulate values and ethical issues specific to their practice.
2. Students will articulate the difference between good practice and ethical practice.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of ways psychologists indicate their values and ethical issues specific to their own practice through in-class activities and discussions and by their responses to exam questions.

Goal/Objective #5: Students will develop an understanding of the concept of “malingering.”

Outcome reflecting this goal/objective:

1. Students will define the meaning of the term and explain how forensic psychologists assess its presence or absence.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of how forensic psychologists assess the presence/absence of “malingering” through in-class activities and discussions and by their responses to exam questions.

Goal/Objective #6: Students will obtain an understanding of a “psycho-legal construct” and be able to apply it to forensic practice.

Outcome reflecting this goal/objective:

1. Students will explain the psycho-legal issues associated with competency to stand trial, insanity defense, civil commitment, civil competencies, criminal sentencing, child custody, and personal injury.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate knowledge of psycho-legal issues dealing with competency, sentencing, child custody and personal injury through in-class activities and discussions and by their responses to exam questions.

Goal/Objective #7: Students will demonstrate a commitment to active learning and to thinking critically.

Outcome reflecting this goal/objective:

1. Students will prepare for class by staying current with their reading and participate actively in class discussions (class participation).

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate their commitment to active learning, critical thinking and active participation in class through in-class activities and discussions and by their responses to exam questions.

PSYC 5565: Behavioral Medicine

Goal/Objective #1: Understand the history and development of psychosomatic medicine, behavioral medicine, psychoimmunology, and health psychology as well as critically evaluate

various models of health and disease states (e.g., medical and biopsychosocial models), and describe the integration of medicine and behavioral science.

Assignments that demonstrate accomplishment of this outcome:

1. Students will be able to discuss and demonstrate a grasp of the complex psychosocial issues affecting health as evaluated by written examinations, homework assignments, a literature review paper specific to each student's interests, and seminar-like class discussions.

Goal/Objective #2: Demonstrate an ability to search the behavioral medicine literature and discuss the role of psychological and psychosocial processes in disease (e.g., cardiovascular and pulmonary disease, oncology, gastrointestinal disorders, autoimmune disorders, pain disorders) as well as critically evaluate evidence-based psychological interventions in acute and chronic disease states. Demonstrate an appreciation of the therapeutic role of multidisciplinary treatment teams.

Assignments that demonstrate accomplishment of this outcome:

1. Students will be able to critically evaluate the behavioral medicine literature appropriate to course level as assessed by homework assignments (e.g., read and discuss selected health psychology research articles), seminar-like class discussions, a literature review paper, and written examinations.

Goal/Objective #3: Understand introductory psycho-rehabilitation processes in neurological disorders (e.g., TBI, SCI, CVA, degenerative neuromuscular diseases).

Assignments that demonstrate accomplishment of this outcome:

1. Students will be able to critically evaluate the empirical literature appropriate to course level as assessed by seminar-like readings and class discussions, a literature review paper, and written examinations.

Goal/Objective #4: Understand introductory health promotion and prevention interventions for high-risk health behaviors.

Assignments that demonstrate accomplishment of this outcome:

1. Students will be able to critically evaluate the empirical literature appropriate to course level as assessed by seminar-like readings and class discussions, a literature review paper, and written examinations.

PSYC 5570: Advanced Topics in Learning (Rasmussen)

Goal/Objective #1: The student should exit this course with a basic knowledge of principles of operant conditioning (selection of behavior by consequences).

Outcomes reflecting this goal/objective:

1. Understand and apply the behavioral processes of operant conditioning

Assignments that demonstrate accomplishment of this outcome

- a. Successfully completing Exams 1, 2, and final with a B- or better
- b. Successfully completing CyberRat laboratory assignments with a B- or better
- c. Successful completion of a project, such as a lecture to the class, that demonstrates a more in-depth understanding of operant conditioning.

Goal/Objective #2: The student should exit this course with a basic knowledge of principles of principles of respondent conditioning (classical conditioning)

Outcomes reflecting this goal/objective:

- 2. Understand and apply the behavioral processes of classical conditioning

Assignments that demonstrate accomplishment of this outcome

- a. Successfully completing Exams 3 and final with a B- or better

PSYC 5583 – Special Problems (all full-time faculty; name will change to Research Experience in 2024-25)

Goal/Objective #1: Participate in the process of research.

Outcomes reflecting this goal/objective:

- 1. Learn about the different aspects of research, including familiarizing one's self with the literature in a specific area, designing a study, collecting data, and working with data that has been collected.

Assignments that demonstrate accomplishment of this outcome:

- a. Read and discuss journal articles, book chapters, and/or books.
- b. Be involved in study design.
- c. Be trained to collect data and participate in data collection.
- d. Be trained on different data management (e.g., data entry, interview transcription) and data analytic techniques.

Goal/Objective #2: Gain experience conducting ethical research.

Outcomes reflecting this goal/objective:

- 1. Conduct research by following the research protocol when running research participants or subjects.
- 2. Learn about how to conduct research in an ethical manner.

Assignments that demonstrate accomplishment of this outcome:

- a. Correctly following a research protocol when collecting data from research participants or subjects.
- b. Complete Collaborative Institutional Training Initiative (CITI) training and quiz online.

PSYC 6620: Psychodiagnostics I (Rieske)

Goal/Objective #1: Professional Knowledge and Skills. Students will acquire knowledge, competence, and skills related to the theory and practice of cognitive testing and evaluation.

Outcomes reflecting this goal/objective: Students will be able to

- 1. understand and critically evaluate the psychometric properties of psychological tests and measures

2. determine the rationale, purpose, administration methods, and interpretative guidelines associated with widely used psychological tests and measures
3. organize and interpret test data and integrate findings into an evaluation report

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate professional knowledge and skills in class activities and discussions.
- b. Students will demonstrate test administration skills through observed administrations
- c. Students will score and practice interpreting psychological tests
- d. Students will demonstrate professional knowledge and skills through preparation of psychological reports and/or case presentations

Goal/Objective #2: Professional Identification and Ethical Practice. Students will understand the ethical and professional issues pertaining to psychological testing

Outcomes reflecting this goal/objective:

1. Students will demonstrate knowledge of ethical principles and the profession's code of conduct (APA, 2002) pertaining to testing and psychological evaluation

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate professional identification and ethical practice in class activities, discussions, and interactions with volunteer clients.

Goal/Objective #3: Appreciation of Individual Differences, Cultural Differences, and Diversity of Practice. Students will understand and appreciate testing issues pertaining to diverse cultural, demographic, and socioeconomic backgrounds.

Outcomes reflecting this goal/objective: Students will

1. appreciate how a person's many social and cultural contexts influence test performance
2. identify culturally appropriate skills in assessment

Assignments that demonstrate accomplishment of this outcome:

- a. Students will demonstrate appreciation of individual and cultural differences in class activities, discussions, and interactions with volunteer clients.
- b. As the opportunity arises, students will demonstrate appreciation of individual and cultural differences in test psychological reports and/or case presentations.

PSYC 6621: Psychodiagnostics II (Mozafari)

Goal/Objective #1: Students will demonstrate knowledge, competence, and skills related to the theory and empirically informed assessment of clinical psychology.

Outcomes reflecting this goal/objective:

1. Understand and critically evaluate the psychometric properties of psychological tests and measures; learn the rationale, purpose, administration methods, and interpretative guidelines associated with widely used psychological tests and measures; display competencies relevant to the formulation of a functional analysis, client conceptualization, and diagnosis; write well-organized, informative evaluation reports; and interpret assessment findings and/or case formulations to clients.

Assignments that demonstrate accomplishment of this outcome:

- a. These skills will be assessed through administration and write-ups using assessment measures as well as comprehensive integrated report as well as class presentations, discussions and activities.

PSYC 6627: Statistics and Research Design I (Letzring)

Goal/Objective #1: Learn about the theories and methods of statistical data analysis, including controversies and issues in the field that concern statistics and methodology.

Outcomes reflecting this goal/objective:

1. Students learn that statistics are not black-and-white and that there is more than one way to analyze data and not everyone agrees on what is the best way to conduct statistical analyses.

Assignments that demonstrate accomplishment of this outcome:

- a. Questions on homework and exams.
- b. Read journal articles that discuss issues related to statistics and methodology, write brief reaction papers for each article, and participate in class discussion about the articles.

Goal/Objective #2: Learn how to conduct statistical analyses by hand and with computer packages.

Outcomes reflecting this goal/objective:

1. Be able to select the correct formula and correctly plug in numbers and perform the calculation by hand.
2. Be able to conduct analyses using computer programs (currently, Excel and R).

Assignments that demonstrate accomplishment of this outcome:

- a. Questions on homework and exams.
- b. Lab assignments that require students to use computers to analyze data.

Goal/Objective #3: Learn how to interpret and report the results of several types of quantitative analyses.

Outcomes reflecting this goal/objective:

1. Be able to correctly interpret results from analyses calculated by hand.
2. Be able to identify which part of computer output to use and to correctly interpret this output.

Assignments that demonstrate accomplishment of this outcome:

- a. Questions on homework and exams.
- b. Lab assignments that require students to interpret output from analyses performed with computer packages.

Goal/Objective #4: Learn how to decide which statistical test to use to address a question with a given type of data.

Outcomes reflecting this goal/objective:

1. When presented with a research question or hypothesis and a description of data, be able to identify which test or tests to use and to understand why that is the correct test and others are not.

2. Understand the advantages and disadvantages of different statistical tests, including how they are affected by violations of test assumptions and differences in power.

Assignments that demonstrate accomplishment of this outcome:

- a. Questions on homework and exams.
- b. Lab assignments that require students to decide which test to use to answer the questions.

PSYC 6632: Statistics and Research Design II (Wong)

Goal/Objective #1: Increase knowledge and interest in some popular univariate statistical techniques and related design issues.

Outcomes reflecting this goal:

- a. Students understand the statistical assumptions and theories underlying the univariate statistical methods discussed in class, i.e., multiple regression, mediation and moderation in regression models, factorial analysis of variance and covariance, repeated measures analysis of variance and general linear models.
- b. Students can identify the methods and related design issues appropriate for different types of data.
- c. Students demonstrate knowledge of basic data transformation techniques.
- d. Students know the differences of three types of missing data, i.e., missing completely at random (MCAR), missing at random (MAR), and missing not at random (MNAR) and the appropriate ways to handle the first two.

Assignments that demonstrate accomplishment of this outcome:

- a. Exam questions.
- b. Classwork and homework assignments on data transformation and missing data techniques.
- c. Classwork and homework assignments specifically related to each type of univariate statistical methods covered in class.
- d. Final paper

Goal/Objective #2: Develop skills in analyzing data using the statistical techniques discussed in class.

Outcomes reflecting this goal:

- a. Students demonstrate the ability to analyze data using statistical software programs discussed in class.

Assignments that demonstrate accomplishment of this outcome:

- a. Classwork and homework assignments that require students to carry out the analyses using the software programs discussed in class.

Goal/Objective #3: Practice interpreting statistical findings of methods discussed in class and writing up results for publication.

Outcomes reflecting this goal:

- a. Students are able to interpret findings in statistical software programs discussed in class.
- b. Students are able to interpret findings published in academic psychology journals.

- c. Students can describe statistical findings in a manner consistent with academic psychology journals and the American Psychological Association Publication Manual.

Assignments that demonstrate accomplishment of this outcome:

- a. Exam questions
- b. Classwork and homework assignments focusing on interpretation of statistical findings
- c. Homework assignments focusing on the write up of results

PSYC 6634: Cultural Diversity and Individual Differences (Lynch)

Objective # 1: Develop knowledge of topics in diversity (e.g., race and identity theories, prejudice and discrimination; cultural humility; intersectionality, cultural adaptation of treatment, factors influencing diagnosis, assessment, practice and research with diverse groups, and organizational, professional, ethical, research and training topics relevant to diversity and intersecting social identities).

- a. Outcome: Demonstrate knowledge of a range of diversity topics
- b. Assignments that demonstrate outcome: Students will read primary source materials covering a range of diversity topics and demonstrate their knowledge of key points in these readings via class discussion and writing reflection papers.

Objective # 2: Develop or further develop skills in perspective taking, self-reflection, and awareness consistent with the APA Multicultural Guideline #2: “Psychologists aspire to recognize and understand that as cultural beings, they hold attitudes and beliefs that can influence their perceptions of and interactions with others as well as their clinical and empirical conceptualizations. As such, psychologists strive to move beyond conceptualizations rooted in categorical assumptions, biases, and/or formulations based on limited knowledge about individuals and communities.”

- a. Outcome: Demonstrate perspective taking, self-reflection, and awareness via participation in class discussion and writing assignments
- b. Assignments that demonstrate this outcome: Students will co-contribute to a classroom climate that values diverse perspectives by listening to others and considering others’ experiences and how these may inform their perspectives. Second , students will write reflection papers where they identify topics that they found particularly challenging or engaging and reflect on their own responses to the (challenging or engaging) materials and how these responses shape their beliefs and actions as a clinician and as a researcher.

Objective # 3: Demonstrate critical thinking and evaluation of course materials in oral and written formats.

- a. Outcomes: Students will make contributions to class discussions (large and small group) that convey how they have considered the point of view of a writer/speaker and the quality and/or credibility of the source of information.

- b. Assignments that demonstrate this outcome: Class discussion. Students also will identify and present a “moment of cultural influence.” This media example should confirm or challenge existing biases/stereotypes that exist in the lay community. Students will share the media and offer critical evaluation of how the media impacts the beliefs and attitudes of community members.

PSYC 6637: Multivariate Statistics and Research Design (Wong)

Goal/Objective #1: Increase knowledge and interest in some popular multivariate statistical techniques and related design issues.

Outcomes reflecting this goal:

- a. Students understand the statistical assumptions and theories underlying the statistical methods discussed in class, i.e., multiple regression, logistic regression, multivariate analysis of variance, multivariate analysis of covariance, principal components analysis, exploratory factor analysis, structural equation modeling.
- b. Students are able to identify the methods and related design issues appropriate for different types of data.

Assignments that demonstrate accomplishment of this outcome:

- a. Exam questions.
- b. Classwork and homework assignments specifically related to each type of statistical methods covered in class.

Goal/Objective #2: Develop skills in analyzing data using multivariate statistics

Outcomes reflecting this goal:

- a. Students demonstrate the ability to analyze data using statistical software programs discussed in class.

Assignments that demonstrate accomplishment of this outcome:

- a. Classwork and homework assignments that require students to carry out the analyses using the software programs discussed in class.

Goal/Objective #3: Practice interpreting statistical findings of methods discussed in class and writing up results for publication.

Outcomes reflecting this goal:

- a. Students are able to interpret findings in statistical software programs discussed in class.
- b. Students are able to interpret findings published in academic psychology journals.
- c. Students can describe statistical findings in a manner consistent with academic psychology journals and the American Psychological Association Publication Manual

Assignments that demonstrate accomplishment of this outcome:

- a. Exam questions
- b. Classwork and homework assignments focusing on interpretation of statistical findings
- c. Homework assignments focusing on the write-up of results

PSYC 6642: Cognitive Psychology (Fulton)

Goal/Objective #1: Students will be able to explain the evolution of cognitive psychology within the broader discipline of psychology (i.e., the origins of cognitive psychology)

Outcomes reflecting this goal/objective:

1. Students will be able to explain the significance of the cognitive revolution, identify important individuals in the cognitive revolution, and explain the idea of integrating behavioral techniques with the study of the mind.

Goal/Objective #2: Students will gain knowledge in the various research areas of cognitive psychology (e.g., attention, memory, reasoning, problem-solving, decision-making, and language)

Outcomes reflecting this goal/objective:

1. Students will be able to explain the relevant concepts within each area of cognitive psychology.
2. Students will be able to support their explanations with the appropriate research findings.

Goal/Objective #3: Students will continue to develop their critical thinking skills.

Outcomes reflecting this goal/objective:

1. Continue to develop their skills in evaluating cognitive psychology research by analyzing the methods, results, and conclusions.
2. Students will be able to discuss how things may have been different under different research conditions.
3. Consider opposing viewpoints or models and understand the predictions in different models.
4. Understand how cognitive psychology relates to clinical phenomenon.

Assignments that demonstrate accomplishment of these outcomes:

- a. Students will demonstrate accomplishment through article/lecture summaries, reflection papers, presentations, and/or mixed-format quizzes/exam

PSYC 6643: Advanced Social Psychology (Xu)

Goal/Objective #1: Define, explain, and compare social psychological terms, research findings, and theories

Assignments that demonstrate accomplishment of this goal/objective:

1. Students will participate in class discussion including leading at least one session. Discussion will be rooted in materials for each unit of the course which may include research articles, review articles/book chapters, videos etc.
2. Clinical students will also complete Domain Specific Knowledge exams on Affective Science, Biological/Neuro Bases for Behavior, Cognitive, and Developmental/Lifespan. There is also an option to complete a reflection assignment on History & Systems.

Goal/Objective #2: Apply social psychological theories and knowledge to your life and understanding of yourself and others, as well as social interactions, contexts, and systems

Assignments that demonstrate accomplishment of this goal/objective:

1. Students will participate in (and lead at least one) class discussion which will include addressing application of theories and knowledge.
2. In one project, students will apply social psychological knowledge for the “social good” via writing, creating resources, or other activities.

Goal/Objective #3: Practice professional and scientific skills such as communication, planning, time management, self-care, critical thinking, discussion, debate, writing, reviewing, presenting, and collaborating

Assignments that demonstrate accomplishment of this goal/objective:

1. Students will participate in class discussion including leading at least one session.
2. Students will engage with projects that include writing, presenting, reviewing, and revising.

PSYC 6644: Advanced Developmental Psychology (Wong)

1. Understand the historical background and contemporary theories in developmental psychology.

Outcomes reflecting this goal:

- a. Students demonstrate an increase of their knowledge in the historical background of developmental psychology.
- b. Students demonstrate an increase of their knowledge in contemporary theoretical models in developmental psychology.

Assignments that demonstrate accomplishment of this outcome:

- a. Exam questions.
- b. Classwork and homework assignments specifically related to each type of statistical methods covered in class.

2. Increase knowledge in current developmental psychology research

Outcomes reflecting this goal:

- a. Students demonstrate an increase of their knowledge in current research on different aspects of development across the life span.

Assignments that demonstrate accomplishment of this outcome:

- a. Weekly readings and discussion of theoretical models and empirical research .
- b. Exam questions
- c. Class paper

3. Apply developmental theories and research to understand and explain behaviors and behavioral changes.

Outcomes reflecting this goal:

- a. Students are able to use developmental theories and research to understand and explain behaviors.

- b. Students are able to use developmental theories and research to understand and explain behavioral changes.

Assignments that demonstrate accomplishment of this outcome:

- a. Weekly readings and discussion of theoretical models and empirical research
- b. Exam questions
- c. Class paper

PSYC 6645: Adult Psychopathology & Treatment I (Lawyer)

PSYC 6646: Adult Psychopathology & Treatment II (Lynch)

Objective #1: Evaluate classification and diagnostic approaches (complement to coverage in 6645)

- a. Outcome: Critical evaluation of the utility and empirical basis for mental health classification systems
- b. Assignments: Course readings and discussion of classification systems. Exam questions.

Objective #2: Exposure to DSM based diagnostic categories (complement to coverage in 6645)

- a. Outcome: Demonstrate knowledge of DSM based diagnostic categories
- b. Assignments: Course readings and discussion of DSM based diagnostic categories. Exam questions and paper.

Objective #3: Review of empirically based treatments/theories of treatment that emphasize emotion, therapeutic relationship, and process components of treatment.

- a. Outcome: Demonstrate knowledge of empirically based treatments and effectiveness of these treatment approaches across populations
- b. Assignments: Course readings and discussion of treatment approaches and treatment components. Exam questions and paper.

Objective #4: Review of advances in psychological treatment (e.g., delivery modalities, measurement based care, etc.)

- a. Outcome: Demonstrate knowledge of advances in treatment
- b. Assignments: Course readings and discussion. Exam questions.

PSYC 6647: Advanced Personality (Letzring)

Goal/Objective #1: Achieve an understanding of the field of Personality Psychology, including both traditional and contemporary perspectives.

Outcomes reflecting this goal/objective:

- 1. Be able to discuss and write about various perspectives or approaches to understanding personality and how approaches have developed over time.

Assignments that demonstrate accomplishment of this outcome:

- a. Questions on exams.
- b. Discussion questions and reaction papers based on the assigned readings.
- c. Participation in class discussions that are based on assigned readings.

- d. Oral presentations of articles that include leading a class discussion.

Goal/Objective #2: Achieve an understanding of how research is conducted in this field.

Outcomes reflecting this goal/objective:

1. Be able to describe several research methodologies used to study Personality.
2. Be able to think critically about research design in terms of identifying strengths and weaknesses of the methodologies described in the assigned readings, as well as possible alternative methodologies.

Assignments that demonstrate accomplishment of this outcome:

- a. Questions on exams.
- b. Discussion questions and reaction papers based on the assigned readings.
- c. Participation in class discussions based on assigned readings.
- d. Oral presentations of articles that include leading a class discussion.

Goal/Objective #3: Develop critical thinking and integration skills.

Outcomes reflecting this goal/objective:

1. Be able to think critically about the material presented in the assigned readings, including alternative explanations for findings and additional studies that would be useful for understanding phenomena.
2. Be able to identify how assigned articles are related within the course and with material encountered in other courses.

Assignments that demonstrate accomplishment of this outcome:

- a. Questions on exams.
- b. Discussion questions and reaction papers based on the assigned readings.
- c. Participation in class discussions based on assigned readings.
- d. Oral presentations of articles that include leading a class discussion.

PSYC 6649: Child Psychopathology & Treatment I (Peer)

Goal/Objective #1: Professional Knowledge and Skills. Students will demonstrate knowledge, competence, and skills related to the theory and empirically informed practice of clinical psychology.

Goal/Objective #2: Core Clinical Knowledge. Demonstrate breadth and depth of knowledge of clinical phenomena and psychopathologies; demonstrate knowledge of basic behavior change processes; articulate theoretical foundations and models of psychopathology and intervention, including underlying assumptions that guide clinical interventions

Course Relevant Assignments: readings & class discussion obligation

Course Relevant Outcomes: course grade of B or higher

PSYC 6659: Child Psychopathology and Treatment II (Peer)

Objective 1: Increase understanding of prominent theories of child and adolescent psychopathology and related psychosocial treatment approaches.

- Outcomes reflecting this objective:
 1. Students shall demonstrate discipline-specific knowledge regarding youth-relevant etiological theories of psychopathology (e.g., causal mechanisms, mediators, and moderators) and supportive empirical literature.
 2. Students shall demonstrate discipline-specific knowledge of evidence-based psychosocial treatments for youth (e.g., treatments' targeted symptoms, client population, structure, process, and scientific evidence).
- Assignments that demonstrate student accomplishment of this outcome via:
 1. Passing scores on mixed-format quizzes and a summative exam (i.e., multiple-choice, short-answer, case-based analysis, and integrative essay questions).
 2. Proficient development and delivery of multiple in-class presentations (i.e., one focused on a specific DSM-5-TR disorder and another focused on a specific evidence-based treatment relevant to children and/or adolescents).
 3. Proficient writing of one of two class papers on either (1) an assessment battery for a childhood disorder with related contextual and comparative analyses or (2) a research proposal involving an evidence-based treatment for youth (e.g., literature review, hypotheses, analytic plan).

Objective 2: Gain proficiency in the diagnostic criteria for additional psychiatric disorders of childhood and adolescence (e.g., eating/feeding, substance use, obsessive-compulsive, developmental disorders) and related case conceptualization and assessment practices.

- Outcomes reflecting this objective:
 1. Students shall demonstrate discipline-specific knowledge regarding youth-relevant psychiatric disorders disorder, including their diagnostic criteria (e.g., current DSM-5 symptomology and other salient current or past conceptualizations) and epidemiology (e.g., prevalence, demographic and developmental variance, comorbid disorders, associated features).
 2. Students shall demonstrate discipline-specific knowledge of evidence-based assessment batteries for diagnosing psychiatric disorders during childhood and adolescence (e.g., measures' structure, psychometrics, pragmatics, functions, alternatives).
- Assignments that demonstrate student accomplishment of this outcome via:
 1. Passing scores on mixed-format quizzes and a summative exam (i.e., multiple-choice, short-answer, case-based analysis, and integrative essay questions).
 2. Proficient development and delivery of multiple in-class presentations (i.e., one focused on a specific DSM-5-TR disorder and another focused on a specific evidence-based treatment relevant to children and/or adolescents).
 3. Proficient writing of one of two class papers on either (1) an assessment battery for a childhood disorder with related contextual and comparative analyses or (2) a research proposal involving an evidence-based treatment for youth (e.g., literature review, hypotheses, analytic plan).

Objective 3: Enhance competence in identification, evaluation, tailoring, and progress monitoring of evidence-based treatments for children, adolescents, and their families.

- Outcomes reflecting this objective:
 1. Students shall demonstrate discipline-specific knowledge of identifying, comparing and contrasting, tailoring, and evaluating evidence-based psychosocial treatments for youth (e.g., boundary conditions, empirical outcomes, mediators, core- and non-core practice elements).
 2. Students shall demonstrate discipline-specific knowledge of evidence-based assessment batteries for evaluating the idiographic efficacy of psychosocial treatments for children and adolescents (e.g., progress monitoring, outcome evaluation).
- Assignments that demonstrate student accomplishment of this outcome via:
 1. Passing scores on mixed-format quizzes and a summative exam (i.e., multiple-choice, short-answer, case-based analysis, and integrative essay questions).
 2. Proficient development and delivery of multiple in-class presentations (i.e., one focused on a specific DSM-5-TR disorder and another focused on a specific evidence-based treatment relevant to children and/or adolescents).
 3. Proficient writing of one of two class papers on either (1) an assessment battery for a childhood disorder with related contextual and comparative analyses or (2) a research proposal involving an evidence-based treatment for youth (e.g., literature review, hypotheses, analytic plan).

Objective 4: Advance scientific research, writing, and presentation skills.

- Outcomes reflecting this objective:
 1. Students will demonstrate graduate-level proficiency in orally summarizing and critiquing psychological research and theory relevant to childhood and adolescent psychiatric disorders and related psychosocial assessment and treatment.
 2. Students will demonstrate graduate-level proficiency in textually summarizing and critiquing psychological research and theory relevant to childhood and adolescent psychiatric disorders and related psychosocial assessment and treatment.
 3. Students will demonstrate graduate-level proficiency in discipline-specific formatting (i.e., APA style guide).
- Assignments that demonstrate student accomplishment of this outcome via:
 1. Proficient development and delivery of multiple in-class presentations (i.e., one focused on a specific DSM-5-TR disorder and another focused on a specific evidence-based treatment relevant to children and/or adolescents).
 2. Proficient writing of one of two class papers on either (1) an assessment battery for a childhood disorder with related contextual and comparative analyses or (2) a research proposal involving an evidence-based treatment for youth (e.g., literature review, hypotheses, analytic plan).

Goal/Objective #1: Students will develop their professional writing skills.

Assignments that demonstrate accomplishment of this goal/objective:

1. Students will engage with course material on professional documents including how-to guides/tips and example documents, and discuss these resources during class.
2. Students will work on a number of professional documents such as CV, cover letter, letter of recommendation, teaching statement, research statement, diversity statement, manuscript, and grant application. Students will also revise their documents based on peer and instructor feedback, and will provide reviews of professional documents to their peers.

Goal/Objective #2: Students will develop organizational, job search, and time-related skills:

Assignments that demonstrate accomplishment of this goal/objective:

1. Students will engage with course material on time management, balance, imposter phenomenon, burnout, and the job search.
2. Students will develop weekly and semester writing goals and evaluate their progress each week.
3. Students will keep a time log and utilize strategies to enhance time management as needed.
4. Students will identify job ads in their planned career.

PSYC 6672: History and Systems

Goal/Objective #1: To develop the ability to read and understand primary source materials (i.e., empirical and theoretical articles, book chapters, etc.) that are of critical importance in the history of psychology.

Assignments that demonstrate accomplishment of this outcome:

1. Students will read original empirical research articles, theoretical papers, review papers or book chapters on topics in the history of psychology that are discussed in class.

Goal/Objective #2: To think critically and effectively express one's thoughts and ideas in written and oral format.

Assignments that demonstrate accomplishment of this outcome:

1. Students will submit weekly critical evaluative comments about the assigned readings and participate in class discussion. They also will complete a written report at the end of the semester that requires them to deeply examine a specific topic within the history of psychology.

Goal/Objective #3: To organize and present information in a professional manner.

Assignments that demonstrate accomplishment of this outcome:

1. Students will present and lead discussion on select topics in the history of psychology.

PSYC 7701: Clinical Psychology (Peer)

Goal/Objective #1: Professional Knowledge and Skills. Students will demonstrate knowledge, competence, and skills related to the theory and empirically informed practice of clinical psychology

Goal/Objective #2: Clinical Assessment. learn the rationale, purpose, administrative methods, and interpretative guidelines associated with widely used psychological tests and measures; display entry-level competencies relevant to the formulation of a functional analysis, client conceptualization, and diagnosis

Course Relevant Assignments: readings & class presentations

Course Relevant Outcomes: presentation grades

Goal/Objective #3: Clinical Intervention. demonstrate basic interviewing and clinical process skills

Course Relevant Assignments: readings, mock interviews, & standardized patient interviews

Course Relevant Outcomes: satisfactory completion of interviews

Goal/Objective #4: Administration, Supervision, and Consultation. didactic introduction to professional supervision and consultation

Course Relevant Assignments: readings & class presentations

Course Relevant Outcomes: presentation grades

PSYC 7702: Introduction to Psychotropic Medication (Rasmussen; name will change to Psychopharmacology in 2024-25)

Objectives:

1. To describe the principles of drug action at both the neurological and behavioral level.
 - a. This will be assessed by the percent of students earning a B (80%) or better on the midterm exam.
2. To understand the importance and limitations of pre-clinical animal research in the development and use of pharmacological treatments.
 - a. This will be assessed by the percent of students earning a B (80%) or better on the midterm exam and individual presentations.
3. To describe pharmacological treatments and their neurochemical and behavioral mechanisms that are used to treat psychological disorders.
 - a. This will be assessed by the percent of students earning a B (80%) or better on the final exam.
4. To read and critically evaluate randomized clinical trials studies that provide the basis of the pharmacological treatment of psychological disorders.
 - a. This will be assessed by the percent of students earning a B (80%) or better on the final exam and individual presentations

PSYC 7703: Advanced Ethics and Professional Issues (Swift)

Goal/Objective #1: Students will be able to engage in ethical decision-making based on ethical decision-making models and the principles and codes of conduct for the field of psychology (APA code of ethics)

Outcomes reflecting this goal/objective:

1. Students will be able to integrate their knowledge of ethical principles and decision-making in their professional work throughout their careers.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will be evaluated on their presentation of an ethical dilemma and their ability to apply a decision-making model to address that dilemma.
- b. Students will be evaluated on their engagement in class discussions regarding ethical dilemmas and their ability to apply decision-making models as well as their ability to respectfully consider the input and opinions of others.

Goal/Objective #2: Students will be more ready to advance to the next stage of their professional development by becoming better prepared to submit an application for a doctoral internship in clinical psychology

Outcomes reflecting this goal/objective:

1. Students will become more knowledgeable about the application process for a doctoral internship in clinical psychology.
2. Students will prepare first drafts of some of their application materials.
3. Students will learn about and practice interviewing techniques.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will be evaluated on their preparation of internship application essays.

PSYC 7704: Supervision and Consultation in Clinical Psychology (Swift)

Goal/Objective #1: Students will develop an understanding of the existing theories and models of supervision and consultation in the field as well as identify their own personal theory/approach to supervision and consultation.

Outcomes reflecting this goal/objective:

1. Students will be able to articulate their own model of supervision and compare that with other existing models in the field.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will be evaluated on their ability to discuss content, strengths, and weaknesses of existing theories and models of supervision and consultation in class discussions.
- b. Students will be evaluated on their ability to clearly articulate their own personal model of supervision in a short essay.

Goal/Objective #2: Students will develop a knowledge of the existing research evidence regarding clinical supervision and consultation.

Outcomes reflecting this goal/objective:

1. Students will be able to identify existing and research methods that have been used to investigate the effects of clinical supervision and consultation.
2. Students will be able to identify potential areas for future research on clinical supervision and consultation.

3. Students will be able to recognize appropriate supervision and consultation models, skills, and techniques based on the existing research.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will be evaluated on their ability to discuss the existing research findings regarding supervision and consultation in classroom discussions.

Goal/Objective #3: Students will develop a basic level of competence in providing clinical supervision and consultation.

Outcomes reflecting this goal/objective:

1. Students will gain practice with providing clinical supervision and consultation, leading to the development of a basic level of clinical supervision and consultation skills.

Assignments that demonstrate accomplishment of this outcome:

- a. Students will be evaluated on their completion of weekly supervision and consultation practices.
- b. Students will be evaluated on the quality of their supervision and consultation skills as displayed in recordings of their practices.
- c. Students will be evaluated on their ability to reflect on their supervision and consultation experiences, strengths, weaknesses, and goals in a paper.

PSYC 7724: Community Practicum (Peer)

Goal/Objective #1: Professional Knowledge and Skills. Students will demonstrate knowledge, competence, and skills related to the theory and empirically informed practice of clinical psychology.

Goal/Objective #2: Clinical Assessment. Understand and critically evaluate the psychometric properties of psychological tests and measures; learn the rationale, purpose, administration methods, and interpretative guidelines associated with widely used psychological tests and measures; display competencies relevant to the formulation of a functional analysis, client conceptualization, and diagnosis; write well-organized, informative evaluation reports; and interpret assessment findings and/or case formulations to clients.

Goal/Objective #3: Clinical Intervention. Demonstrate basic interviewing and clinical process skills; apply basic behavior change principles and techniques; display an adequate repertoire of empirically-supported treatments for specific disorders or conditions; use strategies for ongoing evaluation of treatment effects; write well-organized and informative case notes, treatment reports, and case summaries; and demonstrate respect and compassion for others.

Course Relevant Assignments:

1. supervised professional practice in a regional agency providing psychological services to the public, including assessment and intervention assignments, and possibly, consultation and supervision of junior students.

Course Relevant Outcomes:

- a. contact log data pertaining to total hours devoted to assessment, intervention, supervision (received), and support activities: goal is the accumulation of at least 100 hours of professional activities during the semester, at least 35 of which involve direct client contact
- b. descriptive data regarding specific assessment/intervention protocol use and level of proficiency; no specific goal is defined
- c. ratings regarding clinical skill display across all the following domains: professionalism, ethics, supervision, relationship/process skills, multicultural competence, assessment & diagnosis, treatment or intervention, and conceptualization/critical thinking; goal is to “Meet Expectations” for each item rated by the site supervisor, given the student’s developmental level in the doctoral program.

PSYC 7725: Psychology Clinic Practicum (Clinical faculty)

Goal/Objective #1: Professional Knowledge and Skills. Students will demonstrate knowledge, competence, and skills related to the theory and empirically informed practice of clinical psychology.

Goal/Objective #2: Clinical Assessment. Understand and critically evaluate the psychometric properties of psychological tests and measures; learn the rationale, purpose, administration methods, and interpretative guidelines associated with widely used psychological tests and measures; display competencies relevant to the formulation of a functional analysis, client conceptualization, and diagnosis; write well-organized, informative evaluation reports; and interpret assessment findings and/or case formulations to clients.

Goal/Objective #3: Clinical Intervention. Demonstrate basic interviewing and clinical process skills; apply basic behavior change principles and techniques; display an adequate repertoire of empirically-supported treatments for specific disorders or conditions; use strategies for ongoing evaluation of treatment effects; write well-organized and informative case notes, treatment reports, and case summaries; and demonstrate respect and compassion for others.

Course Relevant Assignments:

1. supervised professional practice in the ISU Psychology Clinic supervised by a member of the clinical faculty; psychological services include assessment and intervention assignments, and possibly, consultation and supervision of junior students.

Course Relevant Outcomes:

- a. contact log data pertaining to total hours devoted to assessment, intervention, supervision (received), and support activities: goal is the accumulation of at least 100 hours of professional activities during the semester, at least 35 of which involve direct client contact
- b. descriptive data regarding specific assessment/intervention protocol use and level of proficiency; no specific goal is defined
- c. ratings regarding clinical skill display across all the following domains: professionalism, ethics, supervision, relationship/process skills, multicultural competence, assessment &

diagnosis, treatment or intervention, and conceptualization/critical thinking; goal is to “Meet Expectations” for each item rated by the site supervisor, given the student’s developmental level in the doctoral program.

PSYC 7727: Psych-Educational Evaluations (Mozafari)

Goal/Objective #1: Professional Knowledge and Skills. Students will demonstrate knowledge, competence, and skills related to the theory and empirically informed practice of clinical psychology.

Goal/Objective #2: Clinical Assessment. Understand and critically evaluate the psychometric properties of psychological tests and measures; learn the rationale, purpose, administration methods, and interpretative guidelines associated with widely used psychological tests and measures; display competencies relevant to the formulation of a functional analysis, client conceptualization, and diagnosis; write well-organized, informative evaluation reports; and interpret assessment findings and/or case formulations to clients.

Course Relevant Assignments:

1. supervised professional practice in the ISU Psychology Clinic supervised by a member of the clinical faculty; psychological services may include psychoeducational, neurocognitive, and/or psychodiagnostic assessment assignments

Course Relevant Outcomes:

- a. Completion of one assessment case: goal is to complete intake, testing sessions, scoring, report write-up, and feedback session
- b. Descriptive data regarding specific assessment protocol use and level of proficiency; no specific goal is defined
- c. Ratings regarding clinical skill display across all the following domains: professionalism, ethics, supervision, relationship/process skills, multicultural competence, assessment & diagnosis, and conceptualization/critical thinking; goal is to “Meet Expectations” for each item rated by the site supervisor, given the student’s developmental level in the doctoral program.

PSYC 7748: Clinical Externship (Peer)

Goal/Objective #1: Professional Knowledge and Skills. Students will demonstrate knowledge, competence, and skills related to the theory and empirically informed practice of clinical psychology.

Goal/Objective #2: Clinical Assessment. Understand and critically evaluate the psychometric properties of psychological tests and measures; learn the rationale, purpose, administration methods, and interpretative guidelines associated with widely used psychological tests and measures; display competencies relevant to the formulation of a functional analysis,

client conceptualization, and diagnosis; write well-organized, informative evaluation reports; and interpret assessment findings and/or case formulations to clients.

Goal/Objective #3: Clinical Intervention. Demonstrate basic interviewing and clinical process skills; apply basic behavior change principles and techniques; display an adequate repertoire of empirically-supported treatments for specific disorders or conditions; use strategies for ongoing evaluation of treatment effects; write well-organized and informative case notes, treatment reports, and case summaries; and demonstrate respect and compassion for others.

Course Relevant Assignments: supervised professional practice in a regional agency providing psychological services to the public, including assessment and intervention assignments, and possibly, consultation and supervision of junior students.

Course Relevant Outcomes:

- a. contact log data pertaining to total hours devoted to assessment, intervention, supervision (received), and support activities: goal is the accumulation of at least 15 hours per week of professional activities
- b. descriptive data regarding specific assessment/intervention protocol use and level of proficiency; no specific goal is defined
- a. ratings regarding clinical skill display across all the following domains: professionalism, ethics, supervision, relationship/process skills, multicultural competence, assessment & diagnosis, treatment or intervention, and conceptualization/critical thinking; goal is to “Meet Expectations” for each item rated by the site supervisor, given the student’s developmental level in the doctoral program.

PSYC 7749: Clinical Internship (Lawyer)

Goal/Objective #1: Professional Knowledge and Skills. Students will demonstrate knowledge, competence, and skills related to the theory and empirically informed practice of clinical psychology.

Goal/Objective #2: Clinical Assessment. Understand and critically evaluate the psychometric properties of psychological tests and measures; learn the rationale, purpose, administration methods, and interpretative guidelines associated with widely used psychological tests and measures; display competencies relevant to the formulation of a functional analysis, client conceptualization, and diagnosis; write well-organized, informative evaluation reports; and interpret assessment findings and/or case formulations to clients.

Goal/Objective #3: Clinical Intervention. Demonstrate basic interviewing and clinical process skills; apply basic behavior change principles and techniques; display an adequate repertoire of empirically-supported treatments for specific disorders or conditions; use strategies for ongoing evaluation of treatment effects; write well-organized and informative case notes, treatment reports, and case summaries; and demonstrate respect and compassion for others.

Goal/Objective #4: Administration, Supervision, and Consultation. Professional development in supervision and consultation,

Course Relevant Assignments: 12-month placement at a national internship site of the Association of Psychology Postdoctoral and Internship Centers

Course Relevant Outcomes: certificate of completion