

Assurance of Student Learning Reflection 2024-2025

College of Education and Behavioral Sciences (CEBS)

Department of Psychology

Doctor of Psychology in Applied Psychology: Clinical Psychology (0476)

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Is this an online program? ☐ Yes ☒ No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here

☐ Yes, they match! (If they don't match, explain on this page under **Evaluation**)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1

Program Student Learning Outcome

Program Student Learning Outcome 1: Function as competent behavioral health practitioners, skilled in developing, implementing, and evaluating evidence-based practices.

Evaluation

This outcome is relevant for this assessment cycle, but will be changed following the completion of the APA accreditation cycle. When the program was created a decade ago, it was developed without alignment to the American Psychological Association (APA) Commission on Accreditation (CoA) *Standards of Accreditation for Health Service Psychology* (SoA). Following submission of the APA Self-Study in 2022, the program has adopted the SoA Profession-Wide Competencies (PWC) and Discipline Specific Knowledge (DSK) as additional student learning outcomes.

The current learning outcome is too broad for assessment. Developing, implementing, and evaluating evidence-based practices is still a relevant goal, but does not capture the scope of competency required for a Health Service Psychologist. The APA Standards of Accreditation identified 9 Profession-wide competencies as articulated in Implementing Regulations (IR C-8 D) and 10 areas of Discipline Specific Knowledge. Refer to the referenced link [here](#). Students will need to meet proficiency by demonstrating minimum levels of achievement in the following profession-wide competencies: Research, Ethical and Legal Standards, Individual and Cultural Diversity, Professional Values and Attitudes, Communication and Interpersonal Skills, Assessment, Intervention, and Supervision. Students will also need to demonstrate that they demonstrate foundational knowledge in the follow Discipline Specific Knowledge areas: History and systems of psychology, affective aspects of behavior, cognitive aspects of behavior, biological aspects of behavior, developmental aspects of behavior, social aspects of behavior, advanced integrative knowledge of basic discipline-specific content areas, research methods, statistical analysis, and psychometrics.

Measurement Instruments

The measurement instruments used to measure the CourseLeaf SLO included the Qualifying Examination and the Annual Faculty Evaluation. The Qualifying Examination is an adequate measure of knowledge based elements of practice, but does not assess actual skill or attitudes. The Annual Faculty Evaluation is based on the subjective ratings of program faculty on the Profession-wide competencies. This instrument was added after submitting the 2022 self-study. The Annual Faculty Evaluation is a good summary method of taking a cross-section of students current level of competency attainment, but does not reflect sequential and graded complexity. Table II.D.1.A in the APA self-study specifies minimum levels of achievement for each PWC and DSK. Following the APA accreditation assessment cycle, we will

	submit a new curriculum map and proximal and distal outcome plan based on recommendations by APA. The Qualifying Examination consists of both written and oral components. The rubric for the written exam is here and the rubric for the oral exam is here .
Criteria & Targets	The criteria for success using the current SLOs is to receive a "pass" on both the Qualifying Examination and the Annual Faculty Evaluation. The minimum level for achievement (MLA) for both measures listed on the rubric linked above. The written and oral Qualifying Exam is administered to all students who have successfully proposed their dissertation and before they apply for the predoctoral internship. The data for the Annual Faculty Evaluation is collected in the last week of the Spring term and all faculty have input.
Results & Conclusion	Results: The results of the Qualifying Examination revealed that 100% of those taking both examinations (n=8) passed the examinations. In addition, only 1 student did not receive a passing evaluation on the Annual Faculty Evaluation.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The anticipated plan for the next assessment cycle is to: 1. Revise SLOs according to the SoA Guidelines for Health Service Psychology. Specifically, PWCs and DSKs will be submitted via CourseLeaf and a new curriculum map will accompany the submission. We anticipate rotating the evaluation of the 9 PWCs and 10 DSKs each cycle for the ASL. The APA CoA requires outcome data and MLAs for each of the competency and knowledge areas each year. 2. Faculty will meet for several sessions in the Spring 2026 to respond to the APA feedback following receiving contingency accreditation in January. 3. A curriculum map will be revised based on the recommendations 4. Outcome data will be collected at the assignment, course, and program level (proximal) and after graduation from our alumni (distal).

Program Student Learning Outcome 2	
Program Student Learning Outcome	Program Student Learning Outcome 2: Provide ethical, competent, and professional supervision of psychological practice.
Evaluation	Supervision is an important outcome to measure and the program will continue to track outcomes for this PSLO. However, we will expand the course evaluation strategy to include the APA SoA Profession-Wide Competency - Supervision (PWC VIII). The Supervision PWC includes the following: 1. Demonstrates knowledge of supervision models and practices. 2. Demonstrates knowledge of contemporary evidence-based supervision literature 3. The student clearly understands the purpose of supervision and makes appropriate use of the supervision sessions. 4. The student arrives prepared for supervision (e.g. asks appropriate questions related to the case, has thought through case conceptualization and has identified gaps in knowledge) 5. The student uses supervision to improve case conceptualization and planning for future interventions. According to the current curriculum map, the knowledge elements of this competency is covered in PSY662 (Practicum in Psychology) where the students receive supervision from student supervisors. Student supervisors provide direct supervision to first year student supervisees who are providing psychotherapy to undergraduate student volunteers. The student supervisors are enrolled in the PSY877 course (Advanced Supervision). Doctoral students also take the PSY777 course (Foundations of Supervision). After review of this PLSO, we will retain the outcome and continue to measure it in the same way as articulated below.

Measurement Instruments	Coursework covering the Profession-Wide Competency Development - Supervision (PWC VIII). According to the Curriculum Map, relevant courses include: PSY777 (Foundations of Supervision) and PSY877 (Advanced Supervision).
Criteria & Targets	The following criteria are used for measuring success in this PSLO: 1. Achieve a passing grade (B) in PSY662 - Practicum in Psychology. In addition to passing the knowledge and content aspects of this course, students receive individualized feedback weekly from their supervisors. As part of the supervision, the supervisors are required to give regular constructive feedback ("future strengths") and document how students receive the constructive feedback on their midterm and final evaluation. 2. Achieve a passing grade (B) in PSY877 - Supervisees give feedback to the supervisors in training. This evaluation is factored into their final grade in the course. 3. Achieve a passing grade (B) in PSY777 - Foundations of Supervision. Students receive content that aligns with the PWC VIII (supervision) and document attainment of knowledge acquisition through various assignments and exams.
Results & Conclusion	Results: All students successfully passed the criteria for success in the supervision competency. Conclusion: The data obtained for this PSLO could be improved by adding baseline data collection at the beginning of their Advanced Supervision course. The PSY877 course is an excellent data collection opportunity since both supervisors and supervisees are videorecorded. There is possibility to clearly document improvement if we were to build in an observer-rated measurement instrument. There is also opportunity to integrate the PSY850 Psychometrics course to refine the data collection methods for the program.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	The following plan for the next assessment cycle will be implemented: 1. Introduce the Supervision competency at the beginning of the program through the PSY662 course. Currently the course addresses the role of the supervisee, but does not give much context for the competency. Moreover, those students who enter the PsyD program after completing the MA at another university may not have had exposure to the supervision competency. The PWC VIII (Supervision) is one of the weaker and poorly operationalized Profession-Wide Competencies. 2. Currently the Supervision competency is only assessed by assignment and course methods. We would like to add a comprehensive program-wide assessment of this PSLO through either the Qualifying Exam or a performance-based assessment like an OSCE (Observed Structured Clinical Examination). The knowledge elements of the competency could be assessed through a Qualifying Exam and the skill based elements could be assessed through a performance based assessment. 3. Integrate the Psychometrics course with the Advanced Supervision course. They will design a psychometrically sound observer-rated assessment instrument to document improvement in delivering supervision.

Program Student Learning Outcome 3

Program Student Learning Outcome	Program Student Learning Outcome 3: Contribute to the practice and scholarship of psychology consistent with the practitioner/scholar model.
Evaluation	In the next assessment cycle, we will align the PSLO with the APA Profession-Wide Competencies in Research (PWC I). The elements of the PWC I for Research include: 1. Demonstrates the ability to formulate research or scholarly activity. 2. Demonstrates the ability to conduct research or other scholarly activities. 3. Demonstrates the ability to critically evaluate and disseminate research or other scholarly activity 4. Demonstrates an understanding of the influence of current basic research findings that apply to the student's area of study.

	5. Demonstrates an ability to select and integrate the current scientific literature and appropriate methods related to their area of practice and be able to describe the theoretical underpinnings. 6. Demonstrates an ability to design a research plan for outcome-based practice or program evaluation based on scholarly references. 7. Demonstrates the ability to craft a research study that addresses a clinical area. 8. Demonstrates the ability to describe research findings to peers and other professionals.
Measurement Instruments	Assessment Method 1: Complete a masters' thesis or capstone project Assessment Method 2: Dissertation proposals successfully proposed and passed by the faculty committee Assessment Method 3: Write, present, and defend the doctoral dissertation Assessment Method 4: Coursework a. Receive a passing grade (B) in PSY799 Dissertation - students receive instruction on how to formulate a research question that will serve as the basis for their dissertation proposal. b. Receive a passing grade (B) in EDFN500 Research Methods c. Receive a passing grade (B) in EDFN501 Statistics d. Receive a passing grade (B) in EDFN740 Intermediate Statistics e. Receive a passing grade (B) in PSY850 Psychometrics
Criteria & Targets	The criteria and methods of assessment adequately target this PSLO. The only change that needs to be implemented for the next cycle is to require students to make a public presentation, outside of their coursework, prior to graduation. Examples might include a conference presentation, or participating in the 3-minute thesis competition at WKU.
Results & Conclusion	Results: Students are prepared at a level that is beyond the "practitioner-scholar" model of training. Students receive proportionately more instruction and coursework on research methods and statistics. The program under-emphasizes qualitative research, the case study method, program evaluation, and critical literature review. Conclusions: For students who struggle with this competency, they are likely to extend their program beyond the expected length. Students who begin the program immediately after the BA have an advantage. Moreover, a struggling student will most likely drop the program because they are unable to complete the dissertation.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	For the next accreditation and assessment cycle, we plan to do the following to improve efficiency and early problem identification. 1. Meet with the faculty to discuss decreasing the course content coverage of this area. Most programs have one fewer course and include multiple methods for dissertation type; 2. Include course coverage of qualitative research, case study, program evaluation, and systematic/scoping review 3. Integrate the thesis and dissertation with existing coursework - align assignments to build on progress towards the dissertation. 4. Revise the dissertation process to allow for a "capstone project" that does not include collection of empirical data. The practitioner-scholar model addresses basic research and statistical skills that are needed for clinical practice - usually reading and understanding research studies.

To add more outcomes, if needed, select the table above and copy & paste below.