The mission of the Ph.D. program in clinical psychology is to train scientist-practitioners. The scientist-practitioner model of education and training in psychology is an integrative approach to science and practice wherein each must continually inform the other. This model represents more than a summation of both parts. Scientist-practitioner psychologists embody a research orientation in their practice and a practice relevance in their research. Thus, a scientist-practitioner is not defined by a job title or a role, but rather by an integrated approach to both science and practice. The models entails development of interlocking skills to foster a career-long process of psychological investigation, assessment, and intervention.

To achieve this mission the clinical Ph.D. program at the University of North Dakota has adopted 5 of the training goals, 12 objectives, and 234 associated competencies articulated by the Assessment of Competency Benchmarks Work Group convened by the APA Board of Educational Affairs in collaboration with the Council of Chairs of Training Councils (CCTC) in July of 2008. Our current goals, objectives and competencies are listed as follows. The number in the left column of each competency corresponds with the item measuring that skill in our Practicum and Internship Readiness Evaluation Forms. Our student competencies are supplemented by aggregate program standards and outcomes which are tracked as well on an annual basis as additional indicators of training quality.
University of North Dakota
Clinical Psychology Ph.D. Program
Goals, Objectives, & Competencies

GOAL 1

Students and program graduates will behave in an ethical and professional manner when meeting their responsibilities as scientist-practitioner clinical psychologists:

Objective A:  *Professionalism (Student will exhibit professional values and ethics as evidenced in behavior and comportment that reflects the values and ethics of psychology, integrity, and responsibility)*

<table>
<thead>
<tr>
<th>Competency 1AA:</th>
<th>Students will behave with integrity, honesty, personal responsibility an adherence to professional values.</th>
</tr>
</thead>
</table>
| **Practicum Readiness Criteria** | 1. Demonstrates honesty, even in difficult situations  
2. Takes responsibility for own actions  
3. Displays basic understanding of core professional values  
4. Demonstrates ethical behavior and basic knowledge of the APA ethics code |
| **Internship Readiness Criteria** | 1. Demonstrates knowledge of professional values  
2. Demonstrates adherence to professional values  
3. Identified situations that challenge professional values, and seeks supervisor/faculty guidance as needed  
4. Demonstrates ability to share, discuss and address failures and lapses in adherence to professional values with supervisors/faculty as appropriate |

<table>
<thead>
<tr>
<th>Competency 1AB:</th>
<th>Students will exhibit a sense of professionalism in his or her deportment.</th>
</tr>
</thead>
</table>
| **Practicum Readiness Criteria** | 5. Demonstrates appropriate personal hygiene and attire  
6. Distinguished between appropriate and inappropriate language and demeanor in professional contexts |
| **Internship Readiness Criteria** | 5. Demonstrates awareness of the impact behavior has on client, public and profession  
6. Utilizes appropriate language and demeanor in professional communications  
7. Demonstrates appropriate physical conduct, including attire, consistent with context |
**Competency 1AC:** Students will show accountability for his or her work.

**Practicum Readiness:**
7. Turns in assignments in accordance with established deadlines
8. Demonstrates personal organizational skills
9. Plans and organizes own workload
10. Aware of and follows policies and procedures of institution

**Internship Readiness Criteria**
8. Completes required case documentation promptly and accurately
9. Accepts responsibility for meeting deadlines
10. Available when “on call”
11. Acknowledges errors
12. Utilizes supervision to strengthen effectiveness of practice

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**Competency 1AD:** Students will show concern for the welfare of others.

**Practicum Readiness**
11. Displays initiative to help others
12. Articulates importance of confidentiality, privacy, and informed consent
13. Demonstrates compassion

**Internship Readiness Criteria**
13. Regularly demonstrates compassion
14. Displays respect in interpersonal interactions including those with others from divergent perspectives and backgrounds
15. Determines when response to client needs takes precedence over personal needs

---

**Competency 1AE:** Students will assume and exhibit a sense of professional identity.

**Practicum Readiness Criteria**
14. Has membership in (state, region, nation) professional organization(s)
15. Demonstrates knowledge of the program and professional (training model, core competencies)
16. Demonstrates knowledge about practice within one’s competence
17. Understands that knowledge goes beyond formal training

**Internship Readiness Criteria**
16. Attends colloquia, workshops, conferences
17. Consults literature relevant to client care
**Objective B:**  *Effective Relationships* (Student will relate effectively and meaningfully with individuals, groups, and/or communities)

<table>
<thead>
<tr>
<th>Competency 1BA:</th>
<th>Students will show evidence of meaningful interpersonal relationships.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practicum Readiness Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Listens and is empathic with others</td>
</tr>
<tr>
<td>19</td>
<td>Respects and shows interest in others’ cultures, experiences, values, points of view, goals and desires, fears, etc.</td>
</tr>
<tr>
<td>20</td>
<td>Demonstrates skills verbally and non-verbally</td>
</tr>
<tr>
<td>21</td>
<td>Receives feedback constructively and professionally</td>
</tr>
<tr>
<td><strong>Internship Readiness Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Forms effective working alliance with clients</td>
</tr>
<tr>
<td>19</td>
<td>Engages with supervisors to work effectively</td>
</tr>
<tr>
<td>20</td>
<td>Works cooperatively with peers</td>
</tr>
<tr>
<td>21</td>
<td>Involved in departmental, institutional, professional activities or governance</td>
</tr>
<tr>
<td>22</td>
<td>Demonstrates respectful and collegial interactions with those who have different professional models or perspectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Competency 1BB:</th>
<th>Students will show evidence of effective affect management.</th>
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<tbody>
<tr>
<td><strong>Practicum Readiness Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Demonstrates affect tolerance</td>
</tr>
<tr>
<td>23</td>
<td>Tolerates and understands interpersonal conflict</td>
</tr>
<tr>
<td>24</td>
<td>Tolerates ambiguity and uncertainty</td>
</tr>
<tr>
<td>25</td>
<td>Demonstrates awareness of inner emotional experience</td>
</tr>
<tr>
<td>26</td>
<td>Demonstrates emotional maturity</td>
</tr>
<tr>
<td>27</td>
<td>Listens to and acknowledges feedback from others</td>
</tr>
<tr>
<td><strong>Internship Readiness Criteria</strong></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Works collaboratively</td>
</tr>
<tr>
<td>24</td>
<td>Demonstrates active problem-solving</td>
</tr>
<tr>
<td>25</td>
<td>Makes appropriate disclosures regarding problematic interpersonal situations</td>
</tr>
<tr>
<td>26</td>
<td>Acknowledges own role in difficult interactions</td>
</tr>
<tr>
<td>27</td>
<td>Provides feedback to supervisor regarding supervisory process</td>
</tr>
<tr>
<td>28</td>
<td>Provides feedback to peers regarding peers’ clinical work in context of group supervision or case conference</td>
</tr>
<tr>
<td>29</td>
<td>Accepts and implement supervisory feedback nondefensively</td>
</tr>
</tbody>
</table>
Objective C: Reflective Practice / Self-Assessment / Self-Care (Student will practice psychology with personal and professional self-awareness and reflection with awareness of competencies and appropriate self-care)

<table>
<thead>
<tr>
<th>Competency 1BC: Students will show evidence of effective expressive skills.</th>
</tr>
</thead>
</table>

**Practicum Readiness Criteria**

28 Communicates ideas, feelings and information verbally and non-verbally

**Internship Readiness Criteria**

30 Communicates clearly using verbal, nonverbal, and written skills
31 Demonstrates understanding of professional language

<table>
<thead>
<tr>
<th>Competency 1CA: Students will show evidence of reflective practice.</th>
</tr>
</thead>
</table>

**Practicum Readiness Criteria**

29 Displays problem solving skills
30 Displays critical thinking
31 Displays organized reasoning
32 Displays intellectual curiosity and flexibility
33 Demonstrates openness to considering own personal concerns and issues
34 Demonstrates openness to recognizing impact of self on others
35 Demonstrates openness to articulating attitudes, values, and beliefs toward diverse others
36 Demonstrates openness to self-identifying multiple individual and cultural identities
37 Demonstrates openness to systematically reviewing own professional performance with supervisors/teachers

**Internship Readiness Criteria**

32 Articulates attitudes, values, and beliefs toward diverse others
33 Recognizes impact of self on others
34 Self-identifies multiple individual and cultural identities
35 Describes how others experience him/her and identifies roles one might play within a group
36 Responsively utilizes supervision to enhance reflectivity
37 Systematically and effectively reviews own professional performance via videotape or other technology with supervisor
38 Initial indicators of monitoring and adjusting professional performance in action as situation requires
GOAL 2

Students and program graduates will recognize and appreciate the importance of cultural diversity and individual differences in understanding human psychological functioning:

**Objective A: Ethical Legal Standards & Policy** (Student will apply ethical concepts with awareness of legal issues regarding professional activities with individuals, groups, and organizations.)
**Competency 2AA:** Student will show knowledge of ethical, legal, and professional standards and guidelines.

**Practicum Readiness Criteria**

41 Displays a basic understanding of this knowledge (e.g., APA Ethics Code & principles, Ethical Decision Making Models)

42 Demonstrates knowledge of typical legal issues (e.g., child and elder abuse reporting, HIPAA, confidentiality, informed consent)

**Internship Readiness Criteria**

46 Identifies ethical dilemmas effectively

47 Actively consults with supervisor to act upon ethical and legal aspects of practice

48 Addresses ethical and legal aspects within the case conceptualization

49 Discusses ethical implications of professional work

50 Recognizes and discusses limits of own ethical and legal knowledge

51 Works effectively with diverse others in professional activities

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**Competency 2AB:** Student will show awareness and application of ethical decision making.

**Practicum Readiness Criteria**

43 2AB1 Recognizes the importance of basic ethical concepts applicable in initial practice (e.g., child abuse reporting, informed consent, confidentiality, multiple relationships, and competence)

44 2AB2 Identifies potential conflicts between personal belief systems, APA ethics code and legal issues in practice

**Internship Readiness Criteria**

52 2AB3 Uses an ethical decision-making model when discussing cases in supervision

53 2AB4 Readily identifies ethical implications in cases and understands the ethical elements in any present ethical dilemma or question

54 2AB5 Discusses ethical dilemmas and decision making in supervision, staffings, presentations, practicum settings
Competency 2AC:  Student will exhibit ethical conduct.

**Practicum Readiness Criteria**
45 Evidence desire to help others  
46 Demonstrates openness to new ideas  
47 Shows honesty/integrity/values and ethical behavior  
48 Demonstrates personal courage consistent with ethical values of psychologists  
49 Displays a capacity for appropriate boundary management  
50 Implements ethical concepts into professional behavior

**Internship Readiness Criteria**
55 Articulates knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues  
56 Spontaneously discusses intersection of personal and professional ethical and moral issues

Objective B:  *Individual & Cultural Diversity* (Student will show awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal backgrounds with characteristics defined broadly and consistently with APA policy.)

Competency 2BA:  Student will show recognition of self as shaped by individual and cultural diversity and context (e.g., cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status).

**Practicum Readiness Criteria**
51 Demonstrates self knowledge, awareness, and understanding (ex., articulates how ethnic group values influence how one sees self and relates to others

**Internship Readiness Criteria**
57 Understands and monitors own cultural identities in relation to work with others  
58 Uses knowledge of self to monitor effectiveness as a professional  
59 Critically evaluates feedback and initiates supervision regularly about diversity issues
**Competency 2BB:** Student will show recognition of others as shaped by individual and cultural diversity and context (e.g., cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status).

**Practicum Readiness Criteria**
52 Demonstrates knowledge, awareness, and understanding of the way culture and context shape the behavior of other individuals

**Internship Readiness Criteria**
60 Understands multiple cultural identities in work with others
61 Uses knowledge of others’ cultural identity in work as a professional
62 Critically evaluates feedback and initiates supervision regularly about diversity issues with others

**Competency 2BC:** Student will show recognition of interaction of self and others as shaped by individual and cultural diversity and context (e.g., cultural, individual, and role differences including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status).

**Practicum Readiness Criteria**
53 Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals

**Internship Readiness Criteria**
63 Understands the role of multiple cultural identities in interactions among individuals
64 Uses knowledge of the role of culture in interactions in work as a professional
65 Critically evaluates feedback and initiates supervision regularly about diversity issues with others
66 Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals
Graduates of our program will demonstrate knowledge in psychopathology and competency in the delivery of a wide range of clinical assessment and psychotherapy services that are theory-based and empirically-supported:

Objective A: Assessment (Student will show skill in assessing/diagnosing problems, capabilities and issues found among individuals, groups and/or organizations.)

Competency 2BD: Student will make professional judgments and apply their skills based on individual and cultural context.

Practicum Readiness Criteria
54 Demonstrates basic knowledge of literatures on individual and cultural differences and engages in respectful interactions that reflects this knowledge
55 Demonstrates understand the need to consider ICD issues across professional settings and activities

Internship Readiness Criteria
67 Demonstrates knowledge of ICD literatures and APA policies including guidelines for practice with diverse individuals, groups and communities
68 Demonstrates ability to address ICD issues across professional settings and activities
69 Works effectively with diverse others in professional activities
70 Demonstrates awareness of effects of oppression and privilege on self and others

GOAL 3

Graduates of our program will demonstrate knowledge in psychopathology and competency in the delivery of a wide range of clinical assessment and psychotherapy services that are theory-based and empirically-supported:

Objective A: Assessment (Student will show skill in assessing/diagnosing problems, capabilities and issues found among individuals, groups and/or organizations.)

Competency 3AA: Students will show knowledge in measurement and psychometrics.

Practicum Readiness Criteria
56 Demonstrates awareness of the strengths and limitations of standarized assessments
57 Demonstrates knowledge of the construct(s) being assessed
58 Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction

Internship Readiness Criteria
71 Identifies appropriate assessment measures for cases seen at practice site
72 Routinely consults with supervisor regarding selection of assessment measures
Competency 3AB: Students will show knowledge in evaluation methods.

**Practicum Readiness Criteria**

59 Accurately and consistently administers and scores various assessment tools in non-clinical (e.g., courses) contexts

60 Demonstrates knowledge of initial interviewing processes (structured & semi-structured interviews, mental status exam)

**Internship Readiness Criteria**

73 Demonstrates intermediate level ability to accurately and consistently select, administer, score and interpret assessment tools with client populations

74 Collects accurate and relevant data from both structured and semi-structured interviews, mental status exams

Competency 3AC: Students will show skills in the application of methods.

**Practicum Readiness Criteria**

61 Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information

62 Demonstrates awareness of need for selection of assessment measures appropriate to population/problem

**Internship Readiness Criteria**

75 Selects assessment tools that reflect awareness of patient population served at a given practice site

76 Regularly selects and uses appropriate methods of evaluation

77 Demonstrates ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise)

78 Provides assessment services with professional authority and self-confidence

Competency 3AD: Students will show diagnostic capabilities.

**Practicum Readiness Criteria**

63 Identified DSM criteria

64 Describes normal development consistent with broad areas of training

**Internship Readiness Criteria**

79 Articulates relevant developmental features and clinical symptoms as applied to presenting question

80 Demonstrates ability to identify problem areas and to use concepts of differential diagnosis
Objective B:  Intervention (Student will show knowledge of and skill in that application of interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.)

Competency 3AE: Students will show competent case formulation abilities.

**Practicum Readiness Criteria**
65  Demonstrates the ability to discuss diagnostic formulation and case conceptualization
66  Prepares basic reports which articulate theoretical material

**Internship Readiness Criteria**
81  Presents cases and reports demonstrating how diagnosis is based on case material

Competency 3AF: Students will effectively communicate assessment findings.

**Practicum Readiness Criteria**
67  Demonstrates this knowledge including context and organization of test reports, mental status examinations, interviews

**Internship Readiness Criteria**
82  Writes a basic psychological report
83  Demonstrates ability to communicate basic findings verbally
84  Reports reflect data that has been collected via interview

Competency 3BA  Student will show knowledge of interventions.

**Practicum Readiness Criteria**
68  Articulates the relationship of EBP to the science of psychology
69  Identifies basic strengths and weaknesses of intervention approaches for different problems and populations

**Internship Readiness Criteria**
85  Demonstrates knowledge of interventions and explanations for their use based on EBP
86  Demonstrates the ability to select interventions for different problems and populations related to the practice setting
87  Investigates existing literature related to problems and client issues
88  Writes a statement of one’s own theoretical perspective regarding intervention strategies
**Competency 3BB:**  Student will show capability in intervention planning.

**Practicum Readiness Criteria**
70  Articulates a basic understanding of how intervention choices are informed by assessment

**Internship Readiness Criteria**
89  Articulates a theory of change and identifies interventions to implement change; as consistent with the AAPI
90  Writes understandable case conceptualization reports and collaborative treatment plans incorporating evidence-based practices

**Competency 3BC:**  Student will show effective helping skills.

**Practicum Readiness Criteria**
71  Demonstrates helping skills such as empathic listening, framing problems

**Internship Readiness Criteria**
91  Develops rapport with most clients
92  Develops therapeutic relationships
93  Demonstrates appropriate judgment about when to consult supervisor

**Competency 3BD:**  Student will show effective intervention skills.

**Practicum Readiness Criteria**
72  Articulates awareness of theoretical basis of intervention and some general strategies

**Internship Readiness Criteria**
94  Applies specific evidence-based interventions
95  Presents case that documents application of evidence-based practice
96  Provides intervention services with professional authority and self-confidence
GOAL 4

Students and program graduates will demonstrate an appreciation of the scientific method and applicable knowledge in the areas of research methodology (including techniques of data collection and analysis) and the biological, developmental, cognitive-affective, and social bases of behavior:

Objective A: **Scientific Knowledge & Methods** *(Student will exhibit an understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan with respect for scientifically-derived knowledge.)*

Competency 3BE: Student will show effective program evaluation abilities.

**Practicum Readiness Criteria**
- Demonstrates basic knowledge of methods to examine intervention outcomes

**Internship Readiness Criteria**
- Assesses and documents treatment progress and outcomes
- Alters treatment plan accordingly
- Describes instances of lack of progress and actions taken in response

Competency 4AA: Students exhibits scientific mindedness.

**Practicum Readiness**
- Aware of need for evidence to support assertions
- Questions assumptions of knowledge
- Evaluates study methodology and scientific basis of findings
- Presents own work for the scrutiny of others

**Internship Readiness Criteria**
- Articulates in supervision and case conference, support for issues derived from the literature
- Formulates appropriate questions regarding case conceptualization
- Generates hypotheses regarding own contribution to therapeutic process and outcome
- Performs scientific critique of literature
**Competency 4AB:** Students exhibits knowledge of the scientific foundations of psychology.

**Practicum Readiness**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>78</td>
<td>Demonstrates understanding of core scientific conceptualizations of human behavior</td>
</tr>
<tr>
<td>79</td>
<td>Demonstrates understanding of psychology as a science including basic knowledge of the breadth of scientific psychology. For example, able to cite scientific literature to support an argument</td>
</tr>
<tr>
<td>80</td>
<td>Evaluates scholarly literature on a topic</td>
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</tbody>
</table>

**Internship Readiness Criteria**

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<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>104</td>
<td>Displays intermediate level knowledge of and respect for scientific bases of behavior</td>
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</tbody>
</table>

**Competency 4AC:** Students understands and respects scientific foundations of professional practice.

**Practicum Readiness**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>81</td>
<td>Understands the development of evidence based practice in psychology (ESP) as defined by APA</td>
</tr>
<tr>
<td>82</td>
<td>Displays understanding of the scientific foundations of the functional competencies</td>
</tr>
<tr>
<td>83</td>
<td>Cites scientific literature to support an argument</td>
</tr>
<tr>
<td>84</td>
<td>Evaluates scholarly literature on a practice-related topic</td>
</tr>
</tbody>
</table>

**Internship Readiness Criteria**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>105</td>
<td>Applies ESP concepts in case conceptualization, treatment planning, and interventions</td>
</tr>
<tr>
<td>106</td>
<td>Compares and contrasts ESP approaches with other theoretical perspectives in the context of case conceptualization and treatment planning</td>
</tr>
</tbody>
</table>
Objective B: Research/Evaluation (Student will generate research that contributes to the professional knowledge base and evaluates the effectiveness of various professional activities.)

Competency 4BA: Students applies a scientific approach to knowledge generation.

**Practicum Readiness Criteria**
85 Demonstrates understanding that psychologists evaluate the effectiveness of their professional activities
86 Open to scrutiny of one’s work by peers and faculty

**Internship Readiness Criteria**
107 Demonstrates understanding of research methods and techniques of data analysis
108 Demonstrates research and scholarly activity, which may include presentations at conferences; participation in research teams; submission of manuscripts for publication
109 Demonstrates being a critical consumer of research

Competency 4BB: Students will apply scientific method to practice

**Internship Readiness Criteria**
110 Discusses evidence based practices
111 Complies and analyzes data on own clients (outcome measurement)
112 Participates in program evaluation
GOAL 5

Students and program graduates will show competency in assuming roles that extend beyond the direct delivery of mental health services as a scientist-practitioner clinical psychologist:

**Objective A:** Teaching *(Student will show effectiveness in providing instruction, disseminating knowledge, and evaluating the acquisition of knowledge and skill in professional psychology.)*

<table>
<thead>
<tr>
<th>Competency 5AA: Student shows awareness of theories of learning and teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practicum Readiness Criteria</strong></td>
</tr>
<tr>
<td>87 Observes differences in teaching styles and need for response to different learning skills</td>
</tr>
<tr>
<td><strong>Internship Readiness Criteria</strong></td>
</tr>
<tr>
<td>113 Demonstrates sufficient knowledge and at least one learning strategy to teach the material</td>
</tr>
<tr>
<td>114 Demonstrates clear communication of available knowledge</td>
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</table>

<table>
<thead>
<tr>
<th>Competency 5AB: Student exhibits effective skills in the application of teaching methods.</th>
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</thead>
<tbody>
<tr>
<td><strong>Practicum Readiness Criteria</strong></td>
</tr>
<tr>
<td>88 Demonstrates example of application of teaching method</td>
</tr>
<tr>
<td>89 Demonstrates ability to organize and present information related to a topic</td>
</tr>
<tr>
<td><strong>Internship Readiness Criteria</strong></td>
</tr>
<tr>
<td>115 Identifies and differentiates necessary factors to implementing particular teaching strategy</td>
</tr>
<tr>
<td>116 Demonstrates accommodation to diverse others (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and SES) and context</td>
</tr>
<tr>
<td>117 Introduces innovation/creativity into application of teaching methods</td>
</tr>
</tbody>
</table>
**Objective B: Supervision** *(Student exhibit knowledge and skill in the area of supervision theory and practice.)*

**Competency 5BA:** Student will show basic knowledge of supervisory responsibilities.

<table>
<thead>
<tr>
<th>Practicum Readiness Criteria</th>
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<tbody>
<tr>
<td>90 Demonstrates knowledge of the process of supervision</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Internship Readiness Criteria</th>
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</thead>
<tbody>
<tr>
<td>118 Identifies roles and responsibilities of the supervisor and supervisee in the supervision process</td>
</tr>
</tbody>
</table>

**Competency 5BB:** Student will show basic knowledge of supervisory processes and procedures.

<table>
<thead>
<tr>
<th>Practicum Readiness Criteria</th>
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</thead>
<tbody>
<tr>
<td>91 Demonstrates basic knowledge of supervision models and practice</td>
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</table>

<table>
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<tr>
<th>Internship Readiness Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>119 Identifies goals and tasks of supervision related to developmental progression</td>
</tr>
<tr>
<td>120 Tracks progress achieving goals and setting new goals</td>
</tr>
</tbody>
</table>

**Competency 5BC:** Student will show supervisory skill with effective interpersonal communication and receptiveness to feedback.

<table>
<thead>
<tr>
<th>Practicum Readiness Criteria</th>
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</thead>
<tbody>
<tr>
<td>92 Completes self-assessment (e.g., Hatcher &amp; Lassiter, 2006)</td>
</tr>
<tr>
<td>93 Integrates faculty/supervisor feedback into self-assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Internship Readiness Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>121 Successfully completes coursework on supervision</td>
</tr>
<tr>
<td>122 Demonstrates formation of supervisory relationship integrating theory and skills including knowledge of development, educational praxis</td>
</tr>
</tbody>
</table>
Competency 5BD: Student will show knowledge and sensitivity to the role of cultural and individual differences in the supervisory relationship.

**Practicum Readiness Criteria**
94 Demonstrates basic knowledge of literature on individual and cultural differences and engages in respectful interactions that reflect that knowledge

**Internship Readiness Criteria**
223 Demonstrates knowledge of the ICD literature and APA guidelines in supervision practice
124 Demonstrates awareness of role of oppression and privilege on supervision process

Competency 5BE: Student will participate in supervision in a straightforward, truthful, and respectful manner.

**Practicum Readiness Criteria**
95 Demonstrates willingness to admit errors, accept feedback

**Internship Readiness Criteria**
125 Reflects on supervision process, areas of strength and those needing improvement
126 Seeks supervision to improve performance, presenting work for feedback, and integrating feedback into performance

Competency 5BF: Student will show knowledge of the ethics and legal code with sound decision-making practices.

**Practicum Readiness Criteria**
96 Demonstrates understanding of this knowledge (e.g., APA ethical principles)

**Internship Readiness Criteria**
127 Behaves ethically
128 Recognizes ethical and legal issues in clinical practice and supervision
**Objective C: Consultation** *(Student will show the ability to provide expert guidance or professional assistance to others trying to address client needs or goals.)*

**Competency 5CA:** Student will show understanding of the role of a consultant (as distinguished from a therapist, supervisor, teacher, or other).

<table>
<thead>
<tr>
<th>Internship Readiness Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>129</td>
</tr>
<tr>
<td>130</td>
</tr>
</tbody>
</table>

**Competency 5CB:** Student will show an ability to select appropriate methods to address referral questions.

<table>
<thead>
<tr>
<th>Internship Readiness Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>131</td>
</tr>
<tr>
<td>132</td>
</tr>
</tbody>
</table>

**Competency 5CC:** Student will show effective skills in communicating assessment findings to a consultee.

<table>
<thead>
<tr>
<th>Internship Readiness Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>133</td>
</tr>
</tbody>
</table>

**Competency 5CD:** Student will understand literature relevant to unique consultation methods within more select systems, clients or settings.

<table>
<thead>
<tr>
<th>Internship Readiness Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>134</td>
</tr>
</tbody>
</table>
Annual Program Outcome Data

Program Outcome 1

The clinical program will recruit qualified and capable students who are committed and prepared to complete program requirements in a timely manner:

Standard A. Academic credentials of incoming students will approximate national averages.

Target Criterion: total applicants > 10 times the number of recruits each year
Assessment Method: annual count of applicants, offers & recruits
* Proximal Outcome:
- 90 applicants, 15 offers, 9 recruits (2012-2013)
- 80 applicants, 10 offers, 7 recruits (2011-2012)
- 111 applicants, 20 offers, 7 recruits (2010-2011)
- 127 applicants, 20 offers, 7 recruits (2009-2010)

* Proximal outcomes are measured for students enrolled in program
- 85 applicants, 10 offers, 7 recruits (2008-2009)
- 90 applicants; 11 offers; 8 recruits (2007-2008)
- 76 applicants; 16 offers; 9 recruits (2006-2007)

Distal outcomes are measured for graduates of the program
- 71 applicants; 13 offers; 8 recruits (2005-2006)
- 69 applicants; 14 offers; 7 recruits (2004-2005)
- 55 applicants; 16 offers; 8 recruits (2003-2004)
- 46 applicants; 15 offers; 7 recruits (2002-2003)

Recruit Qualifications

Target Criterion: Program recruits with GPAs > 3.2; GRE scores => 500
Assessment Method: review of admissions committee data
Proximal Outcome:
- 9 clinical program recruits (for 2012-2013)
  - M cumulative undergraduate GPA = 3.75 (100% > 3.2)
  - M Verbal GRE = 62nd %ile (100% w/I 1SD of national mean)
  - M Quant GRE = 51st %ile (78% w/I 1SD of national mean)

Note: ETS recently altered the scoring system for the GRE, resulting in a set of recruit scores with different score ranges, making direct comparisons impossible. To avoid apples-to-oranges comparisons, we have reported percentile ranks for the incoming class. Irrespective of score type, all incoming students scored within one SD of last year's mean and SD, as reported on the GRE website.

- 7 clinical program recruits (for 2011-2012)
  - M cumulative undergrad GPA = 3.83 (100% > 3.2)
  - M Verbal GRE = 557 (86% => 500)
  - M Quant GRE = 679 (100% => 500)

- 7 clinical program recruits (for 2010-2011)
  - M cumulative undergrad GPA = 3.62 (71% > 3.2)
  - M Verbal GRE = 537 (71% => 500)
  - M Quant GRE = 610 (71% => 500)

- 7 clinical program recruits (for 2009-2010)
  - M cumulative undergrad GPA = 3.73 (100% > 3.2)
  - M Verbal GRE = 606 (86% => 500)
Quant GRE = 650  (100% => 500)

8 clinical program recruits (from 2008-2009)
M cumulative undergrad GPA = 3.70 (88% > 3.2)
M Verbal GRE = 549  (63% => 500)
M Quantitative GRE = 669  (88% => 500)

7 clinical program recruits (from 2007-2008)
M cumulative undergrad GPA = 3.59 (86% > 3.2)
M Verbal GRE = 516  (57% => 500)
M Quantitative GRE = 579  (86% => 500)

8 clinical program recruits (from 2006-2007)
M cumulative undergrad GPA = 3.64 (75% > 3.2)
M Verbal GRE = 495  (63% => 500)
M Quantitative GRE = 579  (88% => 500)

9 clinical program recruits (from 2005-2006)
M cumulative undergrad GPA = 3.64 (89% > 3.2)
M Verbal GRE = 460  (44% => 500)
M Quantitative GRE = 568  (78% => 500)

29 clinical program recruits (from 2001-2004)
M cumulative undergrad GPA = 3.54 (86% > 3.2)
M Verbal GRE = 496  (41% => 500)
M Quantitative GRE = 577  (82% => 500)

**Standard B.** Students will progress through clinical program requirements in a timely manner:

| Target Criterion: | Completion of the Master’s Degree within 2½ years |
| Assessment Method: | most students will complete Master’s by mid-3rd year |
| Proximal Outcome: | review of semester program status sheets |
|  | 100% (7/7) third year class met criterion (2011-2012 review) |
|  | 66% (4/6) third year class met criterion (2009-2010 review) |
|  | 66% (4/6) third year class met criterion (2008-2009 review) |
|  | 88% (7/8) third year class met criterion (2007-2008 review) |
|  | 83% (5/6) third year class met criterion (2006-2007 review) |
|  | 17% (1/6) third year class met criterion (2005-2006 review) |
|  | 64% third year classes met criterion (2001-2004 review) |

| Target Criterion: | Completion of the Doctoral Degree within 5 years |
| Assessment Method: | most students will graduate within 6 years |
| Proximal Outcome: | review of semester program status sheets |
|  | 2 students enrolled past 6th year (20011-2012 review) |
|  | 3 students enrolled past 6th year (2009-2010 review) |
|  | 4 students enrolled past 6th year (2008-2009 review) |
|  | 3 students enrolled past 6th year (2007-2008 review) |
|  | 2 students enrolled past 6th year (2001-2004 review) |

87% (7/8 grads in 2010-2011) completed within 5 years
100% (4/4 grads in 2009-2010) completed within 5 years
43% (3/7 grads in 2008-2009) completed within 5 years
50% (3/6 grads in 2007-2008) completed within 5 years
60% (3/5 grads in 2006-2007) completed within 5 years
33% (2/6 grads in 2005-2006) completed within 5 years
100% (6/6 grads in 2004-2005) completed within 5 years
50% (3/5 grads in 2002-2003) completed within 5 years
50% (grads from 2001-2004) completed within 5 years

**Average Years to Completion Doctoral Degree**

**Target Criterion:** mean rate of completion <= 5.5 years

**Assessment Method:** annual review of graduates tenure in program

**Proximal Outcome:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates Completed</th>
<th>Average Years to Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>6/6</td>
<td>5.0 years</td>
</tr>
<tr>
<td>2003-2004</td>
<td>3/6</td>
<td>5.0 years</td>
</tr>
<tr>
<td>2002-2003</td>
<td>3/5</td>
<td>6.2 years</td>
</tr>
<tr>
<td>2001-2004</td>
<td>2/6</td>
<td>6.4 years</td>
</tr>
</tbody>
</table>

**Standard C.** Students will show high commitment to clinical training and positive regard for the program and associated leadership:

**Target Criterion:** low program student attrition rate after enrollment

**Assessment Method:** CoA criterion (# resigned or terminated/ # enrolled in last seven years)

**Student Survey Data:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Attrition Rate</th>
<th>Proximal Outcome</th>
<th>Distal Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-2009</td>
<td>7% (4/54)</td>
<td>5% (2010-2011)</td>
<td>15% (2010-2011)</td>
</tr>
<tr>
<td>2003-2007</td>
<td>6% (3/54)</td>
<td>5% (2009-2010)</td>
<td>5% (2009-2010)</td>
</tr>
</tbody>
</table>

**Student Survey Data:** level of dissatisfaction with DCT (King)

<table>
<thead>
<tr>
<th>Proximal Outcome</th>
<th>Distal Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>(current students)</td>
<td>(alumni survey)</td>
</tr>
<tr>
<td>5% (2010-2011)</td>
<td>15% (2010-2011)</td>
</tr>
<tr>
<td>5% (2009-2010)</td>
<td>5% (2009-2010)</td>
</tr>
<tr>
<td>4% (2008-2009)</td>
<td>19% (2006-2007)</td>
</tr>
<tr>
<td>0% (2007-2008)</td>
<td>22% (2002-2009)</td>
</tr>
</tbody>
</table>

**Target Criterion:** student dissatisfaction will be diminished over time

**Assessment Method:** review of annual student survey data (see Appendix H)

**Student Survey Data:** level of dissatisfaction with department chair (Grabe)

<table>
<thead>
<tr>
<th>Proximal Outcome</th>
<th>Distal Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>(current students)</td>
<td>(alumni survey)</td>
</tr>
<tr>
<td>15% (2010-2011)</td>
<td>15% (2010-2011)</td>
</tr>
<tr>
<td>5% (2009-2010)</td>
<td>5% (2009-2010)</td>
</tr>
<tr>
<td>Target Criterion:</td>
<td>student dissatisfaction will be diminished over time</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Assessment Method:</td>
<td>review of annual student survey data (see Appendix H)</td>
</tr>
<tr>
<td>Student Survey Data:</td>
<td>level of dissatisfaction with PSC director (Miller)</td>
</tr>
<tr>
<td>proximal outcome</td>
<td>distal outcome</td>
</tr>
<tr>
<td>(current students)</td>
<td>(alumni survey)</td>
</tr>
<tr>
<td>15% (2010-2011)</td>
<td>27% (2002-2009)</td>
</tr>
<tr>
<td>5% (2009-2010)</td>
<td></td>
</tr>
<tr>
<td>12% (2008-2009)</td>
<td></td>
</tr>
<tr>
<td>24% (2007-2008)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Criterion:</th>
<th>student dissatisfaction will be diminished over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method:</td>
<td>review of annual student survey data (see Appendix H)</td>
</tr>
<tr>
<td>Student Survey Data:</td>
<td>level of dissatisfaction with INPSYDE director (McDonald)</td>
</tr>
<tr>
<td>proximal outcome</td>
<td>distal outcome</td>
</tr>
<tr>
<td>(current students)</td>
<td>(alumni survey)</td>
</tr>
<tr>
<td>15% (2010-2011)</td>
<td>24% (2002-2009)</td>
</tr>
<tr>
<td>16% (2009-2010)</td>
<td></td>
</tr>
<tr>
<td>26% (2008-2009)</td>
<td></td>
</tr>
<tr>
<td>15% (2007-2008)</td>
<td></td>
</tr>
<tr>
<td>14% (2006-2007)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Criterion:</th>
<th>student dissatisfaction will be diminished over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method:</td>
<td>review of annual student survey data (see Appendix H)</td>
</tr>
<tr>
<td>Student Survey Data:</td>
<td>level of dissatisfaction with clarity of program curriculum</td>
</tr>
<tr>
<td>proximal outcome</td>
<td>distal outcome</td>
</tr>
<tr>
<td>(current students)</td>
<td>(alumni survey)</td>
</tr>
<tr>
<td>20% (2010-2011)</td>
<td>3% (2002-2009)</td>
</tr>
<tr>
<td>5% (2009-2010)</td>
<td></td>
</tr>
<tr>
<td>4% (2008-2009)</td>
<td></td>
</tr>
<tr>
<td>24% (2007-2008)</td>
<td></td>
</tr>
<tr>
<td>23% (2006-2007)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Criterion:</th>
<th>student dissatisfaction will be diminished over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method:</td>
<td>review of annual student survey data (see Appendix H)</td>
</tr>
<tr>
<td>Student Survey Data:</td>
<td>level of dissatisfaction with selection of UND program</td>
</tr>
<tr>
<td>proximal outcome</td>
<td>distal outcome</td>
</tr>
<tr>
<td>(current students)</td>
<td>(alumni survey)</td>
</tr>
<tr>
<td>25% (2010-2011)</td>
<td>16% (2002-2009)</td>
</tr>
<tr>
<td>21% (2009-2010)</td>
<td></td>
</tr>
<tr>
<td>17% (2008-2009)</td>
<td></td>
</tr>
<tr>
<td>6% (2007-2008)</td>
<td></td>
</tr>
<tr>
<td>25% (2006-2007)</td>
<td></td>
</tr>
<tr>
<td>6% (2001-2004)</td>
<td></td>
</tr>
<tr>
<td>25% (1992-2001)</td>
<td></td>
</tr>
</tbody>
</table>

Program Outcome 2
Graduates of our program will demonstrate an appreciation of the scientific method and applicable knowledge in the areas of research methodology (including techniques of data collection and analysis) and the biological, developmental, cognitive-affective, and social bases of behavior:

**Standard A.** Students will successfully complete courses in the history of psychology and the social, biological, developmental, and cognitive/affective foundations of human behavior:

<table>
<thead>
<tr>
<th>Target Criterion:</th>
<th>completion of PSY 560, 505, 535, 551, 533 or 539</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method:</td>
<td>review of academic transcripts (30 graduates x 6 courses)</td>
</tr>
<tr>
<td>Proximal Outcome:</td>
<td>Next Review: 2010-2014</td>
</tr>
<tr>
<td></td>
<td>98% (2 C grades) graduates (2005-2009) earned A or B grade</td>
</tr>
<tr>
<td></td>
<td>100% of graduates (from 2001-2004) earned grade of B or better</td>
</tr>
<tr>
<td></td>
<td>100% of graduates (from 1997-2001) earned grade of B or better</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Criterion:</th>
<th>student dissatisfaction will be diminished over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method:</td>
<td>review of annual student survey data (see Appendix H)</td>
</tr>
<tr>
<td>Student Survey Data:</td>
<td>level of <strong>dissatisfaction with quality of Teaching</strong> in the program</td>
</tr>
<tr>
<td>proximal outcome (current students)</td>
<td>distal outcome (alumni survey)</td>
</tr>
<tr>
<td>5% (2010-2011)</td>
<td>5% (2009-2010)</td>
</tr>
<tr>
<td>17% (2008-2009)</td>
<td>14% (2002-2009)</td>
</tr>
<tr>
<td>6% (2007-2008)</td>
<td>14% (2006-2007)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Criterion:</th>
<th>student dissatisfaction will be diminished over time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method:</td>
<td>review of annual student survey data (see Appendix H)</td>
</tr>
<tr>
<td>Student Survey Data:</td>
<td>level of <strong>dissatisfaction with Overall Academic Experience</strong></td>
</tr>
<tr>
<td>proximal outcome (current students)</td>
<td>distal outcome (alumni survey)</td>
</tr>
<tr>
<td>10% (2010-2011)</td>
<td>10% (2010-2011)</td>
</tr>
<tr>
<td>5% (2009-2010)</td>
<td>5% (2009-2010)</td>
</tr>
</tbody>
</table>

**Standard B.** Graduates will successfully complete courses in research design and univariate and multivariate statistical analysis:

<table>
<thead>
<tr>
<th>Target Criterion:</th>
<th>completion of PSY 541, 543, &amp; 542</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method:</td>
<td>review of academic transcripts (30 graduates x 3 courses)</td>
</tr>
</tbody>
</table>
Proximal Outcome: Next Review: 2010-2014
85% (14 C grades) graduates (2005-2009) earned A or B grade
99% of grades were B or better for graduates (from 2001-2004)

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: level of dissatisfaction with teaching of Research/Evaluation
(proximal outcome) (distal outcome)
15% (2010-2011) 11% (2002-2009)
5% (2009-2010) 0% (2008-2009)
0% (2008-2009) 12% (2007-2008)
9% (2006-2007) 0% (2005-2006)
0% (2005-2006) 20% (2004-2005)
8% (2001-2002)

Standard C. Graduates will demonstrate knowledge in the areas of statistics and research design

Target Criterion: successful completion of Applied Methods comprehensive exam
Assessment Method: acceptable rating by majority of graders on first take
Proximal Outcome: Next Review: 2010-2014
59% of graduates (from 2005-2009) passed exam on first take
77% of graduates (from 2001-2004) passed exam on first take

Applied Methods: Comps Success Rate (2005-2009)
59% passed on first attempt
19% passed on second attempt
9% passed on third attempt
0% failed three times
13% still in progress (> 1 attempt)

Target Criterion: graduates EPPP scores will approximate the national average
Assessment Method: Educational Reporting Service EPPP results
Distal Outcomes:

EPPP Results 2006-2011

<table>
<thead>
<tr>
<th>Overall</th>
<th>Content Areas – % of Items Correct by Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
</tr>
<tr>
<td>UND</td>
<td>42</td>
</tr>
<tr>
<td>National**</td>
<td>20,078</td>
</tr>
</tbody>
</table>

* Based on the ASPPB recommended passing score of 500 for independent practice, used by most jurisdictions.
** All Designated and Accredited Doctoral Programs
VII. Research Methods

1997-2003

\[ M = 7.2 \]
\[ N = 4,355 \]

1997-2006

\[ M = 7.2 \]
\[ N = 4,355 \]

Standard D. Graduates will demonstrate critical thinking and scientific writing ability through the successful completion of thesis and dissertation projects under the direction of respected and valued advisory committees:

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: level of dissatisfaction with thesis/dissertation committee
proximal outcome
(distal outcome)
15% (2010-2011)
11% (2009-2010)
17% (2008-2009)
12% (2007-2008)
9% (2006-2007)
11% (2005-2006)
13% (2004-2005)
17% (2003-2004)
15% (2002-2003)
8% (2001-2002)
11% (2000-2001)

Target Criterion: committee thesis/dissertation approval (grade of A or B)
Assessment Method: review of academic transcripts
Proximal Outcome: Next review 2010-2014
100% of graduates (from 2005-2009) earned grade of B or better
100% of graduates (from 2001-2004) met the criterion

Standard E. Enrolled students will demonstrate interest in clinical research by collaborating in non-required investigations:

Target Criterion: 50% students will collaborate in non-required research
Assessment Method: review of clinical semester summary document
Proximal Outcome: Next review 2010-2014
62% students (2005-2009) collaborated in non-required projects
36% students (2003-2004) collaborated in non-required projects
49% students (2002-2003) collaborated in non-required projects
58% students (2001-2002) collaborated in non-required projects

Standard F. Clinical program graduates will perform well on the foundation areas of the national licensing exam:
### Initial EPPP Success Rate

<table>
<thead>
<tr>
<th>Target Criterion:</th>
<th>graduates will pass exam on first take</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method:</td>
<td>review of alumni survey responses</td>
</tr>
<tr>
<td>Proximal Outcome:</td>
<td>Next review 2010-2017</td>
</tr>
<tr>
<td>Distal Outcome:</td>
<td>2 survey respondent (2002-2009 graduates) reported a failure</td>
</tr>
<tr>
<td></td>
<td>1 survey respondent (2001-2004 graduates) reported a failure</td>
</tr>
<tr>
<td></td>
<td>0 survey respondents (1997-2001 graduates) reported failure(s)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Target Criterion:</th>
<th>graduates EPPP scores will approximate the national average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Method:</td>
<td>Educational Reporting Service EPPP results</td>
</tr>
<tr>
<td>Distal Outcomes:</td>
<td></td>
</tr>
</tbody>
</table>

### EPPP Results 2006-2011

<table>
<thead>
<tr>
<th>Overall</th>
<th>Content Areas – % of Items Correct by Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>% Pass*</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>UND</td>
<td>42</td>
</tr>
<tr>
<td>National**</td>
<td>20,078</td>
</tr>
</tbody>
</table>

* Based on the ASPPB recommended passing score of 500 for independent practice, used by most jurisdictions.  
** All Designated and Accredited Doctoral Programs

<table>
<thead>
<tr>
<th>1997-2003</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPPP Content Areas</td>
<td>Global (Mean) Score</td>
<td>$M = 135.2$ (23.5)</td>
</tr>
<tr>
<td>I. Biological Bases</td>
<td>$M = 15.4$</td>
<td>$M = 17.7$</td>
</tr>
<tr>
<td>II. Cognitive-Affective Bases</td>
<td>$M = 16.7$</td>
<td>$M = 20.4$</td>
</tr>
<tr>
<td>III. Social &amp; Multicultural Bases</td>
<td>$M = 16.6$</td>
<td>$M = 18.1$</td>
</tr>
<tr>
<td>IV. Life Development</td>
<td>$M = 17.1$</td>
<td>$M = 19.4$</td>
</tr>
<tr>
<td>N = 4,355</td>
<td>N = 53</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1997-2006</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPPP Content Areas</td>
<td>Global (Mean) Score</td>
<td>$M = 135.2$ (23.5)</td>
</tr>
<tr>
<td>I. Biological Bases</td>
<td>$M = 15.4$</td>
<td>$M = 17.5$</td>
</tr>
<tr>
<td>II. Cognitive-Affective Bases</td>
<td>$M = 16.7$</td>
<td>$M = 20.6$</td>
</tr>
<tr>
<td>III. Social &amp; Multicultural Bases</td>
<td>$M = 16.6$</td>
<td>$M = 19.1$</td>
</tr>
<tr>
<td>IV. Life Development</td>
<td>$M = 17.1$</td>
<td>$M = 19.9$</td>
</tr>
<tr>
<td>N = 4,355</td>
<td>N = 61</td>
<td></td>
</tr>
</tbody>
</table>

**Standard G.** Students will demonstrate their scholarly skills by presenting and publishing clinical psychology research both before and after graduation:

<table>
<thead>
<tr>
<th>Annual Student Presenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Criterion:</td>
</tr>
<tr>
<td>Assessment Method:</td>
</tr>
<tr>
<td>Proximal Outcome:</td>
</tr>
</tbody>
</table>
62% of students (2009-2010) presented a paper/poster
45% of students (2008-2009) presented a paper/poster
33% of students (2007-2008) presented a paper/poster
63% of students (2006-2007) presented a paper/poster
48% of students (2004-2005) presented a paper/poster
55% of students (2005-2006) presented a paper/poster
59% of students (2003-2004) presented a paper/poster
54% of students (2001-2002) presented a paper/poster
49% of students (2002-2003) presented a paper/poster
59% of students (from 1997-2001) presented annually

Annual Percent of Students Publishing
Target Criterion: % of students publishing will approximate national mean
Assessment Method: annual CoA program report (national 2006 $M = 28\%$)
Proximal Outcome:
- 37% of students (2011-2012) published an article/chapter/book
- 30% of students (2009-2010) published an article/chapter/book
- 38% of students (2008-2009) published an article/chapter/book
- 44% of students (2007-2008) published an article/chapter/book
- 30% of students (2006-2007) published an article/chapter/book
- 29% of students (2005-2006) published an article/chapter/book
- 21% of students (2004-2005) published an article/chapter/book
- 31% of students (2003-2004) published an article/chapter/book
- 31% of students (2002-2003) published an article/chapter/book
- 26% of students (2001-2002) published an article/chapter/book
- 25% of students (from 1997-2001) published annually

Total Number of Collective Student Publications
Target Criterion: > 10 different clinical student publications annually
Assessment Method: Number of different clinical student publications per year
Proximal Outcome:
- 10 (2011-2012)
- 19 (2009-2010)
- 13 (2008-2009)
- 12 (2007-2008)
- 18 (2006-2007)
- 12 (2005-2006)
- 12 (2004-2005)
- 12 (2003-2004)
- 8 (2001-2002)

Cumulative Student Publication Record
Target Criterion: Most of our graduates will publish at least once in career
Assessment Method: review of alumni survey plus PsycInfo search
Distal Outcome:
- 81% (30/37) of graduates (from 2002-2009) have been published
  $M$ publication count of 2.79 for graduates (from 2002-2009)
- 81% (21/26) of graduates (from 2001-2004) have been published
  $M$ publication count of 1.8 for graduates (from 2001-2004)
- 71% (22/31) of graduates (from 1997-2001) have been published
  $M$ publication count of 1.9 for graduates (from 1997-2001)
**Post-Graduate Publication Success**

- **Target Criterion:** 25% will publish scholarly work *after graduation*
- **Assessment Method:** review of alumni survey
- **Distal Outcome:**
  - 46% of graduates (2002-2009) published post-graduation
  - 36% of graduates (2001-2004) published post-graduation
  - 24% of graduates (1997-2001) published post-graduation
  - 23% of graduates (1992-2001) published post-graduation

**Post-Graduate Presentation Success**

- **Target Criterion:** 50% will present scholarly work *after graduation*
- **Assessment Method:** review of alumni survey
- **Distal Outcome:**
  - 62% of graduates (2002-2009) presented post-graduation

**Academic Career Development**

- **Target Criterion:** 20% of graduates will enter academic careers
- **Assessment Method:** alumni survey respondents
- **Distal Outcome:**
  - 11% (from 2002-2009) primary identity as *academic/researcher*
  - 24% (from 2002-2009) employed in med school or psych depts
  - 13% (from 2001-2004) primary identity as *academic/researcher*
  - 19% (from 2001-2004) employed in med school or psych depts
  - 13% (from 1992-2001) primary identity as *academic/researcher*
  - 26% (from 1992-2001) employed in med school or psych depts

**Student Survey Data:**

<table>
<thead>
<tr>
<th>Proximal Outcome (Current Students)</th>
<th>Distal Outcome (Alumni Survey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% (2010-2011)</td>
<td>8% (2002-2009)</td>
</tr>
<tr>
<td>5% (2009-2010)</td>
<td></td>
</tr>
<tr>
<td>12% (2008-2009)</td>
<td></td>
</tr>
<tr>
<td>18% (2007-2008)</td>
<td></td>
</tr>
<tr>
<td>10% (2006-2007)</td>
<td></td>
</tr>
<tr>
<td>0% (2005-2006)</td>
<td></td>
</tr>
<tr>
<td>0% (2004-2005)</td>
<td></td>
</tr>
<tr>
<td>20% (2002-2003)</td>
<td></td>
</tr>
</tbody>
</table>

**Program Outcome 3**

Graduates of our program will demonstrate knowledge in psychopathology and competency in the delivery of a wide range of clinical assessment and psychotherapy services that are theory-based and empirically-supported:

**Standard A.** Students will value and successfully complete courses in psychological assessment, psychopathology and advanced therapeutic interventions:
Target Criterion: completion of PSY 570, 571, 575, 573 and 574
Assessment Method: review of academic transcripts
Student Survey Data: Next Review: 2010-2014
100% of graduates (from 2005-2009) earned grade of B or better
100% of graduates (from 2001-2004) earned grade of B or better
100% of graduates (from 1997-2001) earned grade of B or better

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: level of dissatisfaction with Assessment/Diagnostics training
proximal outcome distal outcome
(current students) (alumni survey)
5% (2010-2011)
21% (2009-2010)
21% (2008-2009)
0% (2007-2008)
18% (2006-2007)
11% (2005-2006)
7% (2004-2005)
17% (2003-2004)
20% (2002-2003)
31% (2001-2002)

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: level of dissatisfaction with Intervention/Therapy training
proximal outcome distal outcome
(current students) (alumni survey)
15% (2010-2011)
11% (2009-2010)
27% (2008-2009)
24% (2007-2008)
18% (2006-2007)
33% (2005-2006)
36% (2004-2005)
50% (2003-2004)
40% (2002-2003)
38% (2001-2002)

Standard B. Clinical program graduates will perform well on the Assessment & Diagnosis and Treatment/Intervention areas of the national licensing exam:

Target Criterion: graduates EPPP scores will approximate the national average
Assessment Method: Educational Reporting Service EPPP results
Distal Outcomes:

EPPP Results 2006-2011

<table>
<thead>
<tr>
<th>Overall</th>
<th>Content Areas – % of Items Correct by Area</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 1: Passing Rates and Scores

<table>
<thead>
<tr>
<th></th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V. Assessment &amp; Diagnosis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M = 17.8</td>
<td>M = 21.3</td>
<td></td>
</tr>
<tr>
<td>N = 4,355</td>
<td>N = 53</td>
<td></td>
</tr>
<tr>
<td><strong>VI. Treatment/Intervention</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M = 21.8</td>
<td>M = 24.6</td>
<td></td>
</tr>
</tbody>
</table>

#### 1997-2003

<table>
<thead>
<tr>
<th>EPPP Content Areas</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. Assessment &amp; Diagnosis</td>
<td>M = 17.8</td>
<td>M = 21.3</td>
</tr>
<tr>
<td>VI. Treatment/Intervention</td>
<td>M = 21.8</td>
<td>M = 24.6</td>
</tr>
<tr>
<td>N = 4,355</td>
<td>N = 53</td>
<td></td>
</tr>
</tbody>
</table>

#### 1997-2006

<table>
<thead>
<tr>
<th>EPPP Content Areas</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>V. Assessment &amp; Diagnosis</td>
<td>M = 17.8</td>
<td>M = 21.4</td>
</tr>
<tr>
<td>VI. Treatment/Intervention</td>
<td>M = 21.8</td>
<td>M = 25.1</td>
</tr>
<tr>
<td>N = 4,355</td>
<td>N = 61</td>
<td></td>
</tr>
</tbody>
</table>

### Standard C.

Students will demonstrate awareness of contemporary theoretical models and associated outcome research on the efficacy of a wide range of psychotherapy interventions:

**Target Criterion:**
Successful completion of Psychotherapy comprehensive exam

**Assessment Method:**
Acceptable rating by majority of graders on first take

**Proximal Outcome:**
Next review: 2010-2014

76% of graduates (from 2005-2009) passed exam on first take
92% graduates (2001-2004) passed exam on first take
92% graduates (1997-2001) passed exam on first take

**Psychotherapy: Comps Success Rate (2005-2009)**

76% passed on first attempt
12% passed on second attempt
3% passed on third attempt
0% failed three times
9% still in progress (> 1 attempt)

**Target Criterion:**
Successful completion of Assessment comprehensive exam

**Assessment Method:**
Acceptable rating by majority of graders on first take

**Proximal Outcome:**
Next review: 2010-2014

74% of graduates (from 2005-2009) passed exam on first take
85% graduates (2001-2004) passed exam on first take
92% graduates (1997-2001) passed exam on first take

**Assessment: Comps Success Rate (2005-2009)**

74% passed on first attempt
Target Criterion: Command of psychopathology literature
Assessment Method: successful completion of Psychopathology comprehensive exam
Proximal Outcome: acceptable rating by majority of graders on first take
Next Review: 2010-2014

Psychopathology: Comps Success Rate (2005-2009)
- 84% passed on first attempt
- 3% passed on second attempt
- 3% passed on third attempt
- 0% failed three times
- 9% still in progress (> 1 attempt)

Graduate Endorsements of Alumni Survey Item (extent to which the program scientist-practitioner model influences graduates to follow empirically-supported approaches in their “practice, research, teaching, consultation, supervision and other professional responsibilities”)
Target Criterion: 100% will endorse item at some level
Assessment Method: review of alumni survey
Distal Outcome: Next review: 2017
- “extremely true” – 62% of graduates (2002-2009)
- “moderately true” – 35% of graduates (2002-2009)
- “somewhat true” – 3% of graduates (2002-2009)
- “not at all true” – 0% of graduates (2002-2009)

Standard D. Students will value practicum rotations that lead to the acquisition of competencies in direct service delivery:

Target Criterion: satisfactory grades for all PSY 580 and 587 practicum hours
Assessment Method: review of practicum/internship evaluations and grades
Proximal Outcome: Next Review: 2010-2014
- 100% of practicum students (2005-2009) met criterion
- 97% of practicum students (2001-2004) met criterion
- 100% of practicum students (1997-2001) met criterion

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: dissatisfaction with Practicum Opportunities in program
proximal outcome (current students) distal outcome (alumni survey)
- 20% (2010-2011)
- 5% (2009-2010)
Standard E. Students will reflect their professional identity as clinicians through routine direct psychological service delivery before and after graduation:

<table>
<thead>
<tr>
<th>Percent of Involvement among Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Criterion:</td>
</tr>
</tbody>
</table>
% involved in service delivery will approximate national average
| Assessment Method:                   |
annual CoA program report (national 2006 $M = 61\%$)
| Proximal Outcome:                    |
100% students enrolled involved in service delivery (2011-2012)
76% students enrolled involved in service delivery (2009-2010)
90% students enrolled involved in service delivery (2008-2009)
89% students enrolled involved in service delivery (2007-2008)
93% students enrolled involved in service delivery (2006-2007)
83% students enrolled involved in service delivery (2005-2006)
58% students enrolled involved in service delivery (2001-2004)

### Extent of Cumulative Involvement among Intern Applicants

**Target Criterion:** APPIC client contact hours will approximate national averages

**Assessment Method:** compare to most recent CUDCP survey of 34 programs

<table>
<thead>
<tr>
<th></th>
<th>2008 APPIC</th>
<th>University of North Dakota</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Survey MdM</td>
<td>01-02</td>
</tr>
<tr>
<td>Therapy/Assessment</td>
<td>787</td>
<td>M 1,064</td>
</tr>
<tr>
<td>Supervision</td>
<td>364</td>
<td>M 518</td>
</tr>
</tbody>
</table>

* APPIC recording method changed to reduce the recording period for eligible hours by eight months, i.e., projected hours to be earned post-application

### Success in Attaining Accredited Internships

**Target Criterion:** > 90% of internship applicants will match in an APPIC position

**Assessment Method:** calculation of ratio of successful to unsuccessful applicants

**Proximal Outcome:**
- 75% (6/8) of intern applicants successful (for 2012-2013)
- 57% (4/7) of intern applicants successful (for 2011-2012)
- 100% (7/7) of intern applicants successful (for 2010-2011)
- 86% (6/7) of intern applicants successful (for 2009-2010)
- 100% (7/7) of intern applicants successful (for 2008-2009)
- 57% (4/7) of intern applicants successful (for 2007-2008)
- 55% (6/11) of intern applicants successful (for 2006-2007)
- 100% (4/4) of intern applicants successful (for 2005-2006)
- 100% (8/8) of intern applicants successful (for 2004-2005)
- 78% (7/9) of intern applicants successful (for 2003-2004)
- 100% (4/4) of intern applicants successful (for 2002-2003)
- 100% (6/6) of intern applicants successful (for 2001-2002)
- 89% of intern applicants successful (from 2001-2004)

<table>
<thead>
<tr>
<th>Past 3 Years</th>
<th>Past 5 Years</th>
<th>Past 10 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>17/22 = 77%</td>
<td>30/36 = 83%</td>
<td>61/68= 84%</td>
</tr>
</tbody>
</table>

### Percent of Involvement among Graduates

**Target Criterion:** Most graduates will be involved in direct service delivery

**Assessment Method:** review of alumni survey responses

**Distal Outcome:**
- 89% (from 2002-2009) primary identity as **practitioner**
- 94% (from 2001-2004) primary identity as **practitioner**
- 84% (from 1992-2001) primary identity as **practitioner**

**Next Review:** 2010-2014

*Standard F.* Graduates of the clinical training program will gain licensure in their respective practice states:
Target Criterion: IR-C20 (% licensed grads 2-10 years post-graduation)
Assessment Method: annual review of graduate status
Distal Outcome: 45/59 (76%) of graduates after 1999 (up to 2007)
licensure status of 6 within “unlicensed group” not verified

50/62 (81%) of graduates after 1998 (up to 2006)
licensure status of 6 within “unlicensed group” not verified

45/63 (71%) of graduates after 1997 (up to 2005)
licensure status of 13 within “unlicensed group” not verified

**Program Outcome 4**

Students and program graduates will maintain ethical and professional conduct with sensitivity to the importance of cultural diversity and individual differences in understanding human psychological functioning:

**Standard A.** Students will successfully complete courses in ethics and professional issues:

Target Criterion: successful completion of PSY 579 & 594
Assessment Method: review of academic transcripts
Proximal Outcome: Next review: 2010-2014
100% of graduates (from 2005-2009) earned grade of B or better
100% of graduates (from 2001-2004) earned grade of B or better

**Standard B.** Students will demonstrate awareness of contemporary issues in legal, ethical, and professional aspects of clinical psychology practice:

Target Criterion: successful completion of Ethics/Professional Issues comp exam
Assessment Method: acceptable rating by majority of graders on first take
Proximal Outcome: Next review: 2010-2014
91% graduates (from 2005-2009) passed exam on first take
100% graduates (from 2001-2004) passed exam on first take
96% graduates (from 1997-2001) passed exam on first take

Ethics: Comps Success Rate (2005-2009)
91% passed on first attempt
3% passed on second attempt
0% passed on third attempt
0% failed three times
6% still in progress (> 1 attempt)

**EPPP Results 2006-2011**

<table>
<thead>
<tr>
<th>Overall</th>
<th>Content Areas – % of Items Correct by Area</th>
</tr>
</thead>
</table>

Target Criterion: graduates EPPP scores will approximate the national average
Assessment Method: Educational Reporting Service EPPP results
Distal Outcome:
### UND Results

<table>
<thead>
<tr>
<th>Biological Bases of Behavior</th>
<th>Cognitive-Affective Bases of Behavior</th>
<th>Social &amp; Cultural Bases of Behavior</th>
<th>Growth &amp; Lifespan Devel</th>
<th>Assessment &amp; Diagnosis</th>
<th>Treatment &amp; Intervention</th>
<th>Research Methods &amp; Stats</th>
<th>Ethical/Legal/Professional Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>68.5</td>
<td>68.2</td>
<td>67.2</td>
<td>64.9</td>
<td>65.8</td>
<td>70.9</td>
<td>65.2</td>
</tr>
</tbody>
</table>

Based on the ASPPB recommended passing score of 500 for independent practice, used by most jurisdictions.

** All Designated and Accredited Doctoral Programs

### 1997-2003

<table>
<thead>
<tr>
<th>EPPP Content Areas</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII. Ethical/Legal/Professional Issues</td>
<td>$M = 22.6$</td>
<td>$M = 24.7$</td>
</tr>
<tr>
<td></td>
<td>$N = 4,355$</td>
<td>$N = 53$</td>
</tr>
</tbody>
</table>

### 1997-2006

<table>
<thead>
<tr>
<th>EPPP Content Areas</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII. Ethical/Legal/Professional Issues</td>
<td>$M = 22.6$</td>
<td>$M = 25.3$</td>
</tr>
<tr>
<td></td>
<td>$N = 4,355$</td>
<td>$N = 61$</td>
</tr>
</tbody>
</table>

### Standard C

Students will discharge their clinical, teaching and research responsibilities in an ethical and professional manner:

- **Target Criterion:** concerns regarding student professionalism will be infrequent
- **Assessment Method:** clinical & academic semester evaluations by faculty
- **Proximal Outcome:** Next review: 2010-2014
conscens raised for 0% enrolled from 2005-2009 (0 dismissals)
concerns raised for 8% enrolled from 2001-2004 (1 dismissals)
concerns raised for 7% enrolled from 1997-2001 (0 dismissals)

### Standard D

Students will complete at least one course in cultural diversity and show satisfaction with the extent to which the program provides a culturally diverse student/faculty body and curriculum:

- **Target Criterion:** successful completion of PSY 521 (Diversity Psychology)
- **Assessment Method:** review of academic transcripts
- **Proximal Outcome:** Next review: 2010-2014
100% of graduates (from 2005-2009) met criterion
100% of graduates (from 2001-2004) met criterion

**Student Survey Data:**

- **Target Criterion:** student dissatisfaction will be diminished over time
- **Assessment Method:** review of annual student survey data (see Appendix H)
- **Student Survey Data:**
  - **proximal outcome:** dissatisfaction with level of Cultural Diversity in the program
  - **current students**
    - 15% (2010-2011)
    - 16% (2009-2010)
    - 26% (2008-2009)
    - 18% (2007-2008)
    - 9% (2006-2007)
    - 22% (2005-2006)
  - **distal outcome:** satisfaction with level of Cultural Diversity in the program
  - **alumni survey**
    - 19% (2002-2009)
20% (2004-2005)  
17% (2003-2004)  
25% (2002-2003)

Standard E. Graduates will provide assessment and therapy services to clients with diverse ethnic and cultural backgrounds:

<table>
<thead>
<tr>
<th>Percent of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>minority clients served by 50% of graduates</td>
</tr>
</tbody>
</table>

Assessment Method: review of alumni survey responses (% reporting work with Native American, African American, Hispanic, & GLBT clients)

Distal Outcome: 58%, 64%, 56% & 53% respectively (2002-2009)

Next Review: 2017

69%, 63%, 56% & 63% respectively (2001-2004)

74%, 63%, 58% & 53% respectively (1997-2001)

Standard F. Students will read and conduct research on the role of cultural factors in the development, maintenance, and/or treatment of psychological problems:

<table>
<thead>
<tr>
<th>Percent of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% of students will conduct multicultural research</td>
</tr>
</tbody>
</table>

Assessment Method: review of clinical semester summary document

Proximal Outcome: 23% of students (2005-2009) involved in multicultural research

20% dissertations (2005-2009) involved multicultural issues

31% of students (2003-2004) involved in multicultural research

33% of students (2002-2003) involved in multicultural research

31% of students (2001-2002) involved in multicultural research

Next Review: 2010-2014

Standard G. Students will routinely update their knowledge and make efforts to enhance the image of psychology in the general public:

Student Membership in Professional Organizations: % of student membership will approximate national average annual CoA program report (national 2006 M = 80%)

Proximal Outcome: 100% of students enrolled organizational members (2011-2012)

71% of students enrolled organizational members (2002-2009)

81% of students enrolled organizational members (2001-2004)

Graduate Membership in Professional Organizations: graduates will remain active as organizational members

Assessment Method: review of alumni survey responses

Next Review: 2017

76% of students enrolled organizational members (2002-2009)

81% of students enrolled organizational members (2001-2004)

Continuing Education among Graduates: At least 20 hours in workshop attendance every two years

Assessment Method: review of alumni survey responses

Next Review: 2017

M = 13.2 CE credit hours per year (2002-2009)

M = 9.2 CE credit hours per year (2001-2004)
Volunteerism among Graduates

Target Criterion: 50% will report volunteer and/or pro bono clinical work
Assessment Method: review of alumni survey responses
Distal Outcome: Next Review: 2017
69% (from 2002-2009) reported some pro bono clinical work
38% (from 2001-2004) reported some pro bono clinical work
53% (from 1992-2001) reported some pro bono clinical work

\[ M = 10.5 \text{ CE credit hours per year (1992-2001)} \]
University of North Dakota  
Clinical Psychology Ph.D. Program  

Mission Statement

The mission of the Ph.D. program in clinical psychology is to train scientist-practitioners. The scientist-practitioner model of education and training in psychology is an integrative approach to science and practice wherein each must continually inform the other. This model represents more than a summation of both parts. Scientist-practitioner psychologists embody a research orientation in their practice and a practice relevance in their research. Thus, a scientist-practitioner is not defined by a job title or a role, but rather by an integrated approach to both science and practice. The models entails development of interlocking skills to foster a career-long process of psychological investigation, assessment, and intervention.

To achieve this mission the clinical Ph.D. program at the University of North Dakota has adopted 5 training goals, 23 associated objectives, and 6 competency skill sets that are monitored regularly for quality assurance purposes. Outcomes related to these goals, objectives, and competencies are summarized in Table 11 which follows. Proximal outcomes refer to measures taken while students were enrolled in the program. Distal outcomes refer to assessments made regarding the activities and achievements of graduates of our program. Competencies refer to specific skill sets which are deemed by the program as essential for career success as a scientist-practitioner clinical psychologists. A summary of these goals, objectives and competencies are listed below:
### University of North Dakota
Clinical Psychology Ph.D. Program

**Goals, Objectives, Competencies & (Proximal/Distal) Outcomes**

**Goal 1:** The clinical program will recruit qualified and capable students who are committed and prepared to complete program requirements in a timely manner:

#### Objective A
The clinical training program will successfully attract and recruit qualified and capable graduate students each year:

<table>
<thead>
<tr>
<th><strong>Success of Attracting Applicants to Program</strong></th>
<th><strong>Assessment Method:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>total applicants &gt; 10 times the number of recruits each year</td>
<td>annual count of applicants, offers &amp; recruits</td>
</tr>
</tbody>
</table>

* Proximal Outcome:
- 111 applicants, 20 offers, 7 recruits (2009-2010)
- 85 applicants, 10 offers, 7 recruits (2007-2008)
- 127 applicants, 20 offers, 8 recruits (2008-2009)
- 90 applicants; 11 offers; 8 recruits (2006-2007)
- 76 applicants; 16 offers; 9 recruits (2005-2006)

* Proximal outcomes are measured for students enrolled in program*

<table>
<thead>
<tr>
<th><strong>Distal outcomes are measured for graduates of the program</strong></th>
<th><strong>Assessment Method:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>71 applicants; 13 offers; 8 recruits (2004-2005)</td>
<td>review of admissions committee data</td>
</tr>
<tr>
<td>69 applicants; 14 offers; 7 recruits (2003-2004)</td>
<td></td>
</tr>
<tr>
<td>55 applicants; 16 offers; 8 recruits (2002-2003)</td>
<td></td>
</tr>
<tr>
<td>46 applicants; 15 offers; 7 recruits (2001-2002)</td>
<td></td>
</tr>
</tbody>
</table>

#### Recruit Qualifications

| **Target Criterion:** Program recruits with GPAs > 3.2; GRE scores => 500 |
| **Assessment Method:** review of admissions committee data |

<table>
<thead>
<tr>
<th><strong>Proximal Outcome:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>8 clinical program recruits (from 2008-2009)</td>
</tr>
<tr>
<td>7 clinical program recruits (from 2007-2008)</td>
</tr>
<tr>
<td>8 clinical program recruits (from 2006-2007)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Cumulative Undergrad GPA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>M cumulative undergrad GPA = 3.73 (100% &gt; 3.2)</td>
</tr>
<tr>
<td>M Verbal GRE = 606 (86% =&gt; 500)</td>
</tr>
<tr>
<td>M Quant GRE = 650 (100% =&gt; 500)</td>
</tr>
<tr>
<td>M cumulative undergrad GPA = 3.70 (88% &gt; 3.2)</td>
</tr>
<tr>
<td>M Verbal GRE = 549 (63% =&gt; 500)</td>
</tr>
<tr>
<td>M Quantitative GRE = 669 (88% =&gt; 500)</td>
</tr>
</tbody>
</table>
Objective B

Students will progress through clinical program requirements in a timely manner:

Target Criterion: Completion of the Master’s Degree within 2½ years
Assessment Method: review of semester program status sheets
Proximal Outcome:
- 66% (4/6) third year class met criterion (2009-2010 review)
- 66% (4/6) third year class met criterion (2008-2009 review)
- 88% (7/8) third year class met criterion (2007-2008 review)
- 83% (5/6) third year class met criterion (2006-2007 review)
- 17% (1/6) third year class met criterion (2005-2006 review)
- 64% third year classes met criterion (2001-2004 review)

Target Criterion: Completion of the Doctoral Degree within 5 years
Assessment Method: review of semester program status sheets
Proximal Outcome:
- 100% (4/4) grads in 2009-2010 completed within 5 years
- 57% (4/7) grads in 2008-2009 completed within 5 years
- 50% (3/6) grads in 2007-2008 completed within 5 years
- 60% (3/5) grads in 2006-2007 completed within 5 years
- 50% (3/6) grads in 2005-2006 completed within 5 years
- 100% (6/6) grads in 2004-2005 completed within 5 years
- 50% (3/6) grads in 2003-2004 completed within 5 years
- 60% (3/5) grads in 2002-2003 completed within 5 years
- 50% (grads from 2001-2004) completed within 5 years

Average Years to Completion Doctoral Degree
Target Criterion: mean rate of completion <= 5.5 years
Assessment Method: annual review of graduates tenure in program
Proximal Outcome:
- $M = 5.7$ years (2008-2009), 7 Ph.D. degrees
- $M = 5.5$ years (2007-2008), 6 Ph.D. degrees
- $M = 6.2$ years (2006-2007), 5 Ph.D. degrees
- $M = 5.7$ years (2005-2006), 6 Ph.D. degrees
- $M = 5.0$ years (2004-2005), 6 Ph.D. degrees
- $M = 5.9$ years (2003-2004), 6 Ph.D. degrees
- $M = 5.3$ years (2002-2003), 5 Ph.D. degrees
Objective C  Students will show high commitment to clinical training and positive regard for the program and associated leadership:

Target Criterion: low program student attrition rate after enrollment
Assessment Method: CoA criterion (# resigned or terminated/ # enrolled in last seven years)
Student Survey Data: 7% (4/54) attrition rate (2002-2009)
6% (3/54) attrition rate (2001-2008)
11% (6/54) attrition rate (2000-2007)
12% (5/41) attrition rate (1997-2001)

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: level of **dissatisfaction with DCT (King)**
proximal outcome distal outcome
5% (2009-2010)
4% (2008-2009)
0% (2007-2008)
19% (2006-2007)

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: level of **dissatisfaction with department chair (Grabe)**
proximal outcome distal outcome
5% (2009-2010)
29% (2008-2009)
18% (2007-2008)
18% (2006-2007)

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: level of **dissatisfaction with PSC director (Miller)**
proximal outcome distal outcome
5% (2009-2010)
12% (2008-2009)
24% (2007-2008)

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: level of **dissatisfaction with INPSYDE director (McDonald)**
proximal outcome distal outcome
16% (2009-2010)
26% (2008-2009)
15% (2007-2008)
14% (2006-2007)
Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: level of dissatisfaction with clarity of program curriculum
proximal outcome: distal outcome
(current students): (alumni survey)
5% (2009-2010)
4% (2008-2009)
24% (2007-2008)
23% (2006-2007)

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: level of dissatisfaction with selection of UND program
proximal outcome: distal outcome
(current students): (alumni survey)
21% (2009-2010)
17% (2008-2009)
6% (2007-2008)
25% (2006-2007)

Goal 2: Graduates of our program will demonstrate an appreciation of the scientific method and applicable knowledge in the areas of research methodology (including techniques of data collection and analysis) and the biological, developmental, cognitive-affective, and social bases of behavior:

Objective A Students will successfully complete courses in the history of psychology and the social, biological, developmental, and cognitive/affective foundations of human behavior:

Target Criterion: completion of PSY 560, 505, 535, 551, 533 or 539
Assessment Method: review of academic transcripts (30 graduates x 6 courses)
Proximal Outcome: 98% (2 C grades) graduates (2005-2009) earned A or B grade
100% of graduates (from 2001-2004) earned grade of B or better
100% of graduates (from 1997-2001) earned grade of B or better

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: level of dissatisfaction with quality of Teaching in the program
proximal outcome: distal outcome
(current students): (alumni survey)
5% (2009-2010)
17% (2008-2009)
6% (2007-2008)
14% (2006-2007)
11% (2005-2006)
27% (2004-2005)
28% (2003-2004)
40% (2002-2003)
31% (2001-2002)
Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: level of **dissatisfaction with Overall Academic Experience**

<table>
<thead>
<tr>
<th>proximal outcome (current students)</th>
<th>distal outcome (alumni survey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% (2009-2010)</td>
<td>11% (2002-2009)</td>
</tr>
<tr>
<td>13% (2008-2009)</td>
<td></td>
</tr>
<tr>
<td>6% (2007-2008)</td>
<td></td>
</tr>
<tr>
<td>23% (2006-2007)</td>
<td></td>
</tr>
<tr>
<td>22% (2005-2006)</td>
<td></td>
</tr>
<tr>
<td>40% (2004-2005)</td>
<td></td>
</tr>
<tr>
<td>40% (2002-2003)</td>
<td></td>
</tr>
</tbody>
</table>

**Objective B**  
Graduates will successfully complete courses in research design and univariate and multivariate statistical analysis:

Target Criterion: completion of PSY 541, 543, & 542
Assessment Method: review of academic transcripts (30 graduates x 3 courses)
Proximal Outcome: 85% (14 C grades) graduates (2005-2009) earned A or B grade
99% of grades were B or better for graduates (from 2001-2004)

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: level of **dissatisfaction with teaching of Research/Evaluation**

<table>
<thead>
<tr>
<th>proximal outcome (current students)</th>
<th>distal outcome (alumni survey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% (2009-2010)</td>
<td>11% (2002-2009)</td>
</tr>
<tr>
<td>0% (2008-2009)</td>
<td></td>
</tr>
<tr>
<td>12% (2007-2008)</td>
<td></td>
</tr>
<tr>
<td>9% (2006-2007)</td>
<td></td>
</tr>
<tr>
<td>0% (2005-2006)</td>
<td></td>
</tr>
<tr>
<td>20% (2004-2005)</td>
<td></td>
</tr>
<tr>
<td>40% (2002-2003)</td>
<td></td>
</tr>
</tbody>
</table>

**Objective C**  
Graduates will demonstrate knowledge in the areas of statistics and research design

Target Criterion: successful completion of Applied Methods comprehensive exam
Assessment Method: acceptable rating by majority of graders on first take
Proximal Outcome: 59% of graduates (from 2005-2009) passed exam on first take
77% of graduates (from 2001-2004) passed exam on first take

**Applied Methods: Comps Success Rate (2005-2009)**
59% passed on first attempt
19% passed on second attempt
9% passed on third attempt
0% failed three times
13% still in progress (> 1 attempt)
Target Criterion: graduates EPPP scores will approximate the national average
Assessment Method: Educational Reporting Service EPPP results

Distal Outcomes:

<table>
<thead>
<tr>
<th>EPPP Content Area</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII. Research Methods</td>
<td>$M = 7.2$</td>
<td>$M = 9.5$</td>
</tr>
<tr>
<td></td>
<td>$N = 4,355$</td>
<td>$N = 53$</td>
</tr>
</tbody>
</table>

### 1997-2003

<table>
<thead>
<tr>
<th>EPPP Content Areas</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII. Research Methods</td>
<td>$M = 7.2$</td>
<td>$M = 9.9$</td>
</tr>
<tr>
<td></td>
<td>$N = 4,355$</td>
<td>$N = 61$</td>
</tr>
</tbody>
</table>

### 1997-2006

Objective D
Graduates will demonstrate critical thinking and scientific writing ability through the successful completion of thesis and dissertation projects under the direction of respected and valued advisory committees:

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data:
level of dissatisfaction with thesis/dissertation committee proximal outcome distal outcome (current students) (alumni survey)
11% (2009-2010) 14% (2002-2009)

Competency (2D): Ability to design, implement, analyze and defend both a thesis and dissertation project

Target Criterion: committee thesis/dissertation approval (grade of A or B)
Assessment Method: review of academic transcripts
Proximal Outcome: 100% of graduates (from 2005-2009) earned grade of B or better
100% of graduates (from 2001-2004) met the criterion

Objective E
Enrolled students will demonstrate interest in clinical research by collaborating in non-required investigations:

Target Criterion: 50% students will collaborate in non-required research
Assessment Method: review of clinical semester summary document
Proximal Outcome: 62% students (2005-2009) collaborated in non-required projects
36% students (2003-2004) collaborated in non-required projects
49% students (2002-2003) collaborated in non-required projects
Clinical program graduates will perform well on the foundation areas of the national licensing exam: 

**Initial EPPP Success Rate**

**Target Criterion:** graduates will pass exam on first take  
**Assessment Method:** review of alumni survey responses  
**Distal Outcome:**  
- 2 survey respondent (2002-2009 graduates) reported a failure  
- 1 survey respondent (2001-2004 graduates) reported a failure  
- 0 survey respondents (1997-2001 graduates) reported failure(s)

**Target Criterion:** graduates EPPP scores will approximate the national average  
**Assessment Method:** Educational Reporting Service EPPP results  
**Distal Outcomes:**

### 1997-2003

<table>
<thead>
<tr>
<th>EPPP Content Areas</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global (Mean) Score</strong></td>
<td>$M = 135.2$ (23.5)</td>
<td>$M = 155.6$ (18.0)</td>
</tr>
<tr>
<td>I. Biological Bases</td>
<td>$M = 15.4$</td>
<td>$M = 17.7$</td>
</tr>
<tr>
<td>II. Cognitive-Affective Bases</td>
<td>$M = 16.7$</td>
<td>$M = 20.4$</td>
</tr>
<tr>
<td>III. Social &amp; Multicultural Bases</td>
<td>$M = 16.6$</td>
<td>$M = 18.1$</td>
</tr>
<tr>
<td>IV. Life Development</td>
<td>$M = 17.1$</td>
<td>$M = 19.4$</td>
</tr>
<tr>
<td></td>
<td>$N = 4,355$</td>
<td>$N = 53$</td>
</tr>
</tbody>
</table>

### 1997-2006

<table>
<thead>
<tr>
<th>EPPP Content Areas</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Global (Mean) Score</strong></td>
<td>$M = 135.2$ (23.5)</td>
<td>$M = 158.8$ (16.1)</td>
</tr>
<tr>
<td>I. Biological Bases</td>
<td>$M = 15.4$</td>
<td>$M = 17.5$</td>
</tr>
<tr>
<td>II. Cognitive-Affective Bases</td>
<td>$M = 16.7$</td>
<td>$M = 20.6$</td>
</tr>
<tr>
<td>III. Social &amp; Multicultural Bases</td>
<td>$M = 16.6$</td>
<td>$M = 19.1$</td>
</tr>
<tr>
<td>IV. Life Development</td>
<td>$M = 17.1$</td>
<td>$M = 19.9$</td>
</tr>
<tr>
<td></td>
<td>$N = 4,355$</td>
<td>$N = 61$</td>
</tr>
</tbody>
</table>

**Objective G**

Students will demonstrate their scholarly skills by presenting and publishing clinical psychology research both before and after graduation:

**Competency (2G): Ability to effectively disseminate the results of scholarly works**

**Annual Student Presenting**

**Target Criterion:** % student presentations will approximate national mean  
**Assessment Method:** annual CoA program report (national 2006 $M = 45\%$)  
**Proximal Outcome:**  
- 62% of students (2009-2010) presented a paper/poster  
- 45% of students (2008-2009) presented a paper/poster  
- 33% of students (2007-2008) presented a paper/poster  
- 63% of students (2006-2007) presented a paper/poster  
- 48% of students (2004-2005) presented a paper/poster  
- 55% of students (2005-2006) presented a paper/poster
59% of students (2003-2004) presented a paper/poster
54% of students (2001-2002) presented a paper/poster
49% of students (2002-2003) presented a paper/poster
59% of students (from 1997-2001) presented annually

**Annual Percent of Students Publishing**

**Target Criterion:** % of students publishing will approximate national mean annual CoA program report (national 2006 $M = 28\%$)

**Assessment Method:** annual CoA program report

**Proximal Outcome:**
- 30% of students (2009-2010) published an article/chapter/book
- 38% of students (2008-2009) published an article/chapter/book
- 44% of students (2007-2008) published an article/chapter/book
- 30% of students (2006-2007) published an article/chapter/book
- 29% of students (2005-2006) published an article/chapter/book
- 21% of students (2004-2005) published an article/chapter/book
- 31% of students (2003-2004) published an article/chapter/book
- 31% of students (2002-2003) published an article/chapter/book
- 26% of students (2001-2002) published an article/chapter/book
- 25% of students (from 1997-2001) published annually

**Total Number of Collective Student Publications**

**Target Criterion:** > 10 different clinical student publications annually

**Assessment Method:** Number of different clinical student publications per year

**Proximal Outcome:**
- 19 (2009-2010)
- 13 (2008-2009)
- 12 (2007-2008)
- 18 (2006-2007)
- 12 (2005-2006)
- 12 (2004-2005)
- 12 (2003-2004)
- 8 (2001-2002)

**Cumulative Student Publication Record**

**Target Criterion:** Most of our graduates will publish *at least once* in career

**Assessment Method:** review of alumni survey plus PsycInfo search

**Distal Outcome:**
- 81% (30/37) of graduates (from 2002-2009) have been published
- $M$ publication count of 2.79 for graduates (from 2002-2009)
- 81% (21/26) of graduates (from 2001-2004) have been published
- $M$ publication count of 1.8 for graduates (from 2001-2004)
- 71% (22/31) of graduates (from 1997-2001) have been published
- $M$ publication count of 1.9 for graduates (from 1997-2001)

**Cumulative Graduate Publication Record**

**Target Criterion:** 25% will publish more than once (at least one *after graduation*)

**Assessment Method:** PsycInfo literature searches

**Distal Outcome:**
- 46% of graduates (2002-2009) published post-graduation
- 36% of graduates (2001-2004) published post-graduation
- 24% of graduates (1997-2001) published post-graduation
- 23% of graduates (1992-2001) published post-graduation
**Target Criterion:** 20% of graduates will enter academic careers
**Assessment Method:** alumni survey respondents
**Distal Outcome:** 11% (from 2002-2009) primary identity as academic/researcher
24% (from 2002-2009) employed in med school or psych depts
13% (from 2001-2004) primary identity as academic/researcher
19% (from 2001-2004) employed in med school or psych depts
13% (from 1992-2001) primary identity as academic/researcher
26% (from 1992-2001) employed in med school or psych depts

**Target Criterion:** student dissatisfaction will be diminished over time
**Assessment Method:** review of annual student survey data (see Appendix H)
**Student Survey Data:** level of dissatisfaction with Research Opportunities in program

<table>
<thead>
<tr>
<th>Proximal Outcome (current students)</th>
<th>Distal Outcome (alumni survey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% (2009-2010)</td>
<td>8% (2002-2009)</td>
</tr>
<tr>
<td>18% (2006-2007)</td>
<td>10% (2005-2006)</td>
</tr>
<tr>
<td>10% (2004-2005)</td>
<td>0% (2004-2005)</td>
</tr>
</tbody>
</table>

**Goal 3:** Graduates of our program will demonstrate knowledge in psychopathology and competency in the delivery of a wide range of clinical assessment and psychotherapy services that are theory-based and empirically-supported:

**Objective A** Students will value and successfully complete courses in psychological assessment, psychopathology and advanced therapeutic interventions:
**Target Criterion:** completion of PSY 570, 571, 575, 573 and 574
**Assessment Method:** review of academic transcripts
**Student Survey Data:** 100% of graduates (from 2005-2009) earned grade of B or better
100% of graduates (from 2001-2004) earned grade of B or better
100% of graduates (from 1997-2001) earned grade of B or better

**Target Criterion:** student dissatisfaction will be diminished over time
**Assessment Method:** review of annual student survey data (see Appendix H)
**Student Survey Data:** level of dissatisfaction with Assessment/Diagnostics training

<table>
<thead>
<tr>
<th>Proximal Outcome (current students)</th>
<th>Distal Outcome (alumni survey)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21% (2009-2010)</td>
<td>14% (2002-2009)</td>
</tr>
<tr>
<td>21% (2008-2009)</td>
<td>0% (2007-2008)</td>
</tr>
<tr>
<td>18% (2006-2007)</td>
<td>11% (2005-2006)</td>
</tr>
</tbody>
</table>
Objective B  Clinical program graduates will perform well on the Assessment & Diagnosis and Treatment/Intervention areas of the national licensing exam:

Target Criterion:  graduates EPPP scores will approximate the national average
Assessment Method:  Educational Reporting Service EPPP results
Distal Outcomes:

<table>
<thead>
<tr>
<th>EPPP Content Areas</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.  Assessment &amp; Diagnosis</td>
<td>( M = 17.8 )</td>
<td>( M = 21.3 )</td>
</tr>
<tr>
<td>VI.  Treatment/Intervention</td>
<td>( M = 21.8 )</td>
<td>( M = 24.6 )</td>
</tr>
<tr>
<td></td>
<td>( N = 4,355 )</td>
<td>( N = 53 )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EPPP Content Areas</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>V.  Assessment &amp; Diagnosis</td>
<td>( M = 17.8 )</td>
<td>( M = 21.4 )</td>
</tr>
<tr>
<td>VI.  Treatment/Intervention</td>
<td>( M = 21.8 )</td>
<td>( M = 25.1 )</td>
</tr>
<tr>
<td></td>
<td>( N = 4,355 )</td>
<td>( N = 61 )</td>
</tr>
</tbody>
</table>

Objective C  Students will demonstrate awareness of contemporary theoretical models and associated outcome research on the efficacy of a wide range of psychotherapy interventions:

Command of psychotherapy literature

Target Criterion:  successful completion of Psychotherapy comprehensive exam
Assessment Method:  acceptable rating by majority of graders on first take
Proximal Outcome:

- 76% of graduates (from 2005-2009) passed exam on first take
- 92% graduates (2001-2004) passed exam on first take
- 92% graduates (1997-2001) passed exam on first take

Psychotherapy:  Comps Success Rate (2005-2009)
- 76% passed on first attempt
- 12% passed on second attempt
Objective D

Students will value practicum rotations that lead to the acquisition of competencies in direct service delivery:

Target Criterion: satisfactory grades for all PSY 580 and 587 practicum hours
Assessment Method: review of practicum/internship evaluations and grades
Proximal Outcome: 100% of practicum students (2005-2009) met criterion
97% of practicum students (2001-2004) met criterion
100% of practicum students (1997-2001) met criterion

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data: dissatisfaction with Practicum Opportunities in program
proximal outcome distal outcome
(current students) (alumni survey)
5% (2009-2010) 15% (2002-2009)
12% (2007-2008)
50% (2006-2007)
Target Criterion:  student dissatisfaction will be diminished over time  
Assessment Method:  review of annual student survey data (see Appendix H)  
Student Survey Data:  

<table>
<thead>
<tr>
<th>Dissatisfaction with External Practicum Supervision</th>
<th>Current Students</th>
<th>Alumni Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximal outcome</td>
<td>11% (2009-2010)</td>
<td>0% (2008-2009)</td>
</tr>
</tbody>
</table>

Target Criterion:  student dissatisfaction will be diminished over time  
Assessment Method:  review of annual student survey data (see Appendix H)  
Student Survey Data:  

<table>
<thead>
<tr>
<th>Dissatisfaction with Quality of PSC Practicum Supervision</th>
<th>Current Students</th>
<th>Alumni Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximal outcome</td>
<td>5% (2009-2010)</td>
<td>13% (2008-2009)</td>
</tr>
<tr>
<td></td>
<td>11% (2002-2009)</td>
<td>0% (2007-2008)</td>
</tr>
<tr>
<td></td>
<td>0% (2006-2007)</td>
<td>0% (2006-2007)</td>
</tr>
</tbody>
</table>

Target Criterion:  student dissatisfaction will be diminished over time  
Assessment Method:  review of annual student survey data (see Appendix H)  
Student Survey Data:  

<table>
<thead>
<tr>
<th>Dissatisfaction with Quality of Overall Professional Training</th>
<th>Current Students</th>
<th>Alumni Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proximal outcome</td>
<td>5% (2009-2010)</td>
<td>17% (2008-2009)</td>
</tr>
</tbody>
</table>

**Competency (3D): Ability to effectively implement diagnostic and assessment skills**

(3D.1) Fluency with psychiatric symptomatology (Item # 1)  
(3D.2) Conversational Skill Regarding Psychiatric issues (Item # 2)  
(3D.3) Diagnostic Interviewing Skill (Item # 3)  
(3D.4) Psychometric Testing Skill (Item # 4)  
(3D.5) Test Interpretation Skill (Item # 5)  
(3D.6) Test Feedback Skill (Item # 6)  
(3D.7) Case Formulation Skill (Item # 7)  

Target Criterion:  supervisor ratings for Diagnostic & Assessment Skills section of the Practicum Evaluation Form (Appendix W: # 1-7)
Assessment Method: 100% of practicum students will earn supervisor ratings > 2
Proximal Outcome: 100% of practicum students (2007-2009) met criterion

### Competency (3D): Ability to effectively implement treatment and consultation skills

- **(3D.8)** Maintenance of Therapeutic Relationships (Item # 8)
- **(3D.9)** Ability to Formulate/Apply Treatment Plan (Item # 9)
- **(3D.10)** Receptiveness to Different Perspectives (Item # 10)
- **(3D.11)** Incorporate of Theory into Practice (Item # 11)
- **(3D.12)** Multidisciplinary Team Participation (Item # 12)
- **(3D.13)** Consultation Skills (Item # 13)
- **(3D.14)** Management of Case Terminations (Item # 14)

#### Target Criterion:
- supervisor ratings for Treatment & Consultation Skills section of the Practicum Evaluation Form (Appendix W: # 8-14)

#### Assessment Method:
- 100% of practicum students will earn supervisor ratings > 2

#### Proximal Outcome:
- 100% of practicum students (2007-2009) met criterion

### Objective E

Students will reflect their professional identity as clinicians through routine direct psychological service delivery before and after graduation:

#### Percent of Involvement among Students

- Target Criterion: % involved in service delivery will approximate national average of the CoA program report (national 2006 M = 61%)
- Assessment Method: 100% of practicum students will earn supervisor ratings > 2
- Proximal Outcome: 100% of practicum students (2007-2009) met criterion

#### Extent of Cumulative Involvement among Intern Applicants

- Target Criterion: APPIC client contact hours will approximate national averages compare to most recent CUDCP survey of 34 programs
- Assessment Method: 100% of practicum students will earn supervisor ratings > 2
- Proximal Outcome: 100% of practicum students (2007-2009) met criterion

### Success in Attaining Accredited Internships

- Target Criterion: > 90% of internship applicants will attain accredited positions
- Assessment Method: calculation of ratio of successful to unsuccessful applicants
- Proximal Outcome: 100% (7/7) of intern applicants successful (for 2008-2009)

### APPIC and CUDCP Survey Data

<table>
<thead>
<tr>
<th></th>
<th>University of North Dakota</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>01-02</td>
</tr>
<tr>
<td>Therapy/Assessment</td>
<td></td>
</tr>
<tr>
<td>Survey Mn</td>
<td>787</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision</td>
<td>364</td>
</tr>
</tbody>
</table>

* APPIC recording method changed to reduce the recording period for eligible hours by eight months, i.e., projected hours to be earned post-application
57% (5/7) of intern applicants successful (for 2007-2008)
55% (6/11) of intern applicants successful (for 2006-2007)
100% (4/4) of intern applicants successful (for 2005-2006)
100% (8/8) of intern applicants successful (for 2004-2005)
78% (7/9) of intern applicants successful (for 2003-2004)
100% (4/4) of intern applicants successful (for 2002-2003)
100% (6/6) of intern applicants successful (for 2001-2002)
89% of intern applicants successful (from 2001-2004)

<table>
<thead>
<tr>
<th>Past 3 Years</th>
<th>Past 5 Years</th>
<th>Past 10 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>17/20 = 85%</td>
<td>29/32 = 91%</td>
<td>57/60 = 95%</td>
</tr>
</tbody>
</table>

Percent of Involvement among Graduates

Target Criterion: Most graduates will be involved in direct service delivery
Assessment Method: review of alumni survey responses
Distal Outcome: 89% (from 2002-2009) primary identity as practitioner
94% (from 2001-2004) primary identity as practitioner
84% (from 1992-2001) primary identity as practitioner

**Objective F**

Graduates of the clinical training program will gain licensure in their respective practice states:

**Competency (3F): Ability of graduates to become licensed in their state of residence**

<table>
<thead>
<tr>
<th>Target Criterion</th>
<th>Assessment Method</th>
<th>Distal Outcome</th>
</tr>
</thead>
</table>
| IR-C20 (% licensed grads 2-10 years post-graduation) | annual review of graduate status | 45/59 (76%) of graduates after 1999 (up to 2007)
licensure status of 6 within “unlicensed group” not verified
50/62 (81%) of graduates after 1998 (up to 2006)
licensure status of 6 within “unlicensed group” not verified
45/63 (71%) of graduates after 1997 (up to 2005)
licensure status of 13 within “unlicensed group” not verified

**Goal 4:** Students and program graduates will maintain ethical and professional conduct with sensitivity to the importance of cultural diversity and individual differences in understanding human psychological functioning:

**Objective A**

Students will successfully complete courses in ethics and professional issues:

Target Criterion: successful completion of PSY 579 & 594
Assessment Method: review of academic transcripts
Proximal Outcome: 100% of graduates (from 2005-2009) earned grade of B or better
100% of graduates (from 2001-2004) earned grade of B or better

**Objective B**

Students will demonstrate awareness of contemporary issues in legal, ethical, and professional aspects of clinical psychology practice:
Target Criterion: successful completion of Ethics/Professional Issues comp exam
Assessment Method: acceptable rating by majority of graders on first take
Proximal Outcome: 91% graduates (from 2005-2009) passed exam on first take
100% graduates (from 2001-2004) passed exam on first take
96% graduates (from 1997-2001) passed exam on first take

Ethics: Comps Success Rate (2005-2009)
91% passed on first attempt
3% passed on second attempt
0% passed on third attempt
0% failed three times
6% still in progress (> 1 attempt)

Target Criterion: graduates EPPP scores will approximate the national average
Assessment Method: Educational Reporting Service EPPP results
Distal Outcome:

<table>
<thead>
<tr>
<th>1997-2003</th>
<th>EPPP Content Areas</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII. Ethical/Legal/Professional Issues</td>
<td>$M = 22.6$</td>
<td>$M = 24.7$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$N = 4,355$</td>
<td>$N = 53$</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1997-2006</th>
<th>EPPP Content Areas</th>
<th>National Results</th>
<th>UND Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII. Ethical/Legal/Professional Issues</td>
<td>$M = 22.6$</td>
<td>$M = 25.3$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$N = 4,355$</td>
<td>$N = 61$</td>
<td></td>
</tr>
</tbody>
</table>

**Objective C** Students will discharge their clinical, teaching and research responsibilities in an ethical and professional manner:

Target Criterion: concerns regarding student professionalism will be infrequent
Assessment Method: clinical & academic semester evaluations by faculty
Proximal Outcome: concerns raised for 0% enrolled from 2005-2009 (0 dismissals)
concerns raised for 8% enrolled from 2001-2004 (1 dismissals)
concerns raised for 7% enrolled from 1997-2001 (0 dismissals)

**Competency (4C): Ability to provide services in an ethical and professional manner**

(4C.1) Authoritative and Credible in Professional Role (Item # 15)
(4C.2) Application of Ethical Principles (Item # 16)
(4C.3) Respectful and Professional Demeanor (Item # 17)
(4C.4) Written Communication Skills (Item # 18)
(4C.5) Oral Communications Skills (Item # 19)
(4C.6) Evidenced Based Practice (Item # 20)
(4C.7) Timely Completion of Work (Item # 21)
(4C.8) Receptiveness to Supervisory Feedback (Item # 22)
Target Criterion: supervisor ratings for the Professional Standards & Behavior section of Practicum Evaluation Form (Appendix W: # 15-22)
Assessment Method: 100% of practicum students will earn supervisor ratings > 2
Proximal Outcome: 100% of practicum students (2007-2009) met criterion

Objective D

Students will complete at least one course in cultural diversity and show satisfaction with the extent to which the program provides a culturally diverse student/faculty body and curriculum:

Target Criterion: successful completion of PSY 521 (Diversity Psychology)
Assessment Method: review of academic transcripts
Proximal Outcome: 100% of graduates (from 2005-2009) met criterion
100% of graduates (from 2001-2004) met criterion

Target Criterion: student dissatisfaction will be diminished over time
Assessment Method: review of annual student survey data (see Appendix H)
Student Survey Data:

<table>
<thead>
<tr>
<th>Year</th>
<th>Dissatisfaction with level of Cultural Diversity in the program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>proximal outcome</td>
</tr>
<tr>
<td></td>
<td>distal outcome</td>
</tr>
<tr>
<td></td>
<td>(current students)</td>
</tr>
<tr>
<td></td>
<td>(alumni survey)</td>
</tr>
<tr>
<td>16%</td>
<td>19% (2002-2009)</td>
</tr>
<tr>
<td>26%</td>
<td>19% (2008-2009)</td>
</tr>
<tr>
<td>18%</td>
<td>9% (2006-2007)</td>
</tr>
<tr>
<td>22%</td>
<td>6% (2001-2004)</td>
</tr>
<tr>
<td>20%</td>
<td>6% (2004-2005)</td>
</tr>
<tr>
<td>17%</td>
<td>6% (2001-2004)</td>
</tr>
<tr>
<td>25%</td>
<td>3% (1992-2001)</td>
</tr>
<tr>
<td>15%</td>
<td>3% (1992-2001)</td>
</tr>
</tbody>
</table>

Objective E

Graduates will provide assessment and therapy services to clients with diverse ethnic and cultural backgrounds:

Percent of Involvement
Target Criterion: minority clients served by 50% of graduates
Assessment Method: review of alumni survey responses (% reporting work with Native American, African American, Hispanic, & GLBT clients)
Distal Outcome: 58%, 64%, 56% & 53% respectively (2002-2009)
69%, 63%, 56% & 63% respectively (2001-2004)
74%, 63%, 58% & 53% respectively (1997-2001)

Objective F

Students will read and conduct research on the role of cultural factors in the development, maintenance, and/or treatment of psychological problems:

Percent of Involvement
Target Criterion: 25% of students will conduct multicultural research
Assessment Method: review of clinical semester summary document
Proximal Outcome: 23% of students (2005-2009) involved in multicultural research
20% dissertations (2005-2009) involved multicultural issues
31% of students (2003-2004) involved in multicultural research
33% of students (2002-2003) involved in multicultural research
31% of students (2001-2002) involved in multicultural research
**Objective G**  Students will routinely update their knowledge and make efforts to enhance the image of psychology in the general public:

**Student Membership in Professional Organizations**
- **Target Criterion:** % of student membership will approximate national average
- **Assessment Method:** annual CoA program report (national 2006 $M = 80\%$)
- **Proximal Outcome:** 71% of students enrolled organizational members (2002-2009)
  81% of students enrolled organizational members (2001-2004)

**Graduate Membership in Professional Organizations**
- **Target Criterion:** graduates will remain active as organizational members
- **Assessment Method:** review of alumni survey responses
- **Distal Outcome:** 76% of students enrolled organizational members (2002-2009)
  81% of students enrolled organizational members (2001-2004)

**Continuing Education among Graduates**
- **Target Criterion:** At least 20 hours in workshop attendance every two years
- **Assessment Method:** review of alumni survey responses
- **Distal Outcome:**
  - $M = 13.2$ CE credit hours per year (2002-2009)
  - $M = 9.2$ CE credit hours per year (2001-2004)
  - $M = 10.5$ CE credit hours per year (1992-2001)

**Volunteerism among Graduates**
- **Target Criterion:** 50% will report volunteer and/or pro bono clinical work
- **Assessment Method:** review of alumni survey responses
- **Distal Outcome:**
  - 69% (from 2002-2009) reported some pro bono clinical work
  - 38% (from 2001-2004) reported some pro bono clinical work
  - 53% (from 1992-2001) reported some pro bono clinical work


Closing the Loop

The clinical psychology Ph.D. program reviews and responds to annual outcome data via a number of routine administrative processes. Our core program faculty meet every other week throughout the academic year including occasional summer sessions. These meetings include voting representatives from each of the first four years of student training. This is a relatively small department and program which provides many opportunities for extended discussions about program outcomes. Our conversation is further enhanced by active faculty and student listserves for more rapid communication and resolution of more urgent concerns. Selected core faculty meet with the entire student body on a weekly basis (Friday afternoons from 3:30 to 4:30 pm) for our Professional Development Seminar Series which provides another forum for discussion. The full department faculty with additional student representatives meets in alternating rooms assuring faculty and student dialog on a weekly basis. Our goals, objectives, competencies and outcomes presented in this document are circulated annually and posted on our program community blackboard page. Other individual student outcomes and accomplishments are discussed in separate clinical (core faculty) and academic (full faculty) reviews. Major issues such practicum assignment rules or curriculum issues are discussed recurrently over time. Our clinical program meeting minutes illustrate the agenda items covered in formal meetings. Meeting dates for a number of examples of closing the assessment loop are referenced below. Responses to program concerns are crafted over time after considerable deliberation to assure that all competing interests are properly balanced. Our next clinical meeting scheduled for review of outcome data will be October 7, 2010.

Some examples of closing the assessment loop in recent years are provided below as evidence that the program conducts ongoing assessments that lead to improved outcomes:

---

**Example A**

**Enhanced Practicum Availability**

**Source of Concern:** Practicum availability concerns were initially raised by student reps in 2005-2006. An item was added to our annual survey that found 50% of our students with concerns about practicum availability (see survey data posted under Goal 3, Objective D). The following year (2007) 5 of 11 prospective interns were unsuccessful in the APPIC match (see outcomes for Goal 3, Objective E).

**Policy Changes:** The program began to implement placement policy changes on 12/6/07 after extensive deliberations (see clinical minutes from 9/29/05, 10/13/05, 10/27/05, 1/19/06, 2/16/06, 3/2/06, 4/6/06, 1/25/07, 9/13/07, 9/27/07, 10/11/07, 2/14/08, 4/10/08, & 2/11/09). First year students were encouraged to sit in, and later conduct, PSC intakes. The option of (unpaid) additional supervised experience was permitted. A finders keepers policy was passed, practicum curriculum changes (PSYC 580 & 587) were expanded, and improvements in our competency evaluations were made. These extensive revisions were triggered by annual student survey data and internship placement outcomes.
**Program Outcomes:** Additional unfunded training opportunities were made available at sites such as the Stadter Psychiatric Hospital, Eating Disorder Institute, Northeast Human Services, Northwood Medical Clinic, Community Violence Intervention Center, and other sites. Student dissatisfaction rates dropped to 12% and 15% over the past two years. Our APPIC match rate has improved to 86% (19/22) over the past three years.

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**Example B**

**Curriculum Clarity**

**Source of Concern:** A lack of uniformity in Program of Study curriculum requirements for practicum placement (PSYC 580 & 587), a professional issues course (PSYC 594), thesis (PSYC 998), dissertation (PSYC 999), and internship (UNIV 994) credits led to confusion among an unclearly specified subset of clinical students. An item was added to our annual survey for 2006-2007 that established that indeed 23% of our students wanted greater clarity and uniformity in the curriculum (see outcomes for Goal 1, Objective C).

**Policy Changes:** Curriculum reviews and modifications were initiated and refined over an extended period (see clinical minutes from meetings of 5/8/08 & 4/26/07 in addition to other changes indicated in example A)

**Program Outcomes:** Student dissatisfaction rates in the clarity of the curriculum dropped to 5% for the past two years.

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**Example C**

**Normal Progress Delays**

**Source of Concern:** Concerns raised during semester evaluations and as a result of annual time-to-completion data that the percent of students falling out of normal progress had increased (see outcomes for Goal 1, Objective B). Mean time-to-completion has been on the rise (5.25, 2003; 5.90, 2004; 5.00, 2005; 6.00, 2006; 6.20, 2007; 5.55, 2008; 6.20, 2009). Our program aspires to a faster completion rate than the CUDCP national average (~ 6.5).

**Policy Changes:** Implementation in August of 2009 of a “three year” rule for continuation past the Master’s degree.

**Program Outcomes:** All members of our first year class currently working toward a viable thesis proposal. Time to completion for our four 2010 graduates was 5.0 years.
Example D  Enhanced Psychotherapy Training

Source of Concern: Long term dissatisfaction rates (see outcomes for Goal 3, Objective A) with psychotherapy training (38%, 40%, 50%, 36% and 33% from 2001-2005).

Program Response: We largely attribute these student concerns to the fact that PSYC 573 has been taught by five different professors since our last site visit. A similar problem existed for Advanced Therapeutic Interventions (PSYC 574).

The program focused on hiring competent incoming faculty who could anchor the teaching of our two course psychotherapy sequence. Dr. Bradley (University of Nevada – Reno) was hired in 2005. Dr. J.P. Legerski (University of Kansas) was hired this year.

Program Outcomes: Student dissatisfaction rates in the quality of psychotherapy instruction dropped to 18%, 24% and 27% in the last three years. Dr. Legerski has just begun to teach his half of the psychotherapy sequence.

Example E  Seminar Initiative

Source of Concern: Students requested greater opportunities to discuss training experiences and opportunities afforded in our community practicum placements. These comments were identified in our 2005 APA site visit. At this time student dissatisfaction with the quality of overall professional training in the program was recorded at 33% (see outcomes for Goal 3, Objective D).

Program Change: The program discussed (see clinical minutes from 1/19/06, 4/10/08, 4/24/08, 5/8/08, 8/28/08, 10/11/08, 11/6/08 & 1/29/09) and implemented a weekly (Friday afternoon at 3:30) seminar series designed by the student body. The seminar provides a venue for coverage of speciality topics sometimes delivered by placement supervisors. The seminar series also provides an opportunity to student case presentations before the entire clinical student body derived from their varied training rotations.

Program Outcomes: The seminar series appears to be a welcome additional weekly commitment to the clinical program. Dissatisfaction rates regarding overall professional training was monitored at 22%, 9% and 13% in the last three years.