

## **UAF-UAA Joint PhD Program in Clinical-Community Psychology with Rural, Indigenous Emphasis Outcomes Assessment Goals, Objectives, and Benchmarks**

### **Mission**

The PhD Program in Clinical-Community Psychology is designed to create scientist-practitioners who join theory, practice, and research to meet the behavioral health needs and to improve the wellbeing of Alaskan, rural, circumpolar, and culturally diverse peoples and communities. The program integrates clinical and community psychology and focuses on applications of rural, indigenous, and cultural psychology for the benefit of all people.

### **Preamble**

The **Joint PhD Program in Clinical-Community Psychology** mission, goals, and objectives are embedded in a larger context of student professional development that is measured and supported by several important program milestones. These milestones are designed to assist students with realistic self-appraisal of the progress through the program and adherence to a reasonable and appropriate developmental trajectory toward becoming a clinical-community psychologist. The milestones are above and beyond the completion of required coursework.

#### ***Milestones and Associated Student and Faculty Responsibilities:***

<i>Milestone and Timing</i>	<i>Student Action and Paperwork</i>	<i>Faculty Action and Paperwork</i>
Initial Advising Meeting (before first-year classes)	Students contact the assigned advisor to make a program plan and discuss the current level of professional development and educational needs	The student advisor meets with the student and prepares the <i>Program Requirements Worksheet</i> ; the student receives the original of the worksheet and a copy is placed in the student's file
Annual Development Review (yearly in spring)	OPTIONAL: students may submit supporting paperwork to show the progress over the course of the prior academic year IF FIRST YEAR: students complete the <i>Graduate Study Plan</i> (GSP) and submit it to the advisor NOTE: annual submission of the <i>Ph.D. Program Disclosure Form</i> is required	Faculty discuss student progress; the student advisor completes the <i>Annual Student Professional Development Review</i> and the <i>Report of Graduate Student Advisory Committee</i> and provides feedback to the student in a face-to-face advising session; IF FIRST YEAR: the advisor signs the GSP and the local PC processes the paperwork

Milestone and Timing	Student Action and Paperwork	Faculty Action and Paperwork
Clinical Practicum I and II (typically in year 2 of the program)	Students complete the weekly <i>Clinical Practicum Hours Log</i> and submit it regularly to their supervisor for signature; students retain the original log and a copy is placed in the student file; students obtain a minimum grade of B in PSY 652 and 653	Supervisors complete the <i>Clinical Practicum Evaluation Form</i> twice per semester (mid- and end-of-semester evaluations) and discuss the completed form with the student in a face-to-face supervision meeting
Community Practicum I and II (typically in year 3 of the program)	Students complete the weekly <i>Community Practicum Hours Log</i> and submit it regularly to their community site supervisor for signature; students retain the original log and a copy is placed in the student file; students obtain a minimum grade of B in PSY 672 and 673	Site supervisors complete the <i>Community Practicum Evaluation Form</i> at the end of each semester and discuss the completed form with the student in a face-to-face supervision meeting
Clinical-Community Portfolio (at the end of the third or fourth year in the program)	Students complete the <i>Clinical-Community Portfolio</i> as directed in the Student Handbook and submit it <u>in duplicate</u> to the local PD	The local PD convenes the Competency Committee; all committee members complete the <i>Clinical-Community Portfolio Rating Sheet</i> . The PD summarizes findings and sends a letter with detailed feedback to the student; original portfolios are returned to student; rating sheets and feedback letter are filed in the student file
Research Portfolio (at the end of the third or fourth year in the program)	Students complete the <i>Research Portfolio</i> as directed in the Student Handbook and submit it <u>in duplicate</u> to the local PD	The local PD convenes the Competency Committee and all committee members complete the <i>Research Portfolio Rating Sheet</i> ; collecting all rating sheets, the PD summarizes findings and sends a letter with detailed feedback to the student; original portfolios are returned to student; rating sheets and letter are placed in student files
Comprehensive Exam	Completion and passing of all portfolios functions as the comprehensive exam (passing of one portfolio results in a conditional pass of the comprehensive exam)	After one portfolio has been passed by the student, the local PD initiates the first <i>Report on Comprehensive Exam</i> form, assuring that the student's committee signs the form; local PC processes the paperwork; the final Report on Comprehensive Exam is filed once all portfolios are passed
Advancement to Candidacy after passing the Comprehensive Exam)	Students complete the <i>Application for Advancement to Candidacy for Ph.D. Degree</i> form and submit it to the advisor	The advisor presents the student request to the faculty for discussion and approval; if approved the <i>Application for Advancement to Candidacy for Ph.D. Degree</i> form is signed by the student's committee and processed by the local PC

Milestone and Timing	Student Action and Paperwork	Faculty Action and Paperwork
Dissertation (typically during the third and fourth year; AFTER advancement to candidacy)	Students follow procedures outlined in handbook to identify a dissertation chair, develop a dissertation committee, and outline a topic; students file an <i>Appointment of Graduate Advisory Committee</i> form; students obtain a minimum grade of B in PSY 699D; once dissertation is complete and approved by committee, students file <i>Dissertation Submission Form</i>	The dissertation chair guides the student through the dissertation process as outlined in the Student Handbook; the committee discusses and approved the dissertation proposal and the final dissertation; once the dissertation is complete and approved, the chair submits a final grade for PSY 699D
Advancement to Internship (typically in fall of the fourth year in the program)	Students request permission to apply for internship via memo to the local PD no later than November prior to the summer when they want to start internship; OPTIONAL: students include relevant paperwork to document readiness NOTE: updated background check is required	The PD presents the student request to the faculty for discussion and approval completion of the <i>Student Advancement to Internship Review Form</i> ; if the student is approved, the PD prepares a letter to the student approving the application process for internship to commence
Internship	Students complete any required agency paperwork; student obtains a minimum grade of B in PSY 686	Supervisors complete the <i>Clinical Practicum Evaluation Form</i> twice per semester (mid- and end-of-semester evaluations) and discuss the completed form with the student in a face-to-face supervision meeting
Alumni Surveys	Program graduates will be surveyed on a regular basis to assess satisfaction with program and professional accomplishments after graduation	Maintain ongoing contact with program graduates and send surveys to graduates on a regular basis

These milestones serve to assure that students progress towards competency in several core areas of the Ph.D. program. These core competencies, summarized below, and expressed in detail in the program goals and objectives derive from the program mission and are used to measure the program's success in meeting its desired outcomes for student education. Annual review of all goals and objectives, via assessment of compliance with associated benchmarks, assures ongoing formative program evaluation that will lead to enhanced program outcomes across time.

***Summary of Core Competencies as Reflected in Program Goals and Objectives:***

Core Competency	Definition	Associated Outcome Goals and Objectives
• Research Competence	culturally grounded knowledge and skills in scientific inquiry that translate into competency in using research and evaluation skills to disseminate new knowledge and inform clinical and community practice	Goal #1 with all associated objectives
• Clinical Competence	culturally grounded knowledge and skills in rural clinical practice that translate into competence in developing and implementing culturally relevant prevention and intervention efforts and programs	Goals #2 and #3 with all associated objectives
• Community Competence	culturally grounded knowledge and skills in rural community practice that translate into competence in developing and implementing culturally relevant prevention and intervention efforts and programs	Goal #2 and #3 with all associated objectives
• Cultural Competence	integration of cultural and indigenous knowledge, skills, and competence in all aspects of clinical practice, community practice, and research	All goals and objectives
• Rural Competence	integration of rural knowledge, skills, and competence in all aspects of clinical practice, community practice, and research	All goals and objectives

***Additional Data Sources:***

In addition to data obtained through the milestones, several outcomes actions engaged in by the program on an annual basis provide data that will be useful to the outcomes assessment. These data include, but may not be limited to the following:

- Annual Student Satisfaction Survey
- Annual Student Cultural Competency Surveys
- Student focus groups (as budget permits)
- Alumni Survey

## ***Recruitment and Retention Goals and Objectives***

**Goal #1: The Joint Ph.D. Program will Recruit and Retain Qualified and Capable students.**

The Joint Ph.D. program will recruit qualified and capable students who are committed and prepared to complete program requirements in a timely manner

Students demonstrate preparation for the doctoral training program through:

<b>Objectives</b>	<b>Benchmarks</b>
<b>Objective 1a:</b> successfully attract and recruit graduate students each year	<ul style="list-style-type: none"> <li>• Minimum of four applicants for each available slot</li> <li>• Minimum of six graduate students will be recruited each year</li> </ul>
<b>Objective 1b:</b> students recruited into program will be academically qualified	<ul style="list-style-type: none"> <li>• Minimum undergraduate and graduate grade point average of 3.0</li> <li>• Completed all prerequisite courses</li> </ul>
<b>Objective 1c:</b> students recruited into program will be culturally diverse	<ul style="list-style-type: none"> <li>• Total percentage of student body that is culturally diverse will meet or exceed the total percentage of persons in the United States and in Alaska that are culturally diverse</li> </ul>
<b>Objective 1d:</b> students will progress through program requirements in a timely manner	<ul style="list-style-type: none"> <li>• Minimum of 80% of students will graduate within six years</li> <li>• Average length of time to completion of degree will be 5.5 years or fewer</li> </ul>
<b>Objective 1e:</b> students will be successful in obtaining predoctoral internships	<ul style="list-style-type: none"> <li>• All eligible students will obtain predoctoral internships that qualify them for licensure as a psychologist</li> </ul>
<b>Objective 1f:</b> admitted students will have high commitment to completion of program	<ul style="list-style-type: none"> <li>• Maximum attrition rate of 15%</li> </ul>

## ***Student Outcomes Goals and Objectives***

### **Goal #1: The Joint Ph.D. Program Will Prepare Culturally Competent Scientists.**

Program graduates will demonstrate culturally grounded knowledge and skills in scientific inquiry. They will value research and evaluation as important components of the professional identity. They will demonstrate competency in using the research and evaluation skills to disseminate new knowledge and inform clinical and community practice.

Graduates demonstrate and value culturally competent knowledge and skills in:

<b>Objectives</b>	<b>Benchmarks</b>
<b>Objective 1a:</b> the broad domains of psychology from a cultural perspective integrating Western scientific and indigenous knowledge systems	<ul style="list-style-type: none"> <li>• Passing grade on PSY 602 Native Ways of Knowing</li> <li>• Passing grade on PSY 604 Biological and Pharmacological Bases of Behavior</li> <li>• Passing grade on PSY 607 Cognition, Affect, and Culture</li> <li>• Passing grade on PSY 612 Human Development in a Cultural Context</li> <li>• Minimum rating of 3 on the integration paper item of the Clinical-Community Competency Portfolio Rating Sheet</li> <li>• Minimum average rating of 2.5 overall on the Research Competency Portfolio Rating Sheet</li> <li>• Minimum average rating of 2.5 overall on the Clinical-Community Competency Portfolio Rating Sheet</li> <li>• Inclusion in Research or Clinical-Community Competency Portfolio of at least one professional paper, technical report, or professional or community presentation that demonstrates the integration of indigenous and western knowledge</li> </ul>
<b>Objective 1b:</b> critical analysis and application of empirical research and technical material in psychology and related disciplines.	<ul style="list-style-type: none"> <li>• Minimum rating of 3 on the case conceptualization item of the Clinical-Community Competency Portfolio Rating Sheet</li> <li>• Passing grade on PSY 639 Research Methods</li> <li>• Passing grade on PSY 657 Quantitative Analysis</li> <li>• Passing grade on PSY 658 Qualitative Analysis</li> <li>• Minimum rating of 2 on research competence on the <i>Annual Student Professional Development Review</i> by the third year</li> <li>• Successful defense of a dissertation proposal</li> <li>• Passing grade on PSY 699D Dissertation</li> </ul>
<b>Objective 1c:</b> conceptualization, planning, and implementation of quantitative and qualitative research and evaluation methods in culturally distinct settings, including participatory approaches.	<ul style="list-style-type: none"> <li>• Minimum average rating of 3 on the relevant items of the Research Competency Portfolio Rating Sheet</li> <li>• Passing grade on PSY 639 Research Methods</li> <li>• Passing grade on PSY 657 Quantitative Analysis</li> <li>• Passing grade on PSY 658 Qualitative Analysis</li> <li>• Minimum rating of 2 on research competence on the <i>Annual Student Professional Development Review</i> by the third year</li> </ul>

<b>Objective 1d:</b> planning, conducting, and interpretation of quantitative and qualitative data analysis.	<ul style="list-style-type: none"> <li>• Passing grade on PSY 639 Research Methods</li> <li>• Passing grade on PSY 657 Quantitative Analysis</li> <li>• Passing grade on PSY 658 Qualitative Analysis</li> <li>• Successful defense of a dissertation proposal</li> <li>• Passing grade on PSY 699D Dissertation</li> </ul>
<b>Objective 1e:</b> presentation of technical and/or scientific information in a coherent and accessible manner for professional and community audiences.	<ul style="list-style-type: none"> <li>• Research presentation at either a regional, national, or international conference</li> <li>• Minimum rating of 2 on communication skills in the <i>Annual Student Professional Development Review</i> by the third year</li> <li>• Minimum average rating of 3 on the relevant items of the Research Competency Portfolio Rating Sheet</li> <li>• Minimum rating of 4 on items 16 and 17 on the final Community Practicum Evaluation Form</li> </ul>
<b>Objective 1f:</b> preparation of research and evaluation manuscripts and reports for submission to peer reviewed journals.	<ul style="list-style-type: none"> <li>• At least one document submitted for the Research Competency or Clinical-Community Competency Portfolios adheres to most recent APA publication guidelines</li> <li>• Passing grade on PSY 639 Research Methods</li> <li>• Experience with submission process for publication in peer reviewed journals</li> </ul>
<b>Objective 1g:</b> conducting research consistent with ethical and multicultural guidelines, principles for research in the Arctic, and local community standards.	<ul style="list-style-type: none"> <li>• Preparation, submission and approval of at least one IRB application</li> <li>• Passing grade on PSY 611 Ethics and Professional Practice</li> <li>• Successful completion of the CITI program as evidenced via a copy in the student file</li> </ul>

**Goal #2: The Joint Ph.D. Program Will Prepare Culturally Competent Practitioners.** Program graduates will demonstrate culturally grounded knowledge and skills in rural clinical-community practice. They will value integrated clinical-community psychology as an important component of the professional identity. They will demonstrate competence in developing and implementing culturally relevant prevention and intervention efforts and programs.

Graduates demonstrate and value culturally competent knowledge and skills in:

<b>Objectives</b>	<b>Benchmarks</b>
<b>Objective 2a:</b> integrating clinical and community psychological theories, research and practice in diverse and rural settings	<ul style="list-style-type: none"> <li>• Minimum rating of 4 on item 5, 14, 15, and 16 on the final Clinical Practicum Evaluation Form</li> <li>• Minimum rating of 4 on item 9 on the final Community Practicum Evaluation Form</li> <li>• Successful acceptance into and completion of an internship, passing 18 credits of PSY 686 Predoctoral Internship</li> <li>• Minimum average rating of 3 on the relevant items of the Clinical-Community Portfolio Rating Sheet</li> </ul>
<b>Objective 2b:</b> rural professional practice in culturally distinct contexts, and skills in effective work in these rural settings	<ul style="list-style-type: none"> <li>• Minimum average rating of 3 on the relevant geographic diversity items of the Clinical-Community Portfolio Rating Sheet</li> <li>• Passing grade on PSY 603 Alaskan and Rural Psychology</li> <li>• Passing grade on PSY 653 Clinical Practicum II</li> <li>• Passing grade on PSY 672 Community Practicum I</li> <li>• Passing grade on PSY 673 Community Practicum II</li> <li>• Minimum rating of 4 on item 1, 2, 6, 8, 15, and 16 on the final Clinical Practicum Evaluation Form</li> <li>• Minimum rating of 2 on rural competence on the <i>Annual Student Professional Development Review</i> by the third year</li> </ul>
<b>Objective 2c:</b> theory and research on community and individual level change, and implementation of research-informed activities	<ul style="list-style-type: none"> <li>• Passing grade on PSY 652 Clinical Practicum I and PSY 653 Clinical Practicum II</li> <li>• Passing grade on PSY 672 Community Practicum I and PSY 673 Community Practicum II</li> <li>• Minimum rating of 4 on item 1, 2, 6, 8 and 16 on the final Clinical Practicum Evaluation Form</li> <li>• Minimum rating of 4 on item 4 on the final Community Practicum Evaluation Form</li> </ul>
<b>Objective 2d:</b> theory and research on culture and community development, capacity building and change	<ul style="list-style-type: none"> <li>• Passing grade on PSY 607 Cognition, Affect, &amp; Culture</li> <li>• Passing grade on PSY 632 Community Psychology</li> <li>• Passing grade on PSY 601 Clinical/Community/Cross-Cultural Integration Seminar</li> <li>• Minimum rating of 4 on items 10 and 12 on the final Community Practicum Evaluation Form</li> <li>• Minimum rating of 4 on item 20 and 21 on the final Clinical Practicum Evaluation Form</li> </ul>

<b>Objective 2e:</b> implementation of community-based interventions, including activities such as health promotion, prevention, psychotherapy, and community development	<ul style="list-style-type: none"> <li>• Passing grade on PSY 672 Community Practicum I</li> <li>• Passing grade on PSY 673 Community Practicum II</li> <li>• Minimum rating of 4 on items 6, 7, 20 and 21 on the final Clinical Practicum Evaluation Form</li> <li>• Minimum rating of 4 on items 2, 3, 4, 5, and 11 on the final Community Practicum Evaluation Form</li> <li>• Minimum rating of 2 on cultural competence and community competence on the <i>Annual Student Professional Development Review</i> by the third year</li> </ul>
<b>Objective 2f:</b> multicultural assessment theories, approaches, and research for individuals, groups, and communities	<ul style="list-style-type: none"> <li>• Passing grade on PSY 633 Tests &amp; Measurement</li> <li>• Passing grade on PSY 679 Multicultural Assessment I</li> <li>• Passing grade on PSY 687 Multicultural Assessment II</li> <li>• Minimum average rating of 3 on the relevant assessment items of the Clinical-Community Portfolio Rating Sheet</li> <li>• Minimum rating of 4 on item 3 on the final Clinical Practicum Evaluation Form</li> </ul>
<b>Objective 2g:</b> theories of psychopathology, including cultural and indigenous formulations, case conceptualizations, and treatment planning	<ul style="list-style-type: none"> <li>• Passing grade on PSY 622 Multicultural Psychopathology</li> <li>• Passing grade on PSY 629 Intervention Skills II</li> <li>• Passing grade on PSY 681 Substances of Abuse in Alaska; PSY 682 Substance Abuse Assessment and Treatment Planning; and PSY 682 Clinical Interventions in Substance Abuse</li> <li>• Minimum rating of 4 on items 3, 4, 5, and 6 on the Clinical Practicum Evaluation Form</li> <li>• Minimum average rating of 3 on the relevant case conceptualization items of the Clinical-Community Portfolio Rating Sheet</li> </ul>
<b>Objective 2h:</b> appropriate receipt and use of supervision and consultation at the individual and community level	<ul style="list-style-type: none"> <li>• Minimum rating of 4 on items 17, 18, 19 and 21 on the Clinical Practicum Evaluation Form</li> <li>• Minimum rating of 4 on item 13 on the final Community Practicum Evaluation Form</li> </ul>
<b>Objective 2i:</b> practice in rural and culturally distinct settings consistent with APA ethical guidelines and multicultural practice guidelines, congruent with self-knowledge and self-care	<ul style="list-style-type: none"> <li>• Passing grade on PSY 611 Ethics and Professional Practice</li> <li>• Minimum rating of 4 on items 9, 10, 11, 12, and 13 on the final Clinical Practicum Evaluation Form</li> <li>• Minimum rating of 4 on items 9 and 14 on the final Community Practicum Evaluation Form</li> <li>• Minimum rating of 2 on Ethics competence (compliance with APA Ethical Guidelines) on the <i>Annual Student Professional Development Review</i> by the third year</li> </ul>

**Goal #3: The Joint Ph.D. Program Will Prepare Culturally Competent Policy and Social Change Facilitators.**

Program graduates will demonstrate culturally grounded knowledge and skills relevant to social and healthcare solutions. They will value social justice as an important component of the professional identity. They will have the competency to facilitate policy and social change.

Graduates demonstrate and value culturally competent knowledge and skills in:

Objectives	Benchmarks
<b>Objective 3a:</b> identification of social justice issues.	<ul style="list-style-type: none"> <li>• Passing grade on PSY 602, Native Ways of Knowing</li> <li>• Passing grade on PSY 603, Alaskan and Rural Psychology</li> <li>• Passing grade on PSY 632, Community Psychology</li> <li>• Minimum rating of 4 on items 6, 12 and 15 on the final Community Practicum Evaluation Form</li> </ul>
<b>Objective 3b:</b> understanding rural, Alaska, circumpolar, and indigenous organizations and social policies, and the associated systems of care.	<ul style="list-style-type: none"> <li>• Passing grade on PSY 603 Alaskan and Rural Psychology</li> <li>• Passing grade on PSY 616 Program Evaluation and Community Consultation I</li> <li>• Passing grade on PSY 617 Program Evaluation and Community Consultation II</li> <li>• Minimum rating of 2 on rural competence on the <i>Annual Student Professional Development Review</i> by the third year</li> </ul>
<b>Objective 3c:</b> theory and research base on culture, empowerment, and advocacy, specifically in relation to ethnic minority and indigenous considerations and human rights	<ul style="list-style-type: none"> <li>• Passing grade on PSY 602 Native Ways of Knowing</li> <li>• Passing grade on PSY 632 Community Psychology</li> <li>• Minimum rating of 4 on items 9, 10, and 15 on the final Community Practicum Evaluation Form</li> </ul>
<b>Objective 3d:</b> development and effective application of programmatic and policy level solutions to address social problems.	<ul style="list-style-type: none"> <li>• Passing grade on PSY 672 Community Practicum I</li> <li>• Passing grade on PSY 673 Community Practicum II</li> <li>• Minimum rating of 4 on item 12 on the final Community Practicum Evaluation Form</li> </ul>
<b>Objective 3e:</b> advocacy and policy work in rural and/or culturally distinct settings consistent with ethical and multicultural practice guidelines.	<ul style="list-style-type: none"> <li>• Passing grade on PSY 672 Community Practicum I</li> <li>• Passing grade on PSY 673 Community Practicum II</li> <li>• Passing grade on PSY 611 Ethics and Professional Practice</li> <li>• Minimum rating of 4 on item 14 on the final Community Practicum Evaluation Form</li> <li>• Minimum rating of 2 on ethics and professionalism, cultural competence, and community competence on the <i>Annual Student Professional Development Review</i> by the third year</li> </ul>

**Goal #4: Graduates of the Joint Ph.D. Program Will Make Significant Contributions to the Field of Psychology**

Program graduates will be satisfied with the training received during doctoral program and after graduation will be actively involved in the professional field of psychology, making contributions through gaining licensure, maintaining membership in relevant professional organizations, and securing employment as psychologists, all in the context of the program's mission as related to the integration of clinical, community, and cultural psychology with rural indigenous emphasis and grounded in a scientist-practitioner model.

Graduates of the training program demonstrate significant contributions to the field of psychology through:

<b>Objectives</b>	<b>Benchmarks</b>
<b>Objective 4a</b> graduates are satisfied with the education they received during their doctoral studies and are qualified to engage in the profession of psychology	<ul style="list-style-type: none"> <li>• Minimum of 80% of graduates will provide an average score of 5 on the Alumni Survey satisfaction with quality items</li> <li>• Minimum of 80% of graduates will provide an average score of 5 on the Alumni Survey items regarding the degree to which they believe the doctoral program prepared them</li> </ul>
<b>Objective 4b:</b> graduates will successfully complete the national licensing exam for psychologists	<ul style="list-style-type: none"> <li>• Minimum of 75% of graduates taking the national licensing exam will pass exam on the first attempt</li> </ul>
<b>Objective 4c:</b> EPPP scores for graduates will approximate national average	<ul style="list-style-type: none"> <li>• Average EPPP global and subscale scores of graduates will be meet or exceed the national average</li> </ul>
<b>Objective 4d:</b> graduates will update regularly their knowledge and will be involved in the profession of psychology	<ul style="list-style-type: none"> <li>• Average of 20 hours in continuing education activities every two years</li> <li>• Percentage of graduates maintaining membership in professional organizations will approximate national average</li> </ul>
<b>Objective 4e:</b> graduates will be successful in securing employment as a psychologist	<ul style="list-style-type: none"> <li>• Minimum of 90% of graduates will obtain first position as a psychologist within six months of graduation</li> <li>• A minimum of 90% of graduates are employed in the field of clinical-community psychology</li> </ul>

Attachments: *Community Practicum Evaluation Form, Clinical Practicum Evaluation Form, Clinical-Community Portfolio Rating Sheet, Research Portfolio Rating Sheet, Annual Student Professional Development Review; Alumni Survey*

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## ***Goals and Objectives***

### **Goal #1: The Joint Ph.D. Program Will Prepare Culturally Competent Scientists.**

The Joint Ph.D. Program will facilitate culturally grounded knowledge and skills in scientific inquiry. It will help graduates value research and evaluation as important components of their professional identity. It will facilitate competency in using the research and evaluation skills to disseminate new knowledge and inform clinical and community practice.

The Joint Ph.D. Program will facilitate graduates' ability to demonstrate and value culturally competent knowledge and skills in:

<b>Objectives</b>	<b>Program Process Benchmarks</b>
<b>Objective 1a:</b> the broad domains of psychology from a cultural perspective integrating Western scientific and indigenous knowledge systems	<ul style="list-style-type: none"> <li>• All required courses include in their syllabi cultural, rural, and indigenous issues in some form, e.g., readings, class discussions, course requirements.</li> <li>• At least three required courses in the program address indigenous knowledge systems directly as a primary topic of instruction and discussion.</li> <li>• The program actively recruits and retains a culturally diverse faculty and student body.</li> </ul>
<b>Objective 1b:</b> critical analysis and application of empirical research and technical material in psychology and related disciplines.	<ul style="list-style-type: none"> <li>• All required courses include in their syllabi critical analysis in some form, e.g., readings, class discussions, course requirements.</li> <li>• The program provides opportunities for students to participate in research with faculty.</li> <li>• The program offers additional educational opportunities (e.g., continuing education, in-service trainings, and colloquium) for students and faculty to increase their critical analysis and research skills.</li> </ul>
<b>Objective 1c:</b> conceptualization, planning, and implementation of quantitative and qualitative research and evaluation methods in culturally distinct settings, including participatory approaches.	<ul style="list-style-type: none"> <li>• All required research, evaluation, and statistical analyses courses incorporate consideration of cultural influences in their syllabi in some form, e.g., readings, class discussions, course requirements.</li> <li>• The program encourages students to complete dissertations that encompass cultural issues.</li> <li>• The program provides research assistantships focused on integrating western and indigenous methods of inquiry.</li> <li>• Core Ph.D. Faculty members maintain active research programs.</li> </ul>
<b>Objective 1d:</b> planning, conducting, and interpretation of quantitative and qualitative data analysis.	<ul style="list-style-type: none"> <li>• The program requires a minimum of five courses with a primary focus on providing students with research or evaluation skills.</li> <li>• Faculty members collaborate with students on research projects that include opportunities for planning, conducting, and interpretation of quantitative and qualitative data analysis.</li> <li>• Dissertation includes opportunities for planning, conducting, and interpretation of quantitative and qualitative data analysis.</li> </ul>

<b>Objective 1e:</b> presentation of technical and/or scientific information in a coherent and accessible manner for professional and community audiences.	<ul style="list-style-type: none"><li>• The program creates opportunities for students to present research findings to professional audiences.</li><li>• The program creates opportunities for students to present evaluation or similar findings to community audiences.</li><li>• Faculty members serve as role models by providing local, regional, national, and international professional and/or community presentations and involving students in these presentations.</li></ul>
<b>Objective 1f:</b> preparation of research and evaluation manuscripts and reports for submission to peer reviewed journals.	<ul style="list-style-type: none"><li>• The program facilitates students to submit their work for peer-review for publication in professional journals.</li><li>• Faculty members facilitate students to serve as contributing authors in publications.</li><li>• Core Ph.D. Faculty members regularly submit their research findings to peer-reviewed journals.</li></ul>
<b>Objective 1g:</b> conducting research consistent with ethical and multicultural guidelines, principles for research in the Arctic, and local community standards.	<ul style="list-style-type: none"><li>• Ethics training and discussion of ethical issues will be included in any course that focuses on research or evaluation.</li><li>• The program provides opportunities for students to receive research ethics training outside of the classroom.</li><li>• Supervising faculty members will monitor that all research conducted by students as part of their doctoral program are conducted in compliance with University IRB rules and regulations.</li></ul>

**Goal #2: The Joint Ph.D. Program Will Prepare Culturally Competent Practitioners.**

The Joint Ph.D. Program will facilitate culturally grounded knowledge and skills in rural clinical-community practice. It will help graduates value integrated clinical-community psychology as an important component of their professional identity. It will facilitate competence in developing and implementing culturally relevant prevention and intervention efforts and programs.

The Joint Ph.D. Program will facilitate graduates' ability to demonstrate and value culturally competent knowledge and skills in:

<b>Objectives</b>	<b>Program Process Benchmarks</b>
<b>Objective 2a:</b> integrating clinical and community psychological theories, research and practice in diverse and rural settings	<ul style="list-style-type: none"> <li>• All students will be required to enroll in a seminar focusing on the integration of clinical, community, and cultural psychology during each of their first three years in the program.</li> <li>• All students will be required to enroll in a minimum of two semesters of clinical practicum and a minimum of two semesters of community practicum.</li> <li>• Program practicum coordinators will develop and facilitate practicum placements through which students can obtain experience in working with diverse populations.</li> <li>• The program offers additional educational opportunities (e.g., continuing education, in-service trainings, and colloquium) for students and faculty to increase their clinical skills.</li> </ul>
<b>Objective 2b:</b> rural professional practice in culturally distinct contexts, and skills in effective work in these rural settings	<ul style="list-style-type: none"> <li>• The program will develop opportunities for students to complete practicum requirements in rural settings.</li> <li>• Rural practice issues will be incorporated into the syllabi of a minimum of four required courses in some form, e.g., readings, class discussions, course requirements.</li> <li>• Opportunities will be provided to all students to gain experiential learning regarding rural, cultural, and indigenous issues.</li> </ul>
<b>Objective 2c:</b> theory and research on community and individual level change, and implementation of research-informed activities	<ul style="list-style-type: none"> <li>• All students complete at least two semesters of community practicum.</li> <li>• Community practica are developed and facilitated that provide students the opportunity to implement their knowledge and skills gained through coursework.</li> </ul>
<b>Objective 2d:</b> theory and research on culture and community development, capacity building and change	<ul style="list-style-type: none"> <li>• At least three required courses in the program include in their syllabi the role of culture in community psychology in some form, e.g., readings, class discussions, course requirements.</li> <li>• Faculty collaborate with students on research projects, conference presentations, community presentations, and papers integrating these issues.</li> </ul>
<b>Objective 2e:</b> implementation of community-based interventions, including activities such as health promotion, prevention, psychotherapy, and community development	<ul style="list-style-type: none"> <li>• The program requires a minimum of two semesters of community practicum and two semesters of clinical practicum through which students are provided the opportunity for practical application of clinical and community psychology.</li> <li>• All core faculty members dedicate not less than 10% of their workload to community-based activities, e.g., psychotherapy, research on health promotion, prevention, community development.</li> <li>• Faculty collaborate with students on projects involving implementation of community-based interventions.</li> </ul>

<b>Objective 2f:</b> multicultural assessment theories, approaches, and research for individuals, groups, and communities	<ul style="list-style-type: none"> <li>• The program will require a minimum of two courses in multicultural assessment.</li> <li>• Practicum supervisors assist students to take cultural considerations into account in selecting and administering assessment tools, as well as in interpreting and reporting results obtained from assessment tools.</li> </ul>
<b>Objective 2g:</b> theories of psychopathology, including cultural and indigenous formulations, case conceptualizations, and treatment planning	<ul style="list-style-type: none"> <li>• The program will require a course that addresses cultural issues as related to psychopathology directly in topical content, readings, and assignments.</li> <li>• Practicum supervisors will assist students to take cultural considerations into account in case conceptualizations and formulating treatment plans.</li> </ul>
<b>Objective 2h:</b> appropriate receipt and use of supervision and consultation at the individual and community level	<ul style="list-style-type: none"> <li>• The program creates opportunities for direct feedback from supervisor to students through systematic performance evaluation in all practicum courses.</li> <li>• All clinical and community practica require regular and ongoing supervision by an appropriately licensed or experienced professional.</li> <li>• Student progress in practica is assessed each semester by faculty and site supervisors with feedback provided to students on a regular and ongoing basis.</li> </ul>
<b>Objective 2i:</b> practice in rural and culturally distinct settings consistent with APA ethical guidelines and multicultural practice guidelines, congruent with self-knowledge and self-care	<ul style="list-style-type: none"> <li>• Ethics, professionalism, and self-care are incorporated into the syllabi of a minimum of three required courses in some form, e.g., readings, class discussions, course requirements.</li> <li>• Practicum supervisors will regularly evaluate their students on multicultural practice skills, acquisition of self-knowledge, and adequate self-care.</li> <li>• On an annual basis, faculty will review all students on cultural skills, self-care, clinical skills, and community skills.</li> <li>• Core Ph.D. faculty members who are eligible for licensure as psychologists pursue and maintain such licensure.</li> </ul>

**Goal #3: The Joint Ph.D. Program Will Prepare Culturally Competent Policy and Social Change Facilitators.**

The Joint Ph.D. Program will facilitate culturally grounded knowledge and skills relevant to social and healthcare solutions. It will help graduates value social justice as an important component of their professional identity. It will facilitate the competency to facilitate policy and social change.

The Joint Ph.D. Program will facilitate graduates' ability to demonstrate and value culturally competent knowledge and skills in:

<b>Objectives</b>	<b>Program Process Benchmarks</b>
<b>Objective 3a:</b> identification of social justice issues.	<ul style="list-style-type: none"> <li>• At least two required courses in the program address social justice issues directly as a primary topic of instruction and discussion.</li> <li>• The program offers additional educational opportunities (e.g., continuing education, in-service trainings, and colloquium) for students and faculty to increase their understanding of social justice.</li> </ul>
<b>Objective 3b:</b> understanding rural, Alaska, circumpolar, and indigenous organizations and social policies, and the associated systems of care.	<ul style="list-style-type: none"> <li>• All required courses include in their syllabi rural issues in some form, e.g., readings, class discussions, course requirements.</li> <li>• At least two required courses in the program include in their syllabi a primary focus on rural issues in some form, e.g., readings, class discussions, course requirements.</li> <li>• The program makes significant efforts toward recruiting a culturally diverse group of faculty</li> <li>• The program actively conducts significant efforts toward recruiting a culturally diverse student body with interest in community-based interventions.</li> <li>• Opportunities will be provided to all students to gain experiential learning regarding rural, cultural, and indigenous issues.</li> </ul>
<b>Objective 3c:</b> theory and research base on culture, empowerment, and advocacy, specifically in relation to ethnic minority and indigenous considerations and human rights	<ul style="list-style-type: none"> <li>• All required courses include in their syllabi cultural and indigenous issues in some form, e.g., readings, class discussions, course requirements.</li> <li>• At least two required courses in the program address issues of culture, empowerment, and advocacy directly as a primary topic of instruction and discussion.</li> </ul>
<b>Objective 3d:</b> development and effective application of programmatic and policy level solutions to address social problems.	<ul style="list-style-type: none"> <li>• At least three required courses in the program address developing and implementing solutions to social problems directly as a primary topic of instruction and discussion.</li> <li>• The program creates opportunities for students to address these issues practically in community settings through diverse practicum experiences.</li> <li>• Faculty members collaborate with students on research projects that involve these issues.</li> </ul>
<b>Objective 3e:</b> advocacy and policy work in rural and/or culturally distinct settings consistent with ethical and multicultural practice guidelines.	<ul style="list-style-type: none"> <li>• At least two required courses in the program address these issues of directly as a primary topic of instruction and discussion.</li> <li>• Faculty members engage in active advocacy for rural and/or multicultural contexts (e.g., consulting to State or Native agencies, serving on boards consistent with program values, and other similar roles).</li> <li>• The program makes significant efforts to recruit students and faculty who have backgrounds and interests in advocacy and policy work.</li> </ul>