

TO: A&S Graduate Curriculum Committee

FROM: J. Celeste Walley-Jean, MSP Graduate Clinical Coordinator & Deborah Deckner, Director of MSP Program

RE: Proposal for Modification of Existing Program Curriculum

DATE: February 20, 2014

Modification of Program Curriculum:

We propose to revise the MSP-Clinical track curriculum. These proposed changes will not alter the total number of credit hours required for completion of the program. Please find below bullet points summarizing the proposed revisions.

- In order to assess clinical graduate students' mastery of the specific competency areas outlined by the program (ie., broadly, ethics, multicultural, psychopathology, assessment, and therapeutic interventions), we propose requiring passing the comprehensive exam as a graduation requirement for all students in the clinical track. We are also proposing the addition of a 0-credit course in which students will enroll during the semester in which they complete the comprehensive exam. The course proposal is included as a separate document.
- Currently, PSYC 6890 (Professional Paper) is a prerequisite for PSYC 6899 (Professional Paper Completion). The course description for PSYC 6899 includes the expectation that the comprehensive exam will be completed while enrolled in the course. Because it is expected that all clinical students will complete the comprehensive exam, we propose removing PSYC 6890 as a prerequisite for PSYC 6899 so that students can enroll in the appropriate course.
- Currently, the course in which students enroll while completing the thesis requirement (Thesis (PSYC 6995) has a prerequisite of completion of "a minimum of 30 hours." Because we expect clinical students to begin their thesis work in the fall of their second year and they will not have had an opportunity to complete 30 hours by that time, we are proposing to remove this prerequisite. As further justification, Advanced Research Methods and Statistics II (PSYC 5050) is also a prerequisite for Thesis (PSYC 6995). We believe that successful completion of this course is a better marker for whether a student is sufficiently prepared to begin thesis work.
- To provide more content options for clinical students, we propose two new courses entitled "Graduate Special Topics in Psychology" (PSYC 5800) and "Special Topics in Clinical Psychology" (PSYC 6800) that will be offered each spring and/or summer semesters. The Graduate Special Topics in Psychology course is designed to provide an elective option that can be offered with more flexibility (ie., admission to the graduate program is the only pre-requisite). The Special Topics in Clinical Psychology will offer students who have matriculated more significantly through the curriculum exposure to course content specifically related to therapeutic and diagnostic issues, such as working with substance abuse populations. The course proposals are included as separate documents.
- In order to ensure course descriptions in the clinical program curriculum accurately reflect the content covered and expected learning outcomes, we propose the following course description changes for the MSP Clinical track (proposed changes highlighted):

Course	Current Description	Proposed Change
PSYC 5160 (The Helping Relationship)	Practical introduction to skills need to establish and maintain a successful therapeutic relationship, as well as an exploration of the various interpersonal and intrapersonal issues that may need to be addressed in such relationships. The course will include role-playing and other experiential exercises as part of the learning process.	Practical introduction to skills need to establish and maintain a successful therapeutic relationship, as well as an exploration of the various interpersonal and intrapersonal issues that may need to be addressed in such relationships. The course will also address professional development issues. The course will include role-playing and other experiential exercises as part of the learning process.
PSYC 5350 (Advanced Psychopathology and Diagnosis)	Course is designed to instruct students in the phenomenon of adult psychopathology and the present diagnostic system used by the majority of mental health professionals (DSM-IV-TR). The course will consider psychopathology from a descriptive and etiological perspective, as well as review theoretical and research contributions to our understanding of the etiology and maintenance of psychopathology.	Course is designed to instruct students in the phenomenon of adult psychopathology and the present diagnostic system used by the majority of mental health professionals. The course will consider psychopathology from a descriptive and etiological perspective, review theoretical and research contributions to our understanding of the etiology and maintenance of psychopathology, as well as provide an introduction to diagnostic interviewing.
PSYC 5020 (Cultural Issues in Applied Settings)	A focus on multicultural trends and characteristics of diverse groups, including how attitudes and behaviors are influenced by factors such as gender, race, sexual orientation, ethnicity, and disability. Students are encouraged to explore personal attitudes, stereotypes, biases, myths, and misconceptions about culturally diverse people and how these may impact therapeutic relationships.	A focus on multicultural trends and characteristics of diverse groups, including how attitudes and behaviors are influenced by factors such as gender, race, sexual orientation, ethnicity, and disability. Students are encouraged to explore personal attitudes, stereotypes, biases, myths, and misconceptions about culturally diverse people and how these may impact the practice of psychology.
PSYC 5150 (Group Therapy)	An exploration of the theory	An exploration of the theory

	<p>and practice of group psychotherapy. Emphasis is on learning how to develop and lead therapy groups.</p> <p>Experiential exercises will be included.</p>	<p>and practice of group psychotherapy. Emphasis is on learning how to develop and lead therapy groups. An experiential component is included with students leading and participating in process groups.</p>
PSYC 5170 (Theories and Practice of Psychotherapy I)	<p>A study of theories and techniques of individual psychotherapy using a variety of models, including psychodynamic, behavioral, cognitive, humanistic, and integrative approaches. Emphasis is placed on learning to discern which approaches are best suited to individual clients and problems.</p>	<p>A study of theories and techniques of individual psychotherapy using a variety of models, including behavioral, cognitive, humanistic, integrative approaches, as well as crisis intervention. Emphasis is placed on learning to discern which approaches are best suited to individual clients and problems.</p>
PSYC 5180 (Theories and Practice of Psychotherapy II)	<p>This course is a continuation of Therapeutic Intervention I. It is designed to continue to introduce student to research and application of therapeutic techniques of individual psychotherapy using a variety of models, including behavioral, cognitive, manualized, and integrative approaches to particular mental health disorders.</p>	<p>This course is a continuation of Theories and Practice of Psychotherapy I. It is designed to continue to introduce student to crisis intervention and research and application of therapeutic techniques of individual psychotherapy using a variety of models, including behavioral, cognitive, manualized, and integrative approaches to particular mental health disorders. Students will also be introduced to psychopharmacology.</p>
PSYC 6100 (Psychological Assessment I)	<p>Didactic/experiential course will review and explore various theories and procedures in the measurement of cognitive and intellectual functioning, including (1) identification of various assessment methods and their potential use, (2) administration, scoring, and interpretation of assessment</p>	<p>Didactic/experiential course will review and explore various theories and procedures in the measurement of adult cognitive and intellectual functioning, including (1) identification of various assessment methods and their potential use, (2) administration, scoring, and interpretation of assessment</p>

	data, (3) synthesis of assessment data for the purpose of creating a written report, and (4) ethical and legal concerns regarding assessment procedures and report writing	data, (3) synthesis of assessment data for the purpose of creating a written report, and (4) ethical and legal concerns regarding assessment procedures and report writing.
PSYC 6520 (Psychological Assessment II)	Didactic/experiential course will review and explore various theories and procedures in the administration, scoring, interpretation, synthesis and report writing for various projective, diagnostic, career, and personality assessments. Ethical and legal ramifications of assessment will be explored.	Didactic/experiential course will review and explore various theories of personality assessment and introduce students to the administration, scoring, interpretation, and report writing for various performance-based and self-report clinical, career, and personality assessments. Ethical and legal ramifications of assessment will be explored.
PSYC 6590 (Clinical Practicum I)	Supervised practice in psychotherapy in mental health settings.	Experiential course that oversees supervised practice in psychotherapy in mental health settings. Course requirements include securing a practicum site, receipt of on-site supervision, and performance of a minimum of 300 hours of direct and indirect services.

If there are any questions or comments, please contact Dr. J. Celeste Walley-Jean, Graduate Clinical Coordinator (jeanettewalley-jean@clayton.edu or 678-466-4837).

Respectively Submitted,

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