Training Goals and Assessment Procedures
Ph.D. in Counseling Psychology
Ball State University

The Ph. D. program in Counseling Psychology is committed to the scientist-professional model for training, goals that are consistent with this model, a curriculum designed to provide necessary knowledge and skills to reach these goals, and assessment procedures that measure these goals. The following are the eight goals for the program, formative and summative evaluation points where goal assessment occurs, and the accompanying rubrics used to assess competent performance. The assessment plan is intended to provide meaningful information to both students and program faculty.

Goals and Evaluation/Decision Points:

1. Students will demonstrate breadth and knowledge of Counseling Psychology.
   A. Formative Assessment-Annual Reviews
   B. Summative Assessment-Prelims

2. Students will demonstrate ability to think as scientist-professionals.
   A. Formative Assessment-Annual Reviews
   B. Summative Assessment-Prelims, Portfolio Exam

3. Students will demonstrate ethical and professional behavior.
   A. Formative Assessment-Annual Reviews, Ethics Exam
   B. Summative Assessment-Portfolio Exam, Readiness for Internship Review

4. Students will demonstrate competence as practitioners of counseling, assessment, consultation, psychoeducation, and program development and evaluation.
   A. Formative Assessment-Annual Reviews
   B. Summative Assessment-Portfolio Exam, Readiness for Internship Review

5. Students will demonstrate competence as researchers.
   A. Formative Assessment-Annual Reviews, Computer Competency Exam
   B. Summative Assessment-Dissertation Proposal, Dissertation Defense

6. Students will demonstrate competence as instructors.
   A. Formative Assessment-Annual Reviews
   B. Summative Assessment-Portfolio Exam

7. Students will demonstrate competence as supervisors of counseling.
   A. Formative Assessment-Annual Reviews
   B. Summative Assessment-Portfolio Exam, Readiness for Internship Review

8. Students will demonstrate multicultural competencies and involvement in social justice actions.
   A. Formative Assessment-Annual Reviews
   B. Summative Assessment-Portfolio Exam, Readiness for Internship Review

Evaluation/Decision Points:

1. Formative Assessment Points:
    a. Annual Reviews-Goals 1-8; typically spring of each year, fall of internship application year.
    b. Ethics Exam-Goal 3; at beginning of program.
    c. Computer Competency Exam-Goal 5; typically spring of first year.

2. Summative Assessment Points:
    a. Portfolio Exam-Goals 2, 3, 4, 6, 7, 8; typically spring of second year.
    b. Prelim Exam-Goals 1 and 2; typically fall of third year.
    c. Dissertation Proposal-Goal 6; typically fall of third year.
    d. Readiness for Internship Review-Goals, 3, 4, 6, 8; typically fall of third year.
    e. Dissertation Defense-Goal 6; ideally spring/summer of third year.

Rubrics for Assessment Points:

1. Annual Review
2. Ethics Exam
3. Computer Competency Exam
4. Portfolio Exam
5. Prelim Exam
6. Dissertation Proposal
7. Readiness for Internship Review
8. Dissertation Defense

CPSY Ethics Exam Rubric

Goal 3

Pass computer generated exam at 80% level

CPSY Annual Review Rubric

Goals 1-8

Student: _____ Date: _____

1. Goal #1-Student demonstrates breadth and knowledge of Counseling Psychology

Above Expected Level	At Expected Level	Below Expected Level
Coursework, other artifacts, routinely go beyond what is expected of peers.	Coursework, other artifacts, generally meet full requirements of courses.	Coursework, other artifacts, often fall below that performed by peers.

Comments:

2. Goal #2-Student demonstrates ability to think as scientist-professionals

Above Expected Level	At Expected Level	Below Expected Level
Demonstrates unique integration of scientific literature into counseling, teaching, and supervision as applicable.	Demonstrates integration of scientific literature into counseling, teaching, and supervision as applicable.	Often fails to ingrate scientific literature into counseling, teaching, and supervision as applicable.

Comments:

3. Goal #3-Student demonstrates ethical and professional behavior

Above Expected Level	At Expected Level	Below Expected Level
Evidence of creative and unique integration of ethics and professional issues into counseling, teaching, or supervision.	Evidence of ethical and professional behavior.	Instances, or concerns about, unethical and unprofessional behavior.

Comments:

4. Goal #4-Student demonstrates competence as practitioner of counseling, assessment, consultation, psychoeducation, and program development and evaluation

Above Expected Level	At Expected Level	Below Expected Level
Demonstrates creative and unique competence as practitioner.	Demonstrates competence as practitioner.	Fails to demonstrate competence as practitioner.

Comments:

5. Goal #5-Student demonstrates competence as researchers

Above Expected Level	At Expected Level	Below Expected Level
Demonstrates excellent writing skills and course performance, plus additional research presentations, publications, and activities.	Demonstrates competent writing skills and course performance, plus some additional research activities.	Fails to demonstrate competent writing or course performance, with few additional research activities.

Comments:

6. Goal #6-Student demonstrates competence as instructors (NA_____)

Above Expected Level	At Expected Level	Below Expected Level
Has excellent course evaluations, observation letters, syllabi, or creative products.	Has good course evaluations, observation letters, syllabi, or other products.	Has poor course evaluations, observation letters, syllabi, or other performance indicators.

Comments:

7. Goal #7-Student demonstrates competence as supervisors of counseling (NA_____)

Above Expected Level	At Expected Level	Below Expected Level
Evidence of excellent supervisee ratings and performance as practicum assistant, plus creative, innovative behavior.	Evidence of satisfactory supervisee ratings and performance as practicum assistant.	Evidence of poor supervisee ratings and performance as practicum assistant.

Comments:

8. Goal #8-Student demonstrates multicultural competency and involvement in social justice actions

Above Expected Level	At Expected Level	Below Expected Level
Evidence of multicultural awareness, knowledge, and skills beyond that expected at level of training.	Evidence of multicultural awareness, knowledge, and skills commensurate with level of training.	Evidence that shows poor multicultural awareness, knowledge, and skills.

Comments:

Social Justice Involvement on Campus or in Community:

_____

_____

_____

9. Student progress in program

Satisfactory Progress Unsatisfactory Progress

Comments:

CPSY Computer Competency Examination Rubric

Goal 6

Student: _____ Date: _____

Goal #6-Student will demonstrate competence as researchers

Above Expected Level of Achievement	At Expected Level of Achievement	Below Expected Level of Achievement
Examination completed without any error.	Examination completed with a minimum passing score.	Examination not passed.
Demonstrates ability to enter data into a computer using data management and statistical software, manipulates the data according to instructions, and performs simple statistical analyses to answer a predetermined research questions.	Demonstrates ability to enter the data into a computer using data management and statistical software, performs data manipulation and simple statistical analyses according to instructions to answer a predetermined research question with minor errors.	Ability to enter, manage, and analyze data using data management and statistical software not demonstrated. Student made serious errors and was unable to follow the steps provided in the examination to answer the predetermined research question.

Comments:

CPSY Portfolio Examination

Goals 2, 3, 4, 6, 7, 8

Student: _____ Date: _____

Goal #2-Think as scientist-professional

Above Expected Level of Achievement	At Expected Level of Achievement	Below Expected Level of Achievement
Artifacts show multiple examples of integrative thinking in which theory, empirical evidence, and professional implementation is clearly evident, plus artifacts show adaptation and integration of theory, empirical evidence, and implementation.	Artifacts show multiple examples of integrative thinking in which theory, empirical evidence, and professional implementation is clearly evident.	Artifacts show few examples of thinking in which theory, empirical evidence, and professional implementation is clearly integrated, or artifacts show poor integration of theory, empirical evidence, and implementation.

Comments:

Goal #3-Demonstrates ethical and professional behavior

Above Expected Level of Achievement	At Expected Level of Achievement	Below Expected Level of Achievement
Artifacts include a creative and unique integration of ethical issues into counseling, teaching, or supervision.	Artifacts include counseling, teaching, and supervision evaluations that demonstrate ethical behavior.	Artifacts include evaluations of counseling, teaching, or supervision in which there have been instances, or concerns about unethical behavior.
Artifacts include creative and unique integration of professional behavior(s) into counseling, teaching, or supervision.	Artifacts include evidence of professional behavior by a.) involvement in pro-fessional organizations (e.g., attend & present at state, regional, and national conferences) and b.) demon-stration of professional behavior while interacting with clients, students, and other professionals	Artifacts include evaluations in which supervisors express concern about, or document instances of unprofessional behavior.

Comments:

Goal #4-Students will demonstrate competence as practitioners of counseling, assessment, consulting, psychoeducation, program evaluation and program development

Above Expected Level of Achievement	At Expected Level of Achievement	Below Expected Level of Achievement
In addition to the expected level, artifacts also include outcome assessment indicating significant client change.	Artifacts include evidence of strong working alliances, interventions consistent with identified theoretical orientation, and ability to measure outcome.	Artifacts show evidence of weak therapeutic relationships, or interventions inconsistent with identified theoretical orientation, or inability to measure outcome.
Artifacts include a completed, integrated psychological test battery (of an actual client) or a completed program evaluation project.	Artifacts include a well-written, completed psychological test report (of an actual client) or a completed program evaluation project.	Artifacts do not include any of the products at expected level.
Artifacts include evidence of a completed consultation project, a psychoeducational presentation, or implemented program.	Artifacts include evidence of a well-planned consultation project, a psychoeducational presentation or program development.	Artifacts do not include any of the products at expected level.

Comments:

Goal #6-Competence as Instructors

Above Expected Level of Achievement	At Expected Level of Achievement	Below Expected Level of Achievement
Artifacts include student evaluations of courses taught with scores above the average range. (>4.5) Artifacts include faculty supervisor teaching observations/evaluations indicating above average teaching competence.	Artifacts include student evaluations of courses taught with scores within the average range. (3.5 – 4.5) Artifacts include faculty supervisor teaching observations/evaluations indicating competent teaching.	Artifacts include student evaluations of courses taught with scores below the average range. (<3.5) Artifacts include faculty supervisor teaching observations/evaluations indicating below average or inadequate teaching.

Comments:

Goal #7-Competence as Supervisors of Counseling

Above Expected Level of Achievement	At Expected Level of Achievement	Below Expected Level of Achievement
Artifacts include evidence of successful completion of the supervision practicum AND supervisee evaluations indicating a high degree of satisfaction with supervision AND student performs at a very high level of satisfaction to the practica instructors.	Artifacts include evidence of successful completion of the supervision practicum AND supervisee evaluations indicating satisfaction with supervision AND student performs at a level that is satisfactory to the practica instructors.	Artifacts include evidence of difficulty completing the supervision practicum OR supervisee evaluations indicating dissatisfaction with supervision OR student performs at a level that is not satisfactory to the practica instructors.

Comments:

Goal #8-Multicultural Competence and Social Justice Involvement

Above Expected Level of Achievement	At Expected Level of Achievement	Below Expected Level of Achievement
Artifacts demonstrate above expected level of multicultural awareness, knowledge, and skill.	Artifacts demonstrate expected level of multicultural awareness, knowledge, and skill.	Artifacts fail to demonstrate expected level of multicultural awareness, knowledge, and skill.
Artifacts include evidence of exceptional involvement in social justice activities.	Artifacts include evidence of involvement in social justice activities.	Artifacts do not include evidence of involvement in social justice activities.

Comments:

Readiness for Internship Review

Goals 3, 4, 7, 8

Student: _____ Date: _____

1. Successfully completed the following summative assessments.

_____ Passed Prelim Exam

_____ Passed Portfolio Exam

2. Have maintained competence levels exhibited in Portfolio Exam (Above Expected Level or At Expected Level) on Goals 3, 4, 7, & 8.

Yes	No	
☐	☐	Goal 3 – Ethical and Professional Behavior.
☐	☐	Goal 4 - Practitioners of Counseling, Assessment, Consultation, Psychoeducation, and Program Development and Evaluation.
☐	☐	Goal 7 – Supervisors of Counseling.
☐	☐	Goal 8 – Multicultural Competencies and Social Justice Involvement.

3. Complete Annual Review (Formative Assessment) Rubric.

CPSY Prelim Examination Rubric

Goals 1 & 2

Student: _____ Date: _____

Goal #1-Students will demonstrate breadth and knowledge of Counseling Psychology

Above Expected Level of Achievement	At Expected Level of Achievement	Below Expected Level of Achievement
Student functions at a level expected of a doctoral level psychologist as evidenced by the ability to intelligently critique existing research and derive applications for theory, research and practice. Building upon the expected levels of achievement, the student is able to fluidly converse about research findings, and think independently about the implications for theory, research and practice. Student shows mastery of a broad range of methodologies (quantitative and qualitative), epistemologies, theory, and research findings.	Student demonstrates knowledge of primary sources from the field of counseling psychology, including history, ethics, outcome literature, theories and techniques, research strategies, career development, multicultural issues, personality theory, supervision, and group theory. Student shows ability to evaluate, synthesize, and apply theory and research from field as a scientist-professional.	Student is functioning at what would be considered to be a beginning level of scientist-professional development, as evidenced by two or more of the following criteria. Student provides minimal citations or cites references in a perfunctory manner. Student does not distinguish research findings from theory or practice references. Student shows minimal understanding of how to function as a critical consumer of research findings. Student shows minimal understanding of how to evaluate research validity. Student does not critically evaluate and integrate research findings. Student engages in selective or confirmatory review of research supporting his/her theses.

Comments:

Goal #2-Students will demonstrate ability to think as scientist-professionals

Above Expected Level of Achievement	At Expected Level of Achievement	Below Expected Level of Achievement
Student functions at a level expected of a doctoral level psychologist as evidenced by the ability to intelligently critique existing research and derive applications for theory, research, and practice. Building upon the expected levels of achievement, the student is able to fluidly converse about research findings, and think independently about the implications for theory, research, and practice. Student shows mastery of a broad range of methodologies (quantitative and qualitative), epistemologies, theory, and research findings.	Student shows clear evidence of thinking like a scientist-practitioner as evidenced by the following characteristics. Student supports statements with appropriate theoretical and research citations. Student distinguishes research findings from theory or practice references. Student is a critical consumer of research findings as evidenced by critique of research validity and consideration of both convergent and divergent findings in support of his/her theses. Student shows ability to integrate and synthesize research findings. Student shows the ability to integrate research methods with practice applications. When asked to propose a study, student shows understanding of the connections between theory, research methods, and statistics.	Student functions at what would be considered to be a beginning level of scientist-practitioner development, as evidenced by two or more of the following criteria. Student provides minimal citations or cites references in perfunctory manner. Student does not distinguish research findings from theory or practice references. Student shows minimal understanding of how to function as a critical consumer of research findings. Student shows minimal understanding of how to evaluate research validity. Student does not critically evaluate and integrate research findings. Student engages in selective or confirmatory review of research supporting his/her theses.

Comments:

CPSY Dissertation Proposal Rubric

Goal 5

Student: _____ Date: _____

Goal #5-Student will demonstrate competence as researchers

Above Expected Level of Achievement	At Expected Level of Achievement	Below Expected Level of Achievement
Proposal is accepted and exceeds committee expectations. No revisions necessary.	Proposal is accepted by the committee with minor revisions.	Proposal is not accepted by the committee. Major revisions required and another proposal meeting is necessary.
Literature review is excellent and is of publishable quality for submission to a refereed journal. Method and design are exceptionally well constructed.	Product consists of an introduction, a thorough review of the literature, and a sound method section. Design is achievable and student communicates how study will contribute to existing knowledge. Proposal is well written and clearly organized.	Literature review is missing or cursory. Study is not achievable or has major flaws in the methodology and design.

Comments:

CPSY Dissertation Defense Rubric

Goal 5

Student: _____ Date: _____

Goal #5-Student will demonstrate competence as researchers

Above Expected Level of Achievement	At Expected Level of Achievement	Below Expected Level of Achievement
Dissertation is accepted and exceeds committee expectations. No revisions necessary.	Dissertation is accepted by the committee with minor revisions.	Dissertation is not accepted by the committee. Major revisions required and another defense meeting is necessary.
Completed product makes a significant contribution to existing knowledge and is innovative or ground breaking. Completed product is of publishable quality for submission to a refereed journal.	Product consists of a well-executed study that accomplishes what was proposed in the dissertation proposal meeting. Data are collected and analyzed appropriately. Results are written thoroughly and correctly. Discussion section addresses major findings of the study in relation to past literature and theory, implications for practice, limitations of the study, and directions for future research. Product is well written. Student is able to clearly communicate about the study in the oral presentation and address committee questions.	Product is missing one or more of the essential components: appropriate data analysis, accurate description of results, well written discussion, satisfactory oral defense.

Comments: