



California Institute of Integral Studies

Doctor of Psychology (PsyD) in Clinical Psychology

Program Learning Outcomes - PSYD PHD

1.0 Scientific Foundations of Clinical Psychology

- 1.1 The student will have familiarity with the contemporary knowledge bases of the biological, developmental, cognitive, affective, and social foundations of human functioning found in peer-reviewed scientific journals, along with critical thinking skills necessary to appreciate and critique ongoing scientific developments.
- 1.2 This goal also encompasses knowledge of the history of psychology and the many systems of thinking that have emerged in varying historical and social contexts.

2.0 Relationship

- 2.1 The student will develop the capacity to establish ongoing healthy therapeutic alliances with clients and the capacity for collaborative work with the full range of individuals with whom a clinical psychologist may work: colleagues/peers, supervisors/supervisees, professionals in other disciplines, students, governmental agencies, and community organizations.

3.0 Diversity and Identity

- 3.1 This goal includes a knowledge base concerning human differences in terms of gender, sexuality, culture, race, ethnicity, ability status, age, spirituality and religion, and class, as well as ongoing self-reflection on how one's own identity influences understanding of clients and effective clinical practice.
- 3.2 The goal also includes an appreciation the dynamics of power, privilege, oppression, and historical social structures in the lives of clients and their therapists.

4.0 Intervention

- 4.1 Intervention is essential to the development of practitioner-scholar identity and is viewed as a complex process that demands integration of all other goals and objectives.
- 4.2 Success in this area involves becoming grounded in theory, research, and application of best available psychological interventions.
- 4.3 It also involves application of a broad range of clinical skills, such as establishing a positive therapeutic relationship and becoming effective in selection, implementation, evaluation, and modification of therapeutic process.

5.0 Assessment and Diagnosis

- 5.1 Students are expected to develop a strong foundation in conceptualizations of psychopathology and wellness, psychological measurement, logic of clinical inference, and complexities of emic and etic influences (e.g., use of standardized tests in diverse sociocultural contexts).
- 5.2 A thorough assessment and diagnostic evaluation, whether it be formal (e.g., involving the use of standardized psychological or neuropsychological testing batteries) or less

formal (e.g., based on unstructured clinical interviews and behavioral observations), is viewed as a prerequisite for all clinical activities.

6.0 Supervision and Consultation

- 6.1 Students should have an understanding of the dynamics and skills required for supervision
- 6.2 and be able to consult with colleagues in their position as a multidisciplinary team member as well as in the role of consultant.

7.0 Research and Evaluation

- 7.1 Developing practitioners engage in problem identification and the acquisition, organization, and interpretation of information pertaining to psychological phenomena.
- 7.2 Students gain specific skills that prepare them to be consumers of research in the conduct of informed clinical practice and to contribute to the profession's body of knowledge by conducting their own research.

8.0 Ethics and Professional Practice

- 8.1 Students acquire a knowledge base of ethical and legal standards, a personal commitment to ethical conduct and professionalism, and a competence to act in ways that communicate respect for oneself, one's clients, one's colleagues, and the profession of clinical psychology.
- 8.2 Students are expected to develop awareness of self, commitment to lifelong learning, and a professional demeanor that is conscientiously applied through the wide array of their professional roles.