CALIFORNIA NORTHSTATE UNIVERSITY

PsyD Program Learning Outcomes (PLOs)

PLO 1: Scientific Orientation
Students will utilize knowledge of psychology, including evidence-based practice and the scientific method, to predict and plan treatments for psychological issues.

Indicators	Initial	Developing	Developed	Proficient
1.1. Select relevant research literature and critically review its assumptions, conceptualization, methodology, interpretation, and generalizability	• Does not critically evaluate or apply research findings to practice; lacks attention to research applicability and generalizability • Demonstrates little to no ability to interpret or communicate empirical research results in a manner that is easily understood by non-scientific audiences	• Demonstrates some ability to critically evaluate and apply research findings to practice • Does not sufficiently interpret or communicate empirical research results in a manner that is easily understood by non-scientific audiences	• Has ability to critically evaluate and apply research findings to practice with attention to its applicability and generalizability • Interprets and communicates empirical research results in a manner that is easily understood by non-scientific audiences	• Demonstrates superior ability to critically evaluate and apply research findings to practice with all due attention to its applicability and generalizability • Consistently interprets and communicates empirical research results in a manner that is easily understood by non-scientific audiences
1.2. Acquire and disseminate knowledge in accord with scientific and ethical principles	• Does not critically evaluate the literature relevant to professional practice • Does not share psychological knowledge with groups in professional settings in an unbiased manner	• Generally is able to critically evaluate the literature relevant to professional practice • Shares minimal psychological knowledge with groups in professional settings in an unbiased manner	• Critically evaluates the literature relevant to professional practice • Can describe and share psychological knowledge with groups in professional settings in an unbiased manner	• Identifies and judges critically the literature relevant to professional practice • Accurately and logically shares psychological knowledge with groups in professional settings in an unbiased manner

PLO 2: Assessment and Intervention

Students will assess clients and design informed, individualized interventions in developing services for the community.

Indicators	Initial	Developing	Developed	Proficient
2.1. Apply knowledge of individual and diversity characteristics in assessment and diagnosis	• Demonstrates little ability to integrate knowledge of client characteristics in formulating assessment questions and understanding the reason for assessment • Does not select assessment methods or instruments based on psychometric properties, available normed data, or criterion-referenced standards • Does not ensure professional opinions, recommendations, or case formulations adequately reflect consideration of client characteristics	• Demonstrates developing integration of client characteristics in formulating assessment questions and understanding the reason for assessment • Demonstrates basic ability to select assessment methods and instruments based on psychometric properties, available normed data, and criterion-referenced standards • Recognizes professional opinions, recommendations, and case formulations should adequately reflect consideration of client characteristics	• Can integrate knowledge of client characteristics in formulating assessment questions and understanding the reason for assessment • Selects assessment methods and instruments based on psychometric properties, available normed data, and criterion-referenced standards • Ensures that professional opinions, recommendations, and case formulations adequately reflect consideration of client characteristics	• Effectively utilizes knowledge of client characteristics in formulating assessment questions and understanding the reason for assessment • Selects and defends assessment methods and instruments based on psychometric properties, available normed data, and criterion-referenced standards • Consistently ensures professional opinions, recommendations, and case formulations adequately reflect consideration of client characteristics
2.2. Demonstrate effective interviewing skills	• Has great difficulty adapting interview questions and behaviors in light of the characteristics of the interviewer and interviewee • Demonstrates little flexible, empathic, or appropriate use of a broad range of	• Demonstrates the ability to adapt interview questions and behaviors in light of the characteristics of the interviewer and interviewee • Demonstrates an understanding of flexible, empathic, and appropriate use of a	• Adapts interview questions and behaviors in light of the characteristics of the interviewer and interviewee • Ensures flexible, empathic, and appropriate use of a broad range of interview techniques • Considers contextual information in conducting an interview	• Forms excellent interview questions and behaviors in light of the characteristics of the interviewer and interviewee • Demonstrates superb flexible, empathic, and appropriate use of a broad range of interview techniques

	interview techniques • Does not consider contextual information in conducting an interview	broad range of interview techniques • Can identify contextual information in conducting an interview		• Always considers contextual information in conducting an interview
2.3. Administer and score instruments following current guidelines and research	• Lacks the knowledge to administer, score, and interpret a range of commonly used standardized assessment instruments • Does not adapt relevant guidelines in situations requiring non-standard administration, scoring, interpretation, or communication of assessment results	• Administers, scores, and interprets a select range of commonly used standardized assessment instruments • Demonstrates some use of relevant guidelines in situations requiring non-standard administration, scoring, interpretation, or communication of assessment results	• Administers, scores, and interprets a range of commonly used standardized assessment instruments • Adapts relevant guidelines in situations requiring non-standard administration, scoring, interpretation, or communication of assessment results	• Administers, scores and interprets a comprehensive range of standardized assessment instruments • Adapts and identifies all relevant guidelines in situations requiring non-standard administration, scoring, interpretation, or communication of assessment results
2.4. Interpret and synthesize results from multiple sources following current guidelines and research	• Does not know how to interpret and integrate results from standardized tests nor interviews following established guidelines • Does not identify the strengths and limitations of various types of assessment data • Has great difficulty reconciling or explaining discrepancies between various sources of data • Does not synthesize client-specific and	• Does not sufficiently interpret and integrate results from standardized tests and interviews following established guidelines or multiple applicable norm sets • Generally identifies the strengths and limitations of various types of assessment data • Demonstrates minimal ability to reconcile or explain discrepancies between various sources of data and	• Interprets and integrates results from standardized tests and interviews following established guidelines and, as appropriate, multiple applicable norm sets • Identifies the strengths and limitations of various types of assessment data • Reconciles or explains discrepancies between various sources of data and suggests alternative interpretations or explanations in light of any limitations of assessment instruments	• Demonstrates ability to thoroughly interpret and integrate results from standardized tests and interviews following established guidelines and, as appropriate, multiple applicable norm sets • Comprehensively identifies the strengths and limitations of various types of assessment data • Correctly identifies discrepancies between various sources of data and actively suggests

	scientific data with contextual factors	infrequently suggests alternative interpretations or explanations • Demonstrates developing ability to synthesize client-specific and scientific data with contextual factors to refine working hypotheses	• Synthesizes client-specific and scientific data with contextual factors to refine working hypotheses and develop conclusions and recommendations across a range of problems	alternative interpretations or explanations in light of any limitations of assessment instruments • Forms an excellent synthesis of client-specific and scientific data with contextual factors to refine working hypotheses and develops conclusions and recommendations across a range of problems
2.5 Formulate and communicate diagnoses, recommendations, and/or professional opinions using relevant criteria and considering all assessment data	• Does not formulate diagnoses using current taxonomies • Cannot provide recommendations that incorporate client and contextual factors • Does not communicate assessment results to clients, referral sources, or other professionals in an integrative manner	• Demonstrates basic knowledge needed to formulate diagnoses using current taxonomies • Can recognize information needed to provide recommendations that incorporate client and contextual factors • Demonstrates limited ability to communicate assessment results to clients, referral sources, and other professionals in an integrative manner	• Formulates diagnoses using current taxonomies • Provides recommendations that incorporate client and contextual factors, including diagnosis • Communicates assessment results to clients, referral sources, and other professionals in an integrative manner	• Demonstrates superior formulation of diagnoses using current taxonomies • Consistently provides recommendations that incorporate client and contextual factors, including diagnosis • Accurately communicates assessment results to clients, referral sources, and other professionals in an integrative manner
2.6 Select interventions for clients based on ongoing assessment and research evidence	• Has difficulty conceptualizing interventions or treatments on the basis	• Demonstrates some understanding of the knowledge necessary to conceptualize	• Conceptualizes intervention and treatment on the basis of evidence-based literature	• Identifies and implements appropriate interventions or treatments on the basis

as well as contextual and diversity factors	of evidence-based literature • Does not integrate client or stakeholder opinions, preferences, readiness to change, or potential for improvement into intervention plan	intervention or treatment on the basis of evidence-based literature • Can selectively integrate client or stakeholder opinions, preferences, readiness to change, and potential for improvement into intervention plan	• Identifies the means to integrate client or stakeholder opinions, preferences, readiness to change, and potential for improvement into intervention plan	of evidence-based literature • Integrates client or stakeholder opinions, preferences, readiness to change, and potential for improvement into all aspects of the intervention plan
2.7 Apply and modify interventions based on ongoing assessment, research, contextual factors, client characteristics, and situational and environmental variables	• Fails to articulate evidence-based rationale for decisions, recommendations, or opinions to clients • Rarely evaluates, modifies, or assess the effectiveness of interventions • Does not consult with qualified peers when facing the need to modify interventions in unfamiliar situations	• Can articulate some evidence-based rationale for decisions, recommendations, and opinions to clients and others as indicated • Does not sufficiently evaluate, modify, or assess the effectiveness of interventions, considering all relevant variables including biases and heuristics • Generally consults with qualified peers when facing the need to modify interventions in unfamiliar situations	• Articulates evidence-based rationale for decisions, recommendations, and opinions to clients and others as indicated • Continually evaluates, modifies, and assesses the effectiveness of interventions, considering all relevant variables including biases and heuristics • Consults with qualified peers when facing the need to modify interventions in unfamiliar situations	• Selects and defends evidence-based rationale for decisions, recommendations, and opinions to clients and others as indicated • Thoroughly evaluates, modifies, and assesses the effectiveness of interventions by considering all relevant variables including biases and heuristics on a continual basis • Leads or coordinates consultation with qualified peers when facing the need to modify interventions in unfamiliar situations

PLO 3: Relational and Cultural Competence

Students will interact with clients and professionals in a respectful and appropriate manner for a variety of diverse cultural and social contexts.

Indicators	Initial	Developing	Developed	Proficient
3.1. Integrate and apply theory, research, professional guidelines, and personal understanding about social contexts to work effectively with diverse clients	• Fails to recognize, understand, or monitor the impact of one's own identities in professional situations • Does not engage in respectful interactions with an awareness of individual, community, and organizational differences • Lacks the skills to modify their own behavior based on self-reflection and an understanding of the impact of social, cultural, and organizational contexts • Has yet to follow professional guidelines and scientific literature when available for providing services to diverse populations • Does not apply culturally appropriate skills, techniques, and behaviors with an appreciation of individual differences	• Demonstrates minimal ability to recognize, understand, and monitor the impact of one's own identities in professional situations • Demonstrates basic engagement in respectful interactions with an awareness of individual, community, and organizational differences • Is developing the ability to modify their own behavior based on self-reflection and an understanding of the impact of social, cultural, and organizational contexts • Recognizes and attempts to follow professional guidelines and scientific literature for providing services to diverse populations • Demonstrates limited ability to apply culturally appropriate skills, techniques, and behaviors with an appreciation of	• Recognizes and monitors the impact of one's own identities in professional situations • Engages in respectful interactions with an awareness of individual, community, and organizational differences • Modifies their behavior based on self-reflection and an understanding of the impact of social, cultural, and organizational contexts • Follows professional guidelines and scientific literature for providing services to diverse populations • Applies culturally appropriate skills, techniques, and behaviors with an appreciation of individual differences	• Recognizes, understands, and monitors the impact of one's own identities in professional situations and is able to take corrective action if required • Engages in respectful interactions with an awareness of individual, community, and organizational differences asking appropriate questions and demonstrating an accountability for the results • Modifies one's own behavior based on self-reflection and an understanding of the impact of social, cultural, and organizational contexts by utilizing the assistance of other professionals and peers • Consistently follows professional guidelines and

			• scientific literature for providing services to diverse populations • Demonstrates superior ability to apply culturally appropriate skills, techniques, and behaviors with an appreciation of individual differences
3.2. Work effectively with individuals, families, groups, communities, and organizations	• Does not use relational skills to engage, establish, or maintain working relationships with a range of clients • Has difficulty communicating respectfully and showing empathy for others • Does not collaborate effectively in professional interactions	• Demonstrates some understanding of the relational skills need to engage, establish, and maintain working relationships with a range of clients • Can communicate respectfully, showing empathy for others • Demonstrates some ability to collaborate effectively in professional interactions	• Uses relational skills to engage, establish, and maintain working relationships with a range of clients • Communicates respectfully and shows empathy for others • Collaborates effectively in professional interactions	• Use superb relational skills to engage, establish, and maintain working relationships with a range of clients • Communicates respectfully, showing empathy for others in all aspects of professional life • Leads collaborations effectively in professional interactions
3.3. Demonstrate respect for others in all areas of professional practice	• Unable to consider differing viewpoints held by clients and others • Does not respond to differing viewpoints nor seeks clarification to increase understanding before taking action	• Does not sufficiently consider differing viewpoints held by clients and others • Generally responds to differing viewpoints by seeking clarification to increase understanding before taking action	• Considers the differing viewpoints held by clients and others • Responds to differing viewpoints by seeking clarification to increase understanding before taking action	• Correctly identifies and considers differing viewpoints held by clients and others • Thoughtfully, and with professionalism, responds to differing viewpoints by seeking clarification to increase understanding before taking action
3.4. Identify and manage interpersonal	• Some ability to manage difficult and complex	• Demonstrates minimal ability to manage	• Manages difficult and complex interpersonal	• Logically manages difficult and complex

conflict between self and others	interpersonal relationships between self and others • Does not consult with peers to examine and address one's own reactions and behavior when managing interpersonal conflict	difficult and complex interpersonal relationships between self and others • Is developing consultant relationships with peers to examine and address one's own reactions and behavior when managing interpersonal conflict	relationships between self and others • Consults with peers to examine and address one's own reactions and behavior when managing interpersonal conflict	interpersonal relationships between self and others in a respectful and thorough manner • Coordinates consultation with peers to examine and address one's own reactions and behavior when managing interpersonal conflict

PLO 4: Professionalism
Students will critically evaluate professional practice through self-refection and feedback from others.

Indicators	Initial	Developing	Developed	Proficient
4.1. Identify and observe boundaries of competence in all areas of professional practice	• Has yet to identify limits of professional competence • Does not use knowledge of professional competence to guide scope of practice • Sometimes seeks appropriate consultation when unsure about one's competence or additional need for training and professional development • Does not seek additional knowledge, training, or supervision when expanding scope of practice • Has no ability to update	• Can identify basic limits of professional competence • Recognizes the need to use knowledge of professional competence to guide scope of practice • In a limited manner, seeks appropriate consultation when unsure about competence or additional need for training and professional development • Has some understanding of the need to seek additional knowledge, training, and supervision when expanding scope of practice	• Understands and identifies limits of professional competence • Uses appropriate knowledge of professional competence to guide scope of practice • Seeks appropriate consultation when unsure about competence and additional need for training and professional development • Seeks additional knowledge, training, and supervision when expanding scope of practice • Updates knowledge and skills relevant to psychological practice on an ongoing basis	• Implements corrective actions after identifying limits of professional competence • Effectively utilizes knowledge of professional competence to guide scope of practice • Asks appropriate questions when seeking consultation about competence or additional need for training and professional development • Correctly identifies additional knowledge, training, and supervision when expanding scope of

Indicators	Initial	Developing	Developed	Proficient
	knowledge or skills relevant to psychological practice on an ongoing basis	• Can identify some of the knowledge and skills relevant to psychological practice on an ongoing basis		practice • Is responsible for updating knowledge and skills relevant to psychological practice on an ongoing basis
4.2. Critically evaluate professional practice through self-refection and feedback from others P	• Does not engage in systematic and ongoing self-assessment or skill development • Fails to accept responsibility for one's own professional work or take appropriate corrective action • Has not had an opportunity to maintain awareness of personal factors that may impact professional functioning	• Has selective engagement in systematic and ongoing self-assessment and skill development • Can accept some responsibility for professional work and occasionally take appropriate corrective action • Demonstrates some awareness of personal factors that may impact professional functioning	• Engages in systematic and ongoing self-assessment and skill development • Accepts responsibility for professional work and takes appropriate corrective action if needed • Maintains awareness of personal factors that may impact professional functioning	• Consistently applies systematic and ongoing self-assessment and skill development • Takes comprehensive personal and professional responsibility for work and takes appropriate corrective action if needed • Maintains a high degree of awareness for personal factors that may impact professional functioning

P
L

PLO 5: Ethical Practice

Students will demonstrate ability to synthesize information regarding laws and ethical codes to resolve ethical issues.

Indicators	Initial	Developing	Developed	Proficient
5.1. Demonstrate and promote values and behaviors commensurate with standards of practice, including ethics codes, laws, and regulations	• Does not demonstrate integration or application of ethics codes and laws in professional interactions • Has yet to communicate ethical and legal	• Does not sufficiently demonstrate integration and application of ethics codes and laws in professional interactions • Generally can communicate ethical and legal standards in	• Demonstrates integration and application of ethics codes and laws in all professional interactions • Communicates ethical and legal standards in professional interactions as necessary	• Demonstrates superior integration and application of ethics codes and laws in all professional interactions • Accurately and consistently

	standards in professional interactions • Does not seek professional consultation on ethical or legal issues when needed • Some ability to discuss with peers and collaborators any ethical concerns with their behavior • Does not have the ability to take appropriate steps to resolve conflicts between laws or rules and codes of ethics in their professional practice	professional interactions • Seeks minimal professional consultation on ethical or legal issues • Is developing ability to discuss with peers and collaborators any ethical concerns with their behavior • Takes basic steps to resolve conflicts between laws or rules and codes of ethics in their professional practice	• Seeks professional consultation on ethical or legal issues when needed • Discusses with peers and collaborators any ethical concerns with their behavior • Takes appropriate steps to resolve conflicts between laws or rules and codes of ethics in their professional practice	communicates ethical and legal standards in professional interactions as necessary • Always seeks professional consultation on ethical or legal issues when needed • Effectively discusses with peers and collaborators any ethical concerns with their behavior prior to making considered decision • Identifies and implements appropriate steps to resolve conflicts between laws or rules and codes of ethics in their professional practice in accordance to all applicable rules, laws, and regulations
5.2. Accurately represent and document work performed in professional practice and scholarship	• Has yet to maintain complete or accurate records • Does not know how to report research results accurately to avoid personal biases	• Recognizes the need to maintain complete and accurate records • Has limited ability to report research results accurately, avoiding personal biases	• Maintains complete and accurate records • Reports research results accurately, avoiding personal biases	• Maintains complete, organized, and accurate records prepared for review by an outside agency or auditor • Always reports research results accurately by avoiding personal biases and providing results in a logical manner

	Initial	Developing	Developed	Proficient
5.3. Implement ethical practice management	• Has yet to practice in a manner commensurate with laws, ethical standards, practice guidelines, or organizational constraints • Has yet to manage billing practices	• Generally practices in a manner commensurate with laws, ethical standards, practice guidelines, and organizational constraints • Can correctly manage billing practices in an ethical manner	• Practices in a manner commensurate with laws, ethical standards, practice guidelines, and organizational constraints • Manages billing practices in an ethical manner	• Consistently practices in a manner commensurate with laws, ethical standards, practice guidelines, and organizational constraints • Demonstrates superior management of billing practices, ensuring ethical practices
5.4. Establish and maintain a process that promotes ethical decision-making	• Does not demonstrate the knowledge needed to systemically identify the ethical and legal issues and conflicts that occur in professional practice • No ability to consult with peers to aid in ethical decision-making when needed • Does not proactively address identified ethical issues	• Can selectively identify the ethical and legal issues and conflicts that occur in professional practice • Uses occasional consultation with peers to aid in ethical decision-making when needed • Proactively addresses some identified ethical issues	• Systemically identifies the ethical and legal issues and conflicts that occur in professional practice • Consults with peers to aid in ethical decision-making when needed • Proactively addresses identified ethical issues	• Systemically identifies the ethical and legal issues and conflicts that occur in professional practice and takes action to remedy any deficiencies • Frequently consults with peers to aid in ethical decision-making when needed • Proactively addresses identified ethical issues in collaboration with identified experts in the field

(Left margin vertical text: This is competency domain P)

PLO 6: Collaboration and Consultation

Students will consult and collaborate professionally with individuals in broader interdisciplinary systems to provide excellent, ethical patient care.

Indicators	Initial	Developing	Developed	Proficient
6.1. Work effectively within organizations and systems	• Does not recognize the organizational or systemic factors that affect delivery of	• Does not sufficiently recognize the organizational and systemic factors that	• Recognizes the organizational and systemic factors that affect delivery of psychological services	• Identifies all aspects of the organizational and systemic factors that affect delivery of

	psychological services • Has yet to utilize knowledge of organizations and systems to optimize delivery of psychological services	affect delivery of psychological services • Demonstrates minimal knowledge of organizations and systems	• Utilizes knowledge of organizations and systems to optimize delivery of psychological services	psychological services • Accurately and logically utilizes knowledge of organizations and systems to optimize delivery of psychological services
6.2. Demonstrate interdisciplinary collaborations	• Does not know how to collaborate with various professionals to meet client goals	• Is developing the skills needed to collaborate with various professionals to meet client goals	• Collaborates with various professionals to meet client goals	• Forms excellent collaborative relationships with various professionals to meet client goals
6.3. Consult and collaborate with, and across, professions	• Does not tailor consultation requests or provisions information based on knowledge of other's professional needs and viewpoints • Fails to use evidence based psychological theories, decision making strategies, or interventions when consulting • Has yet to continually evaluate, modify, or assess the effectiveness of consultation	• Can tailor basic consultation requests and provision of information based on other's professional needs and viewpoints • Uses evidence based psychological theories, decision making strategies, and interventions when consulting • Recognizes the need to continually evaluate, modify, and assess the effectiveness of consultation	• Tailors consultation requests and provision of information based on knowledge of other's professional needs and viewpoints • Uses evidence based psychological theories, decision making strategies, and interventions when consulting • Continually evaluates, modifies, and assesses the effectiveness of consultation, considering all relevant variables	• Consistently tailors consultation requests and provision of information based on knowledge of other's professional needs and viewpoints • Uses thoroughly researched evidence based psychological theories, decision making strategies, and interventions when consulting • Selects, defends, continually evaluates, modifies, and assesses the effectiveness of consultation
6.4. Evaluate service or program effectiveness across a variety of contexts	• Does not develop plans for evaluating service or program effectiveness • Needs tools to assess outcome effectiveness	• Has limited ability to develop plans for evaluating service or program effectiveness • Has some understanding of	• Develops plans for evaluating service or program effectiveness • Assesses outcome effectiveness in an ongoing way	• Develops comprehensive plans for evaluating program effectiveness • Effectively utilizes outcome measures to

	in an ongoing way	assessing effectiveness in an ongoing way		modify expectations in an ongoing way