

Clinical Qualifying Examination Guidelines Doctoral Program in Clinical Psychology

Option II

Department of Psychology

Central Michigan University

2019 – 2020 Academic Year

CLINICAL QUALIFYING EXAMINATION GUIDELINES

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I. Intent

The clinical qualifying exam generally takes place during the third year of study and evaluates general knowledge in the area of clinical psychology, as well as competence in the area of assessment or intervention. The overall expectation is that students demonstrate an integration of their didactic and applied training. General knowledge in clinical psychology is demonstrated by passing the Examination for Professional Practice in Psychology (<https://www.asppb.net/page/EPPPSignup>) at the level required for licensure with in the state of Michigan. Demonstration of competence in assessment or intervention is based on successfully defending an assessment or intervention conceptualization during a clinical psychology program colloquium. Passing the EPPP exam and successfully defending a clinical assessment or intervention case allows students to enroll in their final year of practicum and serves to admit students to doctoral candidacy.

II. Deadlines and Arrangements

The clinical qualifying examination coordinator will hold at least one meeting, typically in September, to describe the procedures and to answer any questions. The requirements must be complete by the end of the spring semester of the third year.

The Examination for Professional Practice in Psychology (EPPP) should be completed prior to the end of the spring semester of the third year. The colloquium presentation is formal, and should last for approximately 60 minutes, including approximately 20 minutes for questions and answers. Students are responsible for working with their mentor and the DCT to coordinate the time and place for this colloquium. Once the time and date are set, the candidate forwards that information to the clinical program secretary.

III. Registering for the Examination in Professional Psychology

The following information regarding the Examination for the Professional Practice in Psychology (EPPP) was taken directly from Michigan's Licensing and Regulatory Affairs (LARA) website. See this link for reference: https://www.michigan.gov/lara/0,4601,7-154-89334_72600_72603_27529_27552_90890-42786--,00.html:

In order to be eligible to take the EPPP, an individual must hold either a master's educational limited (TLLP) or doctoral educational limited license or have applied for and met all other requirements for a master's limited or full psychologist license.

If you are eligible to take the EPPP and are ready to test, please notify the Board of Psychology by e-mail at bplhelp@michigan.gov. In the e-mail, you must provide your name, mailing address, email address, phone number, and license number. After the Michigan Board notifies the testing company, Pearson VUE, that an individual is eligible, the individual will receive an e-mail from Pearson Vue that will provide information about how to activate an account with Pearson. An individual has 90 days to activate the account. There is no requirement to register to take the EPPP at the same time the Pearson Vue account is activated. Once an individual does register to take the EPPP, he/she will receive an e-mailed Authorization to Test (ATT) with instructions for scheduling the examination appointment. The EPPP must be scheduled within a 90-day time period that will be identified in the ATT.

You must discuss your intention to register for the EPPP with your program mentor who will present the request to the clinical program faculty. After receiving approval from the clinical program faculty you may register to take the EPPP at

<http://www.asppb.net/?page=Signup>. After completing the EPPP you must provide a copy of the results to their program mentor and the director of clinical training. To pass this segment of the qualifying examination you must obtain a score of 500, which is equivalent to the score required to obtain a doctoral level psychology license in Michigan. The clinical program faculty will develop a remediation plan for any student who obtains an EPPP score below 500.

EPPP Resources:

FAQs about EPPP: <https://www.asppb.net/page/FAQs>

EPPP Candidate handbook: <https://www.asppb.net/page/CandHandbook>

Practice exam info (note—additional free resources also available):

<https://www.asppb.net/page/Practiceexinfo>

EPPP Study Tips: <https://www.apadivisions.org/division-39/leadership/committees/early-career/eppp-study-tips>

IV. Format for Presenting an Assessment Case

While the candidate is responsible for determining the style and organization of an assessment case presentation, the assessment must be a comprehensive psychological evaluation with a conceptualization section that explicitly integrates at least two different areas of foundational discipline-specific content areas of psychology (i.e., affective, biological, cognitive, developmental, or social aspects of behavior) that are relevant to the case. The goal is for students to demonstrate skill in conducting a psychological assessment, developing an integrative case conceptualization, writing a psychological assessment, and using assessment data to draw relevant clinical conclusions. The assessment devices employed must be appropriate for the referral question. It is expected that all clinical formulations and the recommendations are based on an integration of current theory, research, and practice. Citations of relevant published research must be included within the integrative case conceptualization and may be included wherever relevant. A typical presentation should include the following information:

1. Demographic information
2. Reason for referral/psychological testing
3. Pertinent history
4. Relevant behavioral observations
5. Organized results section
6. Clinical impressions/Case conceptualization
7. Conclusions, recommendations, and limitations

The goal of the presentation is to evaluate the candidate's ability to integrate knowledge and skill in the field of psychological assessment. Students can be questioned about a variety of assessment-related topics. In general, students are expected to demonstrate knowledge about the assessment devices/approaches taught in the clinical psychology program, as well as knowledge of psychometric properties including reliability, validity, and clinical utility. Questions typically range from why certain assessment devices were administered to how the clinical impression and recommendations flow from the data. Students must be able to defend their integrative case conceptualization, as well as their conclusions regarding the evaluation of the client as they relate to the referral question or presenting concern. Students presenting an assessment case must provide faculty with an electronic file with deidentified scored test protocols.

IV. Evaluative Criteria for an Assessment Case

Students are rated using the following five-point scale: 0 Not acceptable; 1 Weak; 2 Minimally acceptable; 3 Competent; and 4 Outstanding.

1. The presentation was clear, concise, and well-integrated.
2. The student demonstrated professionally appropriate values, attitudes, and self-reflection.
3. The student demonstrated sensitivity to individual and cultural diversity throughout the assessment process (e.g., selecting assessment devices, collecting relevant information, formulating conceptualization, providing recommendations).
4. The student displayed an awareness of relevant contextual factors (e.g., family, social, societal, and cultural) when formulating the assessment/diagnosis.
5. Appropriate assessment devices were chosen and correctly implemented/scored.
6. The student behaved in accordance with APA Ethical Principles, laws, and professional standards.
7. Student behavior during the assessment reflected integrity, deportment, accountability, and concern for others.
8. The student interpreted results to inform case conceptualization, classification, and recommendations.
9. Case conceptualization explicitly integrated at least two different areas of foundational discipline-specific content areas of psychology relevant to the case (i.e., affective, biological, cognitive, developmental, or social aspects of behavior).
10. Case conceptualization demonstrated a knowledge of diagnosis and psychopathology and included client strengths.

11. Clinical impressions, case conceptualization, and recommendations were empirically informed.

V. Grading of an Assessment Case

All Clinical Psychology Program Faculty present during the colloquium rate the presentation according to the specified scoring criteria. Students must obtain a mean score of at least two on each of the eleven items. The student's mentor, in concert with the entire clinical program faculty, develops a formal remedial program to address any areas that receive a mean rating below 2. Students receiving means of at least three on all items will be considered to have passed with Distinction. The student's mentor is charged with instructing the student about any remedial work required and with ensuring the completion of any required remediation. Each candidate is responsible for providing the clinical program office professional with an electronic copy of their presentation. The student's mentor is also responsible for placing copies of all the ratings in the student's file. The Director of Clinical Training is charged with ensuring that the student completes the committee's suggested remedial plan prior to signing up for PSY 898 Doctoral Dissertation Design.

In cases where the Clinical Program Faculty require the students to complete a second colloquia presentation, obtaining a mean score below two on any item during the second presentation results in dismissal from the program.

VI. Format for Presenting an Intervention Case

An intervention presentation should comprise a comprehensive review of a clinical case. The goal is for the student to demonstrate skill in providing and evaluating a psychological intervention. There is no specified form of intervention or population to which the intervention is applied (e.g., child, adult, couple, or family) and there is no specified theoretical approach. The student is expected to develop an approach based on an integration of the client's current concerns, published empirical research, and an acceptable case conceptualization. The case conceptualization section must explicitly integrate at least two different areas of basic discipline-specific content areas of psychology (i.e., affective, biological, cognitive, developmental, or social aspects of behavior) that are relevant to the case. Citations of relevant published research must be included within the integrative case conceptualization and may be included wherever relevant. The presentation should include the following information:

1. Client's presenting concern
2. Relevant historical information
3. Relevant information on current functioning
4. Integrative case conceptualization
5. Theoretically and empirically supported clinical impressions and diagnosis
6. A theoretically and empirically supported intervention plan
7. Determination of the efficacy and effectiveness of the intervention

8. Limitations of intervention

VII. Evaluative Criteria for an Intervention Case

Students are rated using the following five-point scale: 0 Not acceptable; 1 Weak; 2 Minimally Acceptable, 3 Competent; and 4 Outstanding.

1. The written submission was clear, concise, and well-integrated.
2. The student demonstrated professionally appropriate values, attitudes, and self-reflection during the oral defense.
3. The student established and maintained an effective therapeutic relationship with the client.
4. The student developed a case-appropriate, evidence-based conceptualization that included client strengths.
5. The case conceptualization explicitly integrated at least two different least two different areas of basic discipline-specific content areas of psychology relevant to the case (i.e., affective, biological, cognitive, developmental, or social aspects of behavior).
6. The student applied research literature to the clinical case formulation and treatment, while modifying and adapting an evidence-based approach as needed.
7. The student demonstrated a knowledge of diagnosis and psychopathology.
8. The student demonstrated an understanding of how to work with diverse others and applied this understanding appropriately.
9. Student behavior reflected integrity, deportment, accountability, and concern for others.
10. Treatment was competently implemented including considerations of therapeutic process.
11. Student appropriately evaluated the effectiveness of the treatment.

VIII. Grading of the Intervention Case

All Clinical Psychology Program Faculty present during the colloquium rate the presentation according to the specified program objectives. Students must obtain a mean score of at least two on each of the eleven items. Students receiving means of at least three on all items will be considered to have passed with Distinction. The student's mentor, in concert with the entire committee, develops a formal remedial program to address any areas that receive a mean rating below 2. The student's mentor is charged with instructing the student about any remedial work required and with ensuring the completion of any required remediation. The

student's mentor is also responsible for placing copies of all the ratings in the student's file. Each candidate is responsible for providing the clinical program office professional with an electronic copy of their presentation. The Director of Clinical Training is charged with ensuring that the student completes the committee's suggested remedial plan prior to signing up for PSY 898 Doctoral Dissertation Design.

In cases where the Clinical Program Faculty require the students to complete a second colloquia presentation, obtaining a mean score below two on any item during the second presentation results in dismissal from the program.

Appendix A

Clinical Qualifying Examination

Evaluation Form for Assessment Case

Clinical Qualifying Examination
Evaluation Form for Assessment Case

Student's Name _____ Date _____

Faculty Member _____

- | | |
|---|---|
| 0 | Not acceptable |
| 1 | Weak |
| 2 | Minimally Acceptable |
| 3 | Competent: typical of student at this level of training |
| 4 | Demonstrated outstanding skill |

1. _____ The presentation was clear, concise, and well-integrated.
2. _____ The student demonstrated professionally appropriate values, attitudes, and self-reflection during the oral defense.
3. _____ The student demonstrated sensitivity to individual and cultural diversity throughout the assessment process (e.g., selecting assessment devices, collecting relevant information, formulating conceptualization, providing recommendations).
4. _____ The student displayed an awareness of relevant contextual factors (e.g., family, social, societal, and cultural) when formulating the assessment/diagnosis.
5. _____ Appropriate assessment devices were chosen and correctly implemented/scored.
6. _____ The student behaved in accordance with APA Ethical Principles, laws, and professional standards.
7. _____ Student behavior during the assessment reflected integrity, deportment, accountability, and concern for others.
8. _____ The student interpreted results to inform case conceptualization, classification, and recommendations.
9. _____ Case conceptualization explicitly integrated at least two different areas of foundational discipline-specific content areas of psychology relevant to the case (i.e., affective, biological, cognitive, developmental, or social aspects of behavior).
10. _____ Case conceptualization demonstrated a knowledge of diagnosis and psychopathology and included client strengths.
11. _____ Clinical impressions, case conceptualization, and recommendations were empirically informed.

Notes/Recommended Remedial Plan:

Appendix B

Clinical Qualifying Examination

Evaluation Form for Intervention Case

Clinical Qualifying Examination
Evaluation Form for Intervention Case

Student's Name _____ Date _____

Committee Member _____

- | | |
|---|---|
| 0 | Not acceptable |
| 1 | Weak |
| 2 | Minimally acceptable |
| 3 | Competent: typical of student at this level of training |
| 4 | Demonstrated outstanding skill |

1. _____ The presentation was clear, concise, and well-integrated.
2. _____ The student demonstrated professionally appropriate values, attitudes, and self-reflection during the oral defense.
3. _____ The student established and maintained an effective therapeutic relationship with the client.
4. _____ The student developed a case-appropriate, evidence-based conceptualization that included client strengths.
5. _____ The case conceptualization explicitly integrated at least two different areas of basic discipline-specific content areas of psychology relevant to the case (i.e., affective, biological, cognitive, developmental, or social aspects of behavior).
6. _____ The student applied research literature to the clinical case formulation and treatment, while modifying and adapting an evidence-based approach as needed.
7. _____ The student demonstrated a knowledge of diagnosis and psychopathology.
8. _____ The student demonstrated an understanding of how to work with diverse others and applied this understanding appropriately.
9. _____ Student behavior reflected integrity, deportment, accountability, and concern for others.
10. _____ Treatment was competently implemented including considerations of therapeutic process
11. _____ Student appropriately evaluated the effectiveness of the treatment.

Notes/Recommended Remedial Plan: