

The LSU Department of Psychology's Clinical Psychology Training Program (CPTP) has been continuously accredited by the Commission on Accreditation of the American Psychological Association (APA) since 1956. Our program subscribes to the “scientist-practitioner” or “Boulder” model of clinical training. Thus, our program emphasizes the integration of the scientific and applied aspects of clinical psychology. Within this model, training focuses on conducting clinical services in a scientific fashion, evaluating the clinical literature from a scientist's perspective, calling upon relevant empirical findings and principles in the creation and/or application of clinical procedures, and, ultimately, integrating basic and applied (clinical) psychology into a suitable and sound personal frame of reference. Training is based on a strong mentor-mentoree relationship and an empirical orientation.

Consistent with APA guidelines, the LSU Clinical Program is committed to training students in a general knowledge base in psychology (i.e., Discipline Specific Knowledge), broadly defined, to serve as a foundation for their training in Health Service Psychology. Also consistent with APA guidelines, the LSU Clinical Program is committed to training students in specific Profession-Wide Competencies to acquire a solid foundation in the theory and method of clinical psychology. To meet these goals, clinical students are required to meet the following minimal levels of achievement for each of the below knowledge areas and competencies:

Discipline Specific Knowledge	
Knowledge Area:	<i>History and Systems of Psychology</i>
Minimum levels of achievement (MLAs)	<ul style="list-style-type: none"> • Must pass PSYC 4008 History of Psychology with a B- or better
Knowledge Area:	<i>Affective Aspects of Behavior</i>
MLAs	<ul style="list-style-type: none"> • Must pass PSYC 7030 Cognitive Basis of Behavior and PSYC 7034 Biological Basis of Behavior with a B- or better
Knowledge Area:	<i>Biological Aspects of Behavior</i>
MLAs	<ul style="list-style-type: none"> • Must pass PSYC 7034 Biological Basis of Behavior with a B- or better
Knowledge Area:	<i>Cognitive Aspects of Behavior</i>
MLAs	<ul style="list-style-type: none"> • Must pass PSYC 7030 Cognitive Basis of Behavior with a B- or better
Knowledge Area:	<i>Developmental Aspects of Behavior</i>
MLAs	<ul style="list-style-type: none"> • Must pass PSYC 7979 Current Problems in Developmental Psychology: Lifespan Development or PSYC 7949 Behavioral Perspective on Lifespan Development with a B- or better
Knowledge Area:	<i>Social Aspects of Behavior</i>

MLAs	<ul style="list-style-type: none"> • Must pass PSYC 7040 Social Basis of Behavior with a B- or better
Knowledge Area:	<i>Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (excluding History and Systems)</i>
MLAs	<ul style="list-style-type: none"> • Must pass courses with advanced integrative knowledge (e.g., PSYC 7034 Biological Basis of Behavior, PSYC 7030 Cognitive Basis of Behavior, PSYC 7171 Developmental Disorders and Psychopathology of Children, PSYC 7982 Advanced Psychopathology) with a B- or better
Knowledge Area:	<i>Research Methods</i>
MLAs	<ul style="list-style-type: none"> • Must pass PSYC 7117 Methodology and Research Design with a B- or better • Must pass proposals and defenses of thesis and dissertation
Knowledge Area:	<i>Quantitative Methods</i>
MLAs	<ul style="list-style-type: none"> • Must pass PSYC4111 Intermediate Statistics and PSYC 7111 Advanced Statistics with a B- or better • Must pass proposals and defenses of thesis and dissertation
Knowledge Area:	<i>Psychometrics</i>
MLAs	<ul style="list-style-type: none"> • Must pass PSYC 7125 Psychological Assessment I and PSYC 7925 Psychological Assessment II with a B- or better • Must pass proposals and defenses of thesis and dissertation

Profession-Wide Competencies	
Competency:	<i>(i) Research</i>
Elements	<ul style="list-style-type: none"> • Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. • Conduct research or other scholarly activities. • Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
MLAs	<ul style="list-style-type: none"> • Must pass courses (PSYC7117, PSYC4111, PSYC7111) with a B- or better • Must pass thesis and dissertation meetings • Student rated as “Meets expectations” on annual evaluation for in the area of research
Competency: <i>(ii) Ethical and legal standards</i>	
Elements	<ul style="list-style-type: none"> • Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> ○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct; ○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and ○ Relevant professional standards and guidelines. • Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. • Conduct self in an ethical manner in all professional activities.
MLAs	<ul style="list-style-type: none"> • Must pass courses (PSYC7999; PSYC7688/7689) with a B- or better • Must pass thesis and dissertation meetings • Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of ethics • Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of ethics
Competency: <i>(iii) Individual and cultural diversity</i>	
Elements	<ul style="list-style-type: none"> • An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. • Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. • The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously

	<p>encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</p> <ul style="list-style-type: none"> • Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.
MLAs	<ul style="list-style-type: none"> • Must pass courses (PSYC7929; PSYC7688/7689) with a B- or better • Must pass thesis and dissertation meetings • Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of individual and cultural diversity • Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of individual and cultural diversity
Competency:	<i>(iv) Professional values, attitudes, and behaviors</i>
Elements	<ul style="list-style-type: none"> • Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others • Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. • Actively seek and demonstrate openness and responsiveness to feedback and supervision. • Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
MLAs	<ul style="list-style-type: none"> • Must pass courses (PSYC7688/7689) with a B- or better • Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of professionalism • Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of professionalism
Competency:	<i>(v) Communications and interpersonal skills</i>
Elements	<ul style="list-style-type: none"> • Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. • Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. • Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
MLAs	<ul style="list-style-type: none"> • Must pass courses (PSYC7688/7689) with a B- or better • Must pass thesis and dissertation meetings • Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of professionalism • Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of professionalism

Competency: <i>(vi) Assessment</i>	
Elements	<ul style="list-style-type: none"> • Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. • Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. • Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
MLAs	<ul style="list-style-type: none"> • Must pass courses (PSCY7125; PSYC 7625; PSYC7925; PSYC7982; PSYC7171; PSYC7688/7689) with a B- or better • Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of assessment • Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of assessment
Competency: <i>(vii) Intervention</i>	
Elements	<ul style="list-style-type: none"> • Establish and maintain effective relationships with the recipients of psychological services. • Develop evidence-based intervention plans specific to the service delivery goals. • Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. • Demonstrate the ability to apply the relevant research literature to clinical decision making. • Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. • Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.
MLAs	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Must pass courses (PSYC7185 or PSYC7972; PSYC7688/7689) with a B- or better • Student rated as “Meets Expectation” on the Annual Student Evaluation Form in the area of intervention • Student rated as “Meets Expectation” on the Practicum Evaluation Form in the area of intervention
Competency: <i>(viii) Supervision</i>	
Elements	<ul style="list-style-type: none"> • Demonstrate knowledge of supervision models and practices.
MLAs	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Must pass course (PSYC9960) with a B- or better

Competency:	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>
Elements	<ul style="list-style-type: none"> • Demonstrate knowledge and respect for the roles and perspectives of other professions. • Demonstrates knowledge of consultation models and practices.
MLAs	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Must pass course (PSYC9960) with a B- or better