



DEPARTMENT OF
HIGHER EDUCATION &
WORKFORCE DEVELOPMENT

PUBLIC

INDEPENDENT

NEW PROGRAM PROPOSAL FOR ROUTINE REVIEW

Please use this form as a worksheet and submit new program information through the Academic Program Actions Portal
<https://web.dhewd.mo.gov/academicprogramaction/login.faces>

Sponsoring Institution:

Program Title: Health Service Psychology

Degree/Certificate:

If other, please list: Please note that this is not a terminal degree master's program. This degree is awarded within the PsyD program at KCU following two years of successful coursework and passage of the Qualifying Exam.

Options:

Delivery Site: Kansas City University Campus – Kansas City, MO

CIP Classification: 42.2801

Implementation Date: 7/14/2017

Is this a new off-site location? Yes No

If yes, is the new location within your institution's current CBHE-approved service region?

**If no, public institutions should consult the comprehensive review process*

Is this a collaborative program? Yes No

**If yes, please complete the collaborative programs form on last page.*

Please list similar or comparable programs at Missouri public institutions of higher education.

**For public institutions only*

CERTIFICATIONS:

The program is within the institution's CBHE approved mission. *(public only)*

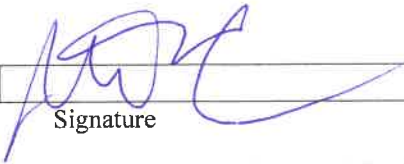
The program will be offered within the institution's CBHE approved service region. *(public only)*

The program builds upon existing programs and faculty expertise

The program does not unnecessarily duplicate an existing program in the geographically-applicable area.

The program can be launched with minimal expense and falls within the institution's current operating budget. *(public only)*

AUTHORIZATION

<input type="text" value="Dr. Marc Hahn, President"/>		<input type="text" value="5/3/2023"/>
Name/Title of Institutional Officer	Signature	Date

PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below.

Quantification of performance goals should be included wherever possible.

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

The MA degree is not a terminal degree. Rather, it is a part of the PsyD degree and is granted after students complete the first two years of coursework toward the doctorate degree. There are no admissions requirements that fall outside of regular admissions procedures.

<https://www.kansascity.edu/admissions/requirements/psychology>

- Characteristics of a specific population to be served, if applicable.
N/A

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate. Teaching faculty are required to hold a doctorate in psychology.
- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
Full time faculty are expected to spend 75% of their time teaching (2 courses per semester), 15% of their time engaging in service (serving on program committees as well as university committees), and 10% engagement in research/scholarly work.
- Expectations for professional activities, special student contact, teaching/learning innovation.
Faculty have primary responsibility for the design, implementation and evaluation of the program's administrative activities (e.g., policies and procedures for student admissions, student evaluations and arrangement of practicum experiences) and for educational offerings (e.g., coursework, practicum experiences, and research training). Faculty members lead and serve on each of the Program's standing committees, as well as University committees. This committee service directly benefits the Program's students, faculty, assessment activities, and community by providing multiple forums to represent the interests of the Program. Additionally, Faculty are involved in a variety of research and other scholarly endeavors both within the Program, as well as within and outside the University.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
We expect to have 50 full time students by the end of five years.
- Percent of full time and part time enrollment by the end of five years.
We expect to have 100% full time student enrollment at the end of five years and no part-time student enrollment.

STUDENT ENROLLMENT PROJECTIONS

YEAR	1	2	3	4	5
Full Time	25	50			
Part Time	0	0			
Total	25	50			

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
The MA degree is not a terminal degree. Rather, it is a part of the PsyD degree and is granted after students complete the first two years of coursework toward the doctorate degree.
- Special skills specific to the program.

The PsyD program at KCU-Kansas City provides evidence-based opportunities for all students to demonstrate the profession-wide competencies required by the American Psychological Association (APA). Through the Doctor of Clinical Psychology program's sequential, cumulative, and graded curriculum, students gain the knowledge, skills, and attitudes necessary to practice as highly competent, caring, patient-focused clinical psychologists. Throughout the five-year program, students are exposed to a broad base of discipline specific knowledge and are trained in the profession-wide competencies provided by the American Psychological Association. The program's curriculum begins by exposing students to the basic building blocks of psychology including the foundations of psychological science and history and systems. There is specific focus placed on psychological assessment skill acquisition, test construction, and test interpretation in the first year of the program in order for students to be able to build the skills necessary for practicing clinical psychology. The second year of the program introduces students to more theoretical and practice focused coursework. Additionally, in the second year students are exposed to a series of courses in diversity highlighting the Program's commitment to the professional value of individual and cultural diversity. The second year also provides students with the opportunity to utilize their assessment skills through a diagnostically focused practicum experience. Following successful completion of the first two years of study and the qualifying examination, these students will have foundational knowledge and skill related to clinical psychology. Students at all levels of study are required to meet the following profession-wide competencies:

Competency 1: Research

Students will demonstrate the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological or professional knowledge base. Students will conduct research or other scholarly activities. Students will critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local, regional or national level.

Competency 2: Ethical & Legal Standards

Students are expected to respond professionally in increasingly complex situations with a greater degree of independence across levels of training. Students will demonstrate knowledge of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct; the relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and the relevant professional standards and guidelines. Students will recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas effectively. Students will conduct themselves in an ethical manner in all professional activities.

Competency 3: Individual & Cultural Diversity

Students must demonstrate knowledge, awareness, sensitivity, and skills when working with diverse individuals and communities who embody a variety of cultural and personal background characteristics. Students will 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. Students will demonstrate an understanding of how their own personal/cultural history, attitudes and biases may affect how they understand and interact with people different from themselves. Students will demonstrate 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. Students will demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Students will demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics or worldly views conflict with their own.

Competency 4: Professional Values and Attitudes

Students must demonstrate behavior that reflects the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning and concern for the welfare of others. Students will demonstrate the ability to engage in self-reflection regarding one's personal and professional functioning as well as engages in activities to maintain and improve their own performance, wellbeing and professional effectiveness. Students will actively seek and demonstrate openness and responsiveness to feedback and supervision. Students will respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Competency 5: Communication and Interpersonal Skills

Students will demonstrate the ability to develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees and those receiving professional services. Students will demonstrate the ability to produce and comprehend oral, nonverbal and written communications that are informative and well-integrated as well as demonstrate a thorough grasp of professional language and concepts. Students will demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Competency 6: Assessment

Students will demonstrate competence in conducting evidence-based assessment consistent with the scope of health service psychology. Students will demonstrate the ability to 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. Students will demonstrate the ability to 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. Students will demonstrate the ability to 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.

Competency 7: Intervention

Students will demonstrate the ability to establish and maintain effective relationships with the recipients of psychological services. Students will demonstrate the ability to develop evidence-based intervention plans specific to the service delivery goals as well as the ability to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. Students will demonstrate the ability to apply the relevant research literature to clinical decision-making and be able to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. Students will demonstrate the ability to evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Competency 8: Supervision

Students will demonstrate knowledge of supervision models and practices.

Competency 9: Consultation & Inter-Professional/Interdisciplinary Skills

Students will demonstrate knowledge and respect for the roles and perspectives of other professions. Students will demonstrate knowledge of consultation models and practices.

- Proportion of students who will achieve licensing, certification, or registration.
This is not a terminal master's degree and does not meet licensure requirements.
- Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
This is not a terminal degree and does not allow students to sit for licensure exams.
- Placement rates in related fields, in other fields, unemployed.
We expect 100% of our students to successfully complete the first two years of study and the Qualifying Examination. In doing so, our students will progress to a doctoral candidate status.
- Transfer rates, continuous study.
N/A

5. Program Accreditation

- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide rationale.
The PsyD program is currently accredited on contingency by the American Psychological Association. The program will submit for full accreditation in March of 2024.

6. Program Structure

A. Total credits required for graduation: 73.5

B. Residency requirements, if any:

Because the master of arts earned in the PsyD program is not a terminal degree or a stand-alone program, the residency requirements associated are reflected in the policies for the PsyD program:

Given full-time enrollment, the program has been designed to be completed in five years. The Program meets APA's minimum accrediting requirement of 3 full-time academic years of graduate study by requiring students to complete four years of coursework and three years of practicum. Students are required to complete at least 2 of the 3 academic training years in the KCU Health Service Psychology Program. Furthermore, students must be at least 1 year in full-time residence in the KCU Health Service Psychology Program. This residency requirement allows faculty to successfully observe, monitor, and assess students' development and competency across domains. During their residency, students engage in live face-to-face interactions with faculty and peers, which is important for socialization and the development of professional values, attitudes, and behaviors. Additionally, all students must complete all clinical training experiences (i.e., practica and internship) during their residency in the Program. Upon completion of coursework, students then complete a one-year full-time clinical internship. The doctorate in clinical psychology is awarded upon a student's successful completion of all required coursework, practica training, internship, and dissertation requirements.

C. General education: Total credits:
73.5

Courses (specific courses OR distribution area and credits)

Course Number	Credits	Course Title
PsyD 104	2	Psychopathology
PsyD 107	2	Ethical & Professional Issues in Psychology
PsyD 162	2	Clinical Appraisal & Interviewing
PsyD 120	2	Tests & Measurements I
PsyD 130	2	Research Methodology I
PsyD 121	2	Tests & Measurements II
PsyD 132	2	Statistics I
PsyD 110	2.5	Intelligence Testing
PsyD 140	2	Psychological Development I: Infancy to Childhood
PsyD 151	2	Research Methodology II
IPE 112	0.5	Collaborative Care through Art and Observation
PsyD 133	2	Statistics II
PsyD 141	2	Psychological Development II: Adolescents and Adults
PsyD 135	2.5	Personality Testing
PsyD 205	2	Social & Cultural Bases of Behavior
PsyD 168	2	Cognitive-Affective Bases of Behavior I
PsyD 142	2	Psychological Development III: Older Adults
PsyD 112	2	History & Systems
PsyD 276	2	Clinical Neuropsychology
PsyD 202	2	Development of Racial and Ethnic Identity
PsyD 158	2	Theories of Counseling
PsyD 215	2	Cognitive-Affective Bases of Behavior II
PsyD 221-224	12	Diagnostic Practicum I, II, III, IV
PsyD 266	2	Health Psychology
PsyD 243	2	Behavioral Therapies Seminar
PsyD 240	2	Racism, Oppression, and Social Justice
PsyD 234	2	Cognitive Behavioral Therapy
PsyD 247	2	Lesbian, Gay, Bisexual, and Transgender Issues
PsyD 251	2	Systems Models, Group Dynamics, & Interventions
PsyD 264	2	Culturally Competent Psychotherapy
PsyD 230	2	Psychoanalytic Models
PsyD 174	2	Assessment and Treatment of Substance Disorders

D. Major requirements: Total credits: 73.5

Course Number	Credits	Course Title
PsyD 104	2	Psychopathology
PsyD 107	2	Ethical & Professional Issues in Psychology
PsyD 162	2	Clinical Appraisal & Interviewing
PsyD 120	2	Tests & Measurements I
PsyD 130	2	Research Methodology I
PsyD 121	2	Tests & Measurements II
PsyD 132	2	Statistics I
PsyD 110	2.5	Intelligence Testing
PsyD 140	2	Psychological Development I: Infancy to Childhood
PsyD 151	2	Research Methodology II
IPE 112	0.5	Collaborative Care through Art and Observation
PsyD 133	2	Statistics II
PsyD 141	2	Psychological Development II: Adolescents and Adults
PsyD 135	2.5	Personality Testing
PsyD 205	2	Social & Cultural Bases of Behavior
PsyD 168	2	Cognitive-Affective Bases of Behavior I
PsyD 142	2	Psychological Development III: Older Adults
PsyD 112	2	History & Systems
PsyD 276	2	Clinical Neuropsychology
PsyD 202	2	Development of Racial and Ethnic Identity

PsyD 158	2	Theories of Counseling
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PsyD 240	2	Racism, Oppression, and Social Justice
PsyD 234	2	Cognitive Behavioral Therapy
PsyD 247	2	Lesbian, Gay, Bisexual, and Transgender Issues
PsyD 251	2	Systems Models, Group Dynamics, & Interventions
PsyD 264	2	Culturally Competent Psychotherapy
PsyD 230	2	Psychoanalytic Models
PsyD 174	2	Assessment and Treatment of Substance Disorders

E. Free elective credits: N/A

(sum of C, D, and E should equal A)

F. Requirements for thesis, internship or other capstone experience:

A required learning experience not described in the syllabi but necessary to be awarded the master's of arts is the Qualifying Examination. The Qualifying Examination consists of three elements and is administered once after the first two years of study. It is evaluated blindly by a minimum of two faculty members. The first element contains 100 multiple choice questions reviewing discipline specific knowledge and elements of the profession-wide competencies. These questions will mirror questions expected on the licensure examination. The second element consists of a written examination of case conceptualization and test interpretation skills while the third element is the oral portion of the examination where students present their case conceptualization and treatment plan. Students must receive at least an 80% on the multiple choice portion of the examination and a grade of Pass represents minimum level for achievement on a scale of Fail, Pass, or Pass with Distinction on all subsections of the Qualifying Examination Rubric.

G. Any unique features such as interdepartmental cooperation:

KCU provides all students with an Interprofessional Education curriculum that exposes students to the Interprofessional Education Collaborative's core competency domains (values & ethics; roles & responsibilities; interprofessional communication; teamwork & team-based care). This curriculum is delivered through our Collaborative Care through Art and Observation course and multiple IPE simulated patient experiences.

7. Need/Demand

Student demand

Market demand

Societal demand

I hereby certify that the institution has conducted research on the feasibility of the proposal and it is likely the program will be successful.

On July 1, 2011, the Coordinating Board for Higher Education began provisionally approving all new programs with a subsequent review and consideration for full approval after five years.

COLLABORATIVE PROGRAMS

- **Sponsoring Institution One:**
- **Sponsoring Institution Two:**
- **Other Collaborative Institutions:**
- **Length of Agreement:**
- **Which institution(s) will have degree-granting authority?**
- **Which institution(s) will have the authority for faculty hiring, course assignment, evaluation and reappointment decisions?**
- **What agreements exist to ensure that faculty from all participating institutions will be involved in decisions about the curriculum, admissions standards, exit requirements?**
- **Which institution(s) will be responsible for academic and student-support services, e.g., registration, advising, library, academic assistance, financial aid, etc.?**
- **What agreements exist to ensure that the academic calendars of the participating institutions have been aligned as needed?**

