



PhD Aims and Competencies, School of Psychology

Our Integrative PhD Program in Clinical Psychology at Fuller Theological Seminary uses the scientist-practitioner training model and has three primary aims:

- **AIM 1: To train students to be competent in understanding psychological science and spiritual bases of human behavior.**
- **AIM 2: To train student to be competent in critically evaluating and using scientific research, while contributing to the literature by producing original research.**
- **AIM 3: To train student to be competent providers of mental health services by synthesizing the best available research and evidenced based treatments with clinical expertise, taking into account individual factors, cultural considerations and personal preferences.**

To realize these aims, all students who complete their doctoral training at the Fuller School of Psychology will develop certain competencies as part of their preparation for practice in health service psychology. However, the emphasis placed within each competency area will differ, depending upon whether one pursues a PhD or a PsyD. Students who complete the PhD in Clinical Psychology will develop the following competencies:

RESEARCH

- Conduct original empirical or theoretical research that contributes to the scholarly literature
- Disseminate this research primarily to national and/or international audiences

ETHICAL AND LEGAL STANDARDS

- Recognize and respond appropriately to legal and ethical situations and dilemmas, with enhanced competency in knowing and applying legal and ethical statutes governing research

INDIVIDUAL AND CULTURAL DIVERSITY

- Understand how one's own individual, cultural, and religious history, attitudes, and biases affect one's work, with an enhanced understanding of the impact of those factors on research participants, clients, and colleagues
- Demonstrate enhanced knowledge, application, and awareness of current theory and research as they apply to addressing diversity in the execution of research

PROFESSIONAL VALUES AND ATTITUDES

- Engage in self-reflection, pursue self-improvement, and seek supervision to enable behavior that reflects the profession's values and attitudes (e.g., integrity, deportment, professional identity, accountability, lifelong learning, and compassion)
- Across training, grow in the ability to respond effectively and independently to increasingly complex professional challenges, with enhanced competence in the domain of research

COMMUNICATION AND INTERPERSONAL SKILLS

- Develop and maintain effective relationships with a wide range of individuals and groups, including colleagues, organizations, communities, supervisors, supervisees, and clients
- Demonstrate excellent oral, nonverbal, and written receptive and expressive communication skills, with enhanced competence in the domain of research

ASSESSMENT

- Demonstrate an ability to use assessment tools to answer increasingly complex and varied clinical questions, interpret results to draw informed conclusions, and make treatment recommendations
- Communicate assessment findings and implications in an accurate and effective manner to all levels of research and clinical audiences

INTERVENTION

- Select and provide interventions informed by the current scientific literature, considering assessment findings, diversity characteristics, and contextual factors
- When the literature does not provide a clear evidence base, seek consultation to effectively modify and adapt evidence-based approaches

SUPERVISION

- Demonstrate knowledge of supervision models and practices

CONSULTATION AND INTERPROFESSIONAL / INTERDISCIPLINARY SKILLS

- Demonstrate knowledge of and respect for the roles and perspectives of other professions, working effectively in interdisciplinary field training settings and consulting when appropriate

INTEGRATION

- Develop theoretical integration competencies including the ability to theologically reflect on the field and practice of psychology.
- Foster knowledge of religious diversity, within themselves and their clients, in order to tailor assessment and interventions accordingly.
- Develop understanding of their own religious tradition and a subsequent understanding of its implications for their spiritual lives, their practice of therapy, and scholarship.