

Goals and Objectives

Goal #1: The Joint Ph.D. Program Will Prepare Culturally Competent Scientists.

The Joint Ph.D. Program will facilitate culturally grounded knowledge and skills in scientific inquiry. It will help graduates value research and evaluation as important components of their professional identity. It will facilitate competency in using the research and evaluation skills to disseminate new knowledge and inform clinical and community practice.

The Joint Ph.D. Program will facilitate graduates' ability to demonstrate and value culturally competent knowledge and skills in:

Objectives	Program Process Benchmarks
Objective 1a: the broad domains of psychology from a cultural perspective integrating Western scientific and indigenous knowledge systems	<ul style="list-style-type: none"> • All required courses include in their syllabi cultural, rural, and indigenous issues in some form, e.g., readings, class discussions, course requirements. • At least three required courses in the program address indigenous knowledge systems directly as a primary topic of instruction and discussion. • The program actively recruits and retains a culturally diverse faculty and student body.
Objective 1b: critical analysis and application of empirical research and technical material in psychology and related disciplines.	<ul style="list-style-type: none"> • All required courses include in their syllabi critical analysis in some form, e.g., readings, class discussions, course requirements. • The program provides opportunities for students to participate in research with faculty. • The program offers additional educational opportunities (e.g., continuing education, in-service trainings, and colloquium) for students and faculty to increase their critical analysis and research skills.
Objective 1c: conceptualization, planning, and implementation of quantitative and qualitative research and evaluation methods in culturally distinct settings, including participatory approaches.	<ul style="list-style-type: none"> • All required research, evaluation, and statistical analyses courses incorporate consideration of cultural influences in their syllabi in some form, e.g., readings, class discussions, course requirements. • The program encourages students to complete dissertations that encompass cultural issues. • The program provides research assistantships focused on integrating western and indigenous methods of inquiry. • Core Ph.D. Faculty members maintain active research programs.
Objective 1d: planning, conducting, and interpretation of quantitative and qualitative data analysis.	<ul style="list-style-type: none"> • The program requires a minimum of five courses with a primary focus on providing students with research or evaluation skills. • Faculty members collaborate with students on research projects that include opportunities for planning, conducting, and interpretation of quantitative and qualitative data analysis. • Dissertation includes opportunities for planning, conducting, and interpretation of quantitative and qualitative data analysis.
Objective 1e: presentation of technical and/or scientific information in a coherent and accessible manner for professional and community audiences.	<ul style="list-style-type: none"> • The program creates opportunities for students to present research findings to professional audiences. • The program creates opportunities for students to present evaluation or similar findings to community audiences. • Faculty members serve as role models by providing local, regional, national, and international professional and/or community presentations and involving students in these presentations.
Objective 1f: preparation of research and evaluation manuscripts and reports for submission to peer	<ul style="list-style-type: none"> • The program facilitates students to submit their work for peer-review for publication in professional journals.

<p>reviewed journals.</p>	<ul style="list-style-type: none"> • Faculty members facilitate students to serve as contributing authors in publications. • Core Ph.D. Faculty members regularly submit their research findings to peer-reviewed journals.
<p>Objective 1g: conducting research consistent with ethical and multicultural guidelines, principles for research in the Arctic, and local community standards.</p>	<ul style="list-style-type: none"> • Ethics training and discussion of ethical issues will be included in any course that focuses on research or evaluation. • The program provides opportunities for students to receive research ethics training outside of the classroom. • Supervising faculty members will monitor that all research conducted by students as part of their doctoral program are conducted in compliance with University IRB rules and regulations.

Goal #2: The Joint Ph.D. Program Will Prepare Culturally Competent Practitioners.

The Joint Ph.D. Program will facilitate culturally grounded knowledge and skills in rural clinical-community practice. It will help graduates value integrated clinical-community psychology as an important component of their professional identity. It will facilitate competence in developing and implementing culturally relevant prevention and intervention efforts and programs.

The Joint Ph.D. Program will facilitate graduates' ability to demonstrate and value culturally competent knowledge and skills in:

Objectives	Program Process Benchmarks
<p>Objective 2a: integrating clinical and community psychological theories, research and practice in diverse and rural settings</p>	<ul style="list-style-type: none"> • Students admitted prior to Fall 2010 will be required to enroll in a minimum of two semesters of clinical practicum and a minimum of two semesters of community practicum. • Students admitted after Fall 2010 will be required to enroll in a minimum of four semesters of clinical practicum and a minimum of one semesters of community practicum. • Program practicum coordinators will develop and facilitate practicum placements through which students can obtain experience in working with diverse populations. • The program offers additional educational opportunities (e.g., continuing education, in-service trainings, and colloquium) for students and faculty to increase their clinical skills.
<p>Objective 2b: rural professional practice in culturally distinct contexts, and skills in effective work in these rural settings</p>	<ul style="list-style-type: none"> • The program will develop opportunities for students to complete practicum requirements in rural settings. • Rural practice issues will be incorporated into the syllabi of a minimum of four required courses in some form, e.g., readings, class discussions, course requirements. • Opportunities will be provided to all students to gain experiential learning regarding rural, cultural, and indigenous issues.
<p>Objective 2c; theory and research on community and individual level change, and implementation of research-informed activities</p>	<ul style="list-style-type: none"> • Students admitted prior to Fall 2010 complete at two semesters of community practicum • Students admitted after Fall 2010 complete at one semester of community practicum. • Community practica are developed and facilitated that provide students the opportunity to implement their knowledge and skills gained through coursework.
<p>Objective 2d: theory and research on culture and community development, capacity building and change</p>	<ul style="list-style-type: none"> • At least three required courses in the program include in their syllabi the role of culture in community psychology in some form, e.g., readings, class discussions, course requirements. • Faculty collaborate with students on research projects, conference presentations, community presentations, and papers integrating these issues.
<p>Objective 2e: implementation of community-based interventions, including activities such as health promotion, prevention, psychotherapy, and community development</p>	<ul style="list-style-type: none"> • The program requires a minimum of one semester of community practicum and four semesters of clinical practicum through which students are provided the opportunity for practical application of clinical and community psychology. • All core faculty members dedicate not less than 10% of their workload to community-based activities, e.g., psychotherapy, research on health promotion, prevention, community development. • Faculty collaborate with students on projects involving implementation of community-based interventions.

<p>Objective 2f: multicultural assessment theories, approaches, and research for individuals, groups, and communities</p>	<ul style="list-style-type: none"> • The program will require a minimum of two courses in multicultural assessment. • Practicum supervisors assist students to take cultural considerations into account in selecting and administering assessment tools, as well as in interpreting and reporting results obtained from assessment tools.
<p>Objective 2g: theories of psychopathology, including cultural and indigenous formulations, case conceptualizations, and treatment planning</p>	<ul style="list-style-type: none"> • The program will require a course that addresses cultural issues as related to psychopathology directly in topical content, readings, and assignments. • Practicum supervisors will assist students to take cultural considerations into account in case conceptualizations and formulating treatment plans.
<p>Objective 2h: appropriate receipt and use of supervision and consultation at the individual and community level</p>	<ul style="list-style-type: none"> • The program creates opportunities for direct feedback from supervisor to students through systematic performance evaluation in all practicum courses. • All clinical and community practica require regular and ongoing supervision by an appropriately licensed or experienced professional. • Student progress in practica is assessed each semester by faculty and site supervisors with feedback provided to students on a regular and ongoing basis.
<p>Objective 2i: practice in rural and culturally distinct settings consistent with APA ethical guidelines and multicultural practice guidelines, congruent with self-knowledge and self-care</p>	<ul style="list-style-type: none"> • Ethics, professionalism, and self-care are incorporated into the syllabi of a minimum of three required courses in some form, e.g., readings, class discussions, course requirements. • Practicum supervisors will regularly evaluate their students on multicultural practice skills, acquisition of self-knowledge, and adequate self-care. • On an annual basis, faculty will review all students on cultural skills, self-care, clinical skills, and community skills. • Core Ph.D. faculty members who are eligible for licensure as psychologists pursue and maintain such licensure.

Goal #3: The Joint Ph.D. Program Will Prepare Culturally Competent Policy and Social Change Facilitators.

The Joint Ph.D. Program will facilitate culturally grounded knowledge and skills relevant to social and healthcare solutions. It will help graduates value social justice as an important component of their professional identity. It will facilitate the competency to facilitate policy and social change.

The Joint Ph.D. Program will facilitate graduates' ability to demonstrate and value culturally competent knowledge and skills in:

Objectives	Program Process Benchmarks
Objective 3a: identification of social justice issues.	<ul style="list-style-type: none"> • At least two required courses in the program address social justice issues directly as a primary topic of instruction and discussion. • The program offers additional educational opportunities (e.g., continuing education, in-service trainings, and colloquium) for students and faculty to increase their understanding of social justice.
Objective 3b: understanding rural, Alaska, circumpolar, and indigenous organizations and social policies, and the associated systems of care.	<ul style="list-style-type: none"> • All required courses include in their syllabi rural issues in some form, e.g., readings, class discussions, course requirements. • At least two required courses in the program include in their syllabi a primary focus on rural issues in some form, e.g., readings, class discussions, course requirements. • The program makes significant efforts toward recruiting a culturally diverse group of faculty • The program actively conducts significant efforts toward recruiting a culturally diverse student body with interest in community-based interventions. • Opportunities will be provided to all students to gain experiential learning regarding rural, cultural, and indigenous issues.
Objective 3c: theory and research base on culture, empowerment, and advocacy, specifically in relation to ethnic minority and indigenous considerations and human rights	<ul style="list-style-type: none"> • All required courses include in their syllabi cultural and indigenous issues in some form, e.g., readings, class discussions, course requirements. • At least two required courses in the program address issues of culture, empowerment, and advocacy directly as a primary topic of instruction and discussion.
Objective 3d: development and effective application of programmatic and policy level solutions to address social problems.	<ul style="list-style-type: none"> • At least three required courses in the program address developing and implementing solutions to social problems directly as a primary topic of instruction and discussion. • The program creates opportunities for students to address these issues practically in community settings through diverse practicum experiences. • Faculty members collaborate with students on research projects that involve these issues.
Objective 3e: advocacy and policy work in rural and/or culturally distinct settings consistent with ethical and multicultural practice guidelines.	<ul style="list-style-type: none"> • At least two required courses in the program address these issues of directly as a primary topic of instruction and discussion. • Faculty members engage in active advocacy for rural and/or multicultural contexts (e.g., consulting to State or Native agencies, serving on boards consistent with program values, and other similar roles). • The program makes significant efforts to recruit students and faculty who have backgrounds and interests in advocacy and policy work.