

**CCP Doctoral Training Program  
PhD Comps Examination Evaluation Form**

**Student Name:**

**Date of Exam:**

**Faculty Rater:**

Domain	Score
<p><b>Case presentation:</b> Quality, comprehensiveness, and professionalism of both the written and oral case presentation. Comments:</p>	
<p><b>Psychopathology and Diagnosis:</b> Student’s knowledge of psychopathology literature (e.g., DSM 5, associated features, prevalence, differential diagnosis, empirical literature) relevant to the case. Comments:</p>	
<p><b>Assessment:</b> Student’s knowledge of assessment literature relevant to the case, clinical assessment techniques in general and issues associated with psychological assessment. Comments:</p>	
<p><b>Psychometrics:</b> Student’s knowledge of the principles of psychometrics and ability to articulate their relevance to their clinical case. Comments:</p>	
<p><b>Research Design and Methodology:</b> Student’s proposed treatment evaluation procedure for the case as well as the treatment efficacy literature relevant to the case; general knowledge about both group and single-case design and instrument development Comments:</p>	
<p><b>Intervention:</b> Student’s proposed actions for modifying the patient’s problems should be based on evidence-based practice; awareness of the ecological context of the problem; the development of an intervention plan with respect to behavior change and consumer satisfaction. Students ability to formulate a coherent case conceptualization that links to treatment will be of particular interest. Comments:</p>	
<p><b>Ethics and Professional Practice:</b> Student’s knowledge of laws and professional ethics pertinent to the case, as well as the student’s reported behavior during the delivery of services to the referred client; common ethical dilemmas, legal issues and professional standards associated with psychologists; and the application and use of a combined-integrative model to their own practice. Comments:</p>	
<p><b>Social &amp; Multi-Cultural Issues:</b> Students’ understanding of issues of gender, age, race, cultural background and other factors of relevance both to the specific case and to the practice of health services psychology more broadly. Comments:</p>	
<p><b>General Systems, Issues, &amp; History:</b> Student’s understanding of the overall history of psychology and related foundational bases of psychology, primarily in the context of their case. Comments:</p>	
<p><b>Affective Aspects of Behavior:</b> Student’s understanding of and ability to apply information on affective aspects of behavior and related research literature. Comments:</p>	

<p><b>Biological Aspects of Behavior:</b> Student's understanding of and ability to apply information on biological aspects of behavior and related research literature. Comments:</p>	
<p><b>Cognitive Aspects of Behavior:</b> Student's understanding of and ability to apply information on cognitive aspects of behavior and related research literature. Comments:</p>	
<p><b>Developmental Aspects of Behavior:</b> Student's understanding of and ability to apply information on Developmental aspects of behavior and related research literature. Comments:</p>	
<p><b>Social Aspects of Behavior:</b> Student's understanding of and ability to apply information on social aspects of behavior and related research literature. Comments:</p>	
<p><b>Advanced Integrative Knowledge:</b> Student's ability to integrate and synthesize information from multiple disciplines in the understanding and treatment of their specific case and to the practice of health services psychology more broadly. Comments:</p>	
<p><b>GLOBAL RATING</b> Comments:</p>	

Performance in each of these areas will be rated on a 6-point Likert scale where: **1 = low fail** (totally inadequate knowledge); **2 = fail** (numerous errors indicating inadequate knowledge); **3 = marginal fail** (consistent pattern of errors indicating lack of mastery); **4 = marginal pass** (occasional errors but demonstrating satisfactory knowledge); **5 = pass** (clear demonstration of mastery; few if any errors); **6 = superior pass** (no errors and obvious command of the clinical literature)