**Discipline-Specific Knowledge:**

Complete the table for each discipline-specific knowledge area outlined in Implementing Regulation (IR) C-7 D.

**The program should also use this table as it collects proximal data consistent with the requirements of IR C-18 D**. According to the IR, programs must, “provide data to CoA that document that by the time of graduation, all students have attained the required minimum levels of achievement for each required area of discipline-specific knowledge.” The IR also states that, “Because discipline-specific knowledge serves as the foundation to further training in health service psychology, data regarding [these areas] need only be presented at the proximal level; distal data are not required for discipline-specific knowledge.”

**NOTE:** When evaluation forms/surveys are used to evaluate knowledge, please identify the specific items/sections of the form that are relevant to each DSK area. Also, if one course provides coverage in multiple DSK areas, or a DSK area is only reflected in a limited section of the course, the program should describe how the reported minimum level of achievement [MLA] assures knowledge attainment in each specific DSK area. Because overall course grades often reflect performance aggregated across all course components, course grades may not be sufficiently sensitive to knowledge in specific DSK components, unless, for example, provisions are made in the syllabus for DSK MLA attainment as a condition of earning an overall course grade.

|  |  |  |
| --- | --- | --- |
| **Provide information below to illustrate how the program ensures that students *possess* knowledge in:** | | |
| **Knowledge Area:** | ***History and Systems of Psychology*** | |
| How does the program ensure that students possess knowledge? |  | |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool: |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  | |
|  | | |
| **Knowledge Area:** | ***Affective Aspects of Behavior*** | |
| How does the program ensure that students possess knowledge? |  | |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool: |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  | |
|  | | |
| **Knowledge Area:** | ***Biological Aspects of Behavior*** | |
| How does the program ensure that students possess knowledge? |  | |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool: |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  | |
|  | | |
| **Knowledge Area:** | ***Cognitive Aspects of Behavior*** | |
| How does the program ensure that students possess knowledge? |  | |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool: |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  | |
|  | | |
| **Knowledge Area:** | ***Developmental Aspects of Behavior*** | |
| How does the program ensure that students possess knowledge? |  | |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool: |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  | |
|  | | |
| **Knowledge Area:** | ***Social Aspects of Behavior*** | |
| How does the program ensure that students possess knowledge? |  | |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool: |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  | |
|  | | |
| **Knowledge Area:** | ***Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas*** *(excluding History and Systems)* | |
| How does the program ensure that students possess knowledge? |  | |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool: |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  | |
|  | | |
| **Knowledge Area:** | ***Research Methods*** | |
| How does the program ensure that students possess knowledge? |  | |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool: |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  | |
|  | | |
| **Knowledge Area:** | ***Statistical Analysis*** | |
| How does the program ensure that students possess knowledge? |  | |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool: |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  | |
|  | | |
| **Knowledge Area:** | ***Psychometrics*** | |
| How does the program ensure that students possess knowledge? |  | |
| How does the program assess students’ knowledge in this area? | How outcomes are measured: | Evaluation tool: |
| For each outcome above, what minimum level of achievement (MLA) must be met? |  | |