

**OVERVIEW FOR CLINICAL COMPS (2020, UPDATED)**

**NOTE, COVID-19 PROTOCOL:**

**TIMING:** You will receive questions via Canvas on Monday morning at 9am EST of the scheduled exam week, and answers are due on Friday by 12pm noon EST. Once started, each question will be open for 3 hours (or a longer time per any Office of Disabilities Services accommodations), then a response must be submitted via Canvas. These can be taken any time during the week.

**MATERIALS:** Now all testing will be "open book," including books notes, internet, etc., with the exception of discussion with peers. Discussion of questions or answers with peers is not allowed. We will ask for an attestation to not communicate with peers about the content of the exam during the exam week. A reminder that all sources must be appropriately cited.

**NOTE:** Generally, as you will see below, the structure and procedures of the 2020 Clinical Comps exam will closely parallel those of recent exams.

**To:** Students Taking Clinical Comps

**Subject:** Procedures for Clinical Comps

**I. CLINICAL COMPS, QUESTIONS 1-4**

On the week of the Clinical Comps, July 20 to 24, students will have the schedule below. A question may be answered only during the period in which it is started.

**Summary**

Question 1 – Clinical Case

Question 2 – Child Psychopathology

Question 3 – Adult Psychopathology

Question 4 – Diversity

**1. Communication About the Comps:**

Communications about Clinical Comps will take place via emails that go through the Clinical Comps Sakai web site, which Julie Skorny has set up. If you have questions about your membership on the site, please check with Julie. All the responses to emailed questions will be sent to the Sakai list, so everyone will have access to these responses and they will be available in the Email Archive on the Sakai site. This Overview document will be placed on the Sakai web site in the Resources section and on the GSAPP Website under Current Students.

**2. Faculty Coordinators:** The clinical exam will be coordinated by Jamie Walkup and Kristen Riley.

**3. Questions and Courses:** see below.

**4. Number of Question Options Per Area:** see below.

**5. Past Exams:** Questions from past exams and answers to past exam questions will not be available.

**6. Citations in Answers:** For each answer, a few relevant in-text citations of important, published works are expected as in text citations (e.g., Fisher, 2017). No references list is required. Any text directly quoted from any source should be noted as such.

**7. Integrity Statement:** Students must paste an "integrity statement" for the four questions in the answer to Question 4. A copy of the appropriate integrity statement will be distributed at the end of Question 4. The integrity statement will say:

**Concerning Questions 1-4 of the Clinical Comprehensive Exam, I have neither given information to nor received information from others concerning these questions, nor discussed these questions with anyone. This includes information exchanged by cell phones.**

**I understand that the above sentence is clarified by the following: Before I saw Questions 1-4, I was able to consult any written source relating to the topic and discuss it with any others. However, once I picked up (or saw) the actual questions, I was not able to talk to anyone else about them.**

**Also, I understand that I am not to share the questions (including the article) with students who will take the Exam in the future, and I promise not to do so.**

**8. Page Limits:** The page limits for each question, which will be specified on the question, are as follows: "**Limit your answer to no more than six pages (10-point) double-spaced.**"

**9. Time Keeping.** Please keep track of time during comps; you will be allowed three hours per question.

**10. iPod and related musical devices:** iPod and related musical devices with earphones only are allowed *as long as* they are only used for music and *not for any verbal or written material*.

**11. Faculty Presence:** Julie, Jamie, and/or Kristen will be available during business hours to answer questions about the content of questions. Should you have questions, concerns, or technical difficulties outside of business hours, note that we will respond during business hours and we are prepared make reasonable accommodations should difficulties with test taking arise.

## **12. Grading:**

1. Faculty graders will be assigned. Criteria for assignment will be expertise as well as overall workload. To insure proper grading, be certain to provide the information requested for each answer so that it can be properly used in assigning graders to your exam.

2. The full details of grading procedures are provided in the Student Handbook. Grading procedures are summarized as follows:

- If an answer is graded 1, 2, or 2.5 by the first reader, it is satisfactory.
- If an answer is graded 3 or 4 by the first reader, it is read by a second reader. If the second reader confirms the first and grades a 3 or 4, the answer is unsatisfactory. If the second reader grades a 1, 2, or 2.5, it is read by a third reader. The third reader's grade determines whether the answer is satisfactory or unsatisfactory.

- a) All four questions graded satisfactory: pass the exam without remediation.
- b) One question only graded satisfactory, written retake of entire exam at a regularly scheduled comps testing date in the future.
- c) Two (or three) questions graded satisfactory, two (or one) responses graded unsatisfactory:
  - i) For each unsatisfactory question that is graded 3&3 or 3&4 by the two readers, the question has to be remediated with an individual faculty member.
  - ii) For each unsatisfactory question that is graded 4&4 by the two readers, the question requires a written re-take at a regularly schedule comps testing date in the future.

3. The faculty will aim to complete the grading by mid-October. All students will be notified of their individual results by letter at the same time.

4. Faculty graders have a space for comments in addition to assigning number grades to each answer. These comments, together with the original answers, will be available for review by the student after all the grading is completed. The graders sign their answers.

5. The student answers do not have names on them. Thus the faculty grading is done without knowledge of who the student is.

### **13. More About the Questions – see below.**

**14. Comp Boxes:** “Comp Boxes” consist of material that past students have put together to study for the Clinical Comps. Some faculty believe that using comp boxes is not necessary and may even be distracting. Faculty encourage the use of reading lists from relevant courses as listed below.

**15. Comps Groups:** “Comps Groups” are self-created groups of students who work together to prepare for Comps. While many students prefer them, other students prefer to study on their own.

**16. Outline of Content:** The student will be asked to answer 4 questions, one drawn from each of the following domains (see details below):

- (1) Clinical Case
- (2) Theoretical and Empirical Foundations of Child Psychopathology
- (3) Theoretical and Empirical Foundations of Adult Psychopathology
- (4) Theories of Cultural Diversity and Their Impact in Clinical Work

Note: There will only be one question for each of the four areas.

DOMAIN	RELEVANT COURSES
<p><u>1. The Clinical Case.</u> Analyzing a clinical case and creating a case formulation from <i>only one</i> of the following: a psychoanalytic, cognitive-behavioral, or family systems theoretical perspective.</p>	<p>Psychoanalytic courses, cognitive-behavioral courses, or family systems courses.</p>
<p><u>2. Theoretical and Empirical Foundations of Child Psychopathology</u>            This question focuses on selected categories of psychopathology in children, and looks at them in depth from a variety of perspectives. The child areas are:</p> <ol style="list-style-type: none"> <li><b>1. ADHD</b></li> <li><b>2. Depression</b></li> <li><b>3. Separation Anxiety Disorder</b></li> <li><b>4. Oppositional Defiant Disorder</b></li> <li><b>5. The Autism Spectrum</b></li> </ol> <p>You are expected to know about each of the 5 categories from the following 5 perspectives:</p> <ol style="list-style-type: none"> <li>a) Provide the DSM-5 diagnostic criteria for the disorder.</li> <li>b) Describe common symptoms and clinical manifestations in thought, feelings, and behavior.</li> <li>c) Describe common etiological theories for the disorder.</li> <li>d) Review developmental aspects of each disorder, including:               <ol style="list-style-type: none"> <li>1) Describe how development affects the disorder, and how the disorder changes over time</li> <li>2) Describe the factors that can change a child’s trajectory, such as <b>risk and protective factors that may be related to the development of the disorder and/or a better or worse outcome.</b></li> </ol> </li> <li>e) Describe the essential data to collect for making a diagnosis.</li> </ol> <p><b><u>NOTE:</u> There will be no choice of disorder in answering this question. You will be expected to be knowledgeable about all 5 areas (a-e) for each of the 5 disorders.</b></p>	<p>Child Psychopathology</p>

DOMAIN	RELEVANT COURSES
<p><u>3. Empirical Foundations of Adult Psychopathology.</u> This question focuses on selected categories of psychopathology in adults, and looks at them in depth from a variety of perspectives. The adult areas are:</p> <ol style="list-style-type: none"> <li>1. <b>Schizophrenia</b></li> <li>2. <b>Panic Disorder</b></li> <li>3. <b>Bipolar Disorder</b></li> <li>4. <b>Major Depression</b></li> </ol> <p>You are expected to know about each of the 4 disorder categories from the following 4 perspectives, as they are relevant to the particular type of psychopathology. (Note that it will not be sufficient simply to cite information relevant to each heading, inasmuch as good answers should also reflect sound judgment regarding the importance, value, and significance of the evidence cited.)</p> <p>a) Epidemiology, including information on incidence, prevalence, socio-demographic and clinical predictors, historical trends, and any relevant cross cultural variation.</p> <p>b) Theories of the etiology of the disorder, and/or mechanisms/processes underlying specific symptoms.</p> <p>Etiological responses can include data bearing on a range of risk factors and determinants, including psychological, social, developmental, genetic and biological points of view. Symptom explanations can include experimental human and animal studies and empirically-supported analyses of processes. (Treatment research should be included <b>only</b> when it directly bears on etiology and/or mechanisms/processes responsible for symptoms. Citing general “horse race” outcome studies will not be viewed as responsive.)</p> <p>c) Diagnosis: How the category is represented in DSM-5. Important symptom features and subtypes. Differential diagnosis. Any important contemporary controversies around diagnosis.</p> <p>d) Clinical features of the category, including nature and timing of onset, usual course and deviations from typical course, prognosis (including factors known to influence prognosis)</p> <p><b>NOTE: There will be no choice of disorder in answering this question. You will be expected to be knowledgeable about all 4 areas (a-d) for each of the 4 disorders.</b></p>	<p>Adult Psychopathology</p>
<p><u>4. Theories of Cultural Diversity and Their Impact in Clinical Work</u> This question focuses on theories of diversity and how they might impact on the assessment of and intervention with clinical problems, including relevance to one's own diversity characteristics.</p>	<p>Cultural Diversity courses</p>