

**College of Science and Engineering - Psychology Department - Assessment Report AY 2011-2012**

Measurable learning objective	Place in curriculum where objective is assessed	Academic year objective was/will be assessed	Assessment/procedures Methods/Strategies	Summary of findings about student learning	Use of findings for program improvement
<b>Objective G: To train students to become master level psychologists in Clinical Psychology</b>					
To develop technical skills in clinical assessment, diagnosis of psychopathology, psychological testing and professional writing.	Successful completion of a course in diagnosis and assessment of adults, a course in diagnosis and assessment of children, and a course in psychological testing.	2008/2009	In addition to papers, projects and other evaluative activities in PSY 721, PSY 821 and PSY 722, 2nd year Clinical graduate students participated in a focus group in Nov of 2011.	Student commented that the assessment courses PSY 721 and PSY 722 could have covered material more effectively. They felt that support for professional writing in PSY 754 could have been more extensive.	The program has changed instructors for PSY 721 and 722 and has changed curriculum to reflect more currency in the profession- these changes are in effect starting F11.
To develop familiarity and proficiency with major psychological theoretical orientations, and with models of psychotherapy. To develop proficiency in the use of professional language and the application of theory to clinical situations.	Successful completion of two semesters of coursework in psychological theory and a course in models of psychotherapy.	2008/2009	In addition to papers, projects and other evaluative activities in PSY 753, PSY 754 and PSY 822, 2nd year Clinical graduate students participated in a focus group in Nov of 2011.	Students commented that theoretical training in PSY 753 and PSY 754 has been especially effective. They feel that models of psychotherapy were covered.	The program has made changes effective F12 to comply with new licensing regulations. These include updates in current models and theories of mental health and psychopathology.
To learn to integrate theory and practice in psychotherapy through presenting and evaluating casework and applying ethical and legal principles.	Successful completion of four semesters of courses that accompany fieldwork and internship experiences.	2008/2009	In addition to papers, projects and other evaluative activities in PSY 728 (2 semesters) and PSY828 (2 semesters) 2nd year Clinical graduate students participated in a focus group in Nov of 2011.	Students felt that legal and ethical principles were covered minimally or inadequately. The program does not have a course in legal and ethical principles; rather, it covers these topics as relevant across courses and in supervision and fieldwork settings.	In the upcoming program changes legal and ethical principles are covered more thoroughly across the curriculum. The program will also consider including these principles as a module in a first year course or case conference.

Measurable learning objective	Place in curriculum where objective is assessed	Academic year objective was/will be assessed	Assessment/procedures Methods/Strategies	Summary of findings about student learning	Use of findings for program improvement
To gain experience in the practice of Clinical Psychology in diverse settings and populations in supervised learning environments.	Successful completion of two semesters of supervised fieldwork and two semesters of supervised internship.	2008/2009	In addition to satisfactory evaluations by on site supervisors and by SFSU faculty in fieldwork and internship courses PSY 729 (2 semesters) and PSY 829 (2 semesters) 2nd year Clinical graduate students participated in a focus group in Nov of 2011.	Students continue a common comment that the program is effective and strong in providing these experiences.	Students in the program will continue to complete two semesters of fieldwork in their first year and two semesters of internship in their second year.
To demonstrate professional level writing and ability to autonomously apply clinical and theoretical knowledge in an independent project.	Successful completion of a Special Study project or a master's thesis.	2008/2009	In addition to successful completion of PSY 896 or PSY 898 and a culminating experience: thesis or paper, 2nd year Clinical graduate students participated in a focus group in Nov of 2011.	Students are not consistent in their evaluation of this objective particularly as far as the proficiency in professional writing. Some feel the program prepares them adequately; others feel the need for more support and guidance with professional writing.	The program needs to do a better job identifying students who need more support in professional writing early in their first year. The program has instituted an evaluation after the first semester which includes evaluation of writing and referral for support.

**SFSU Psychology Department**  
**Assessment Report AY 2010-2011**  
**Graduate Training Program in Clinical Psychology**

Summary of Findings About Student Learning (Learning Objective – To Train Students to Become Master Level Psychologists in Clinical Psychology):

On November 30, 2011, a focus group (of 7 students total) was conducted. The focus group was held with second-year MS students who had entered the Clinical Graduate Program in Fall, 2010 and who expect to graduate in Spring, 2012.

The following represents a summary of the findings of this focus group:

**I. Student Learning Expectations** were to receive a high level of education that would prepare them for entrance into doctoral programs and/or provide the experiences necessary to develop their careers and to obtain licensure as a Marriage and Family Therapist (MFT).

**II. Evaluation of Graduate Program.** Overall, the students reported receiving individual support and development of their interests in a challenging yet supportive environment. A mean rating of 3.0 (range 2-3.5) on a scale of 1-10, with 1 being positive and 10 being negative, was observed for the second year students for their overall experience of the Clinical Graduate training program at SFSU.

“Positive” themes included:

- effectiveness of classes as a whole
- intimacy of classes and closeness of cohort
- coherence in theory across supervisors
- encouragement of opinion and difference

“Negative” themes included:

- effectiveness of the assessment classes
- lack of support or consistency from some faculty
- judgmental atmosphere in one class
- difficulties in Head Start placement

**III. Evaluation of Classes.** The students generally reported the program was effective in providing classes that were stimulating, theoretically interesting and challenging, integrative of clinical case material and that encourage student opinion, diversity and presentations.

Areas that the students reported that may require further consideration include:

- Wanting more class content in particular topics such as psychopharmacology, culture and differing models of psychotherapy in the first year and more information about community mental health.

- Wanting certain classes to be either more effective in delivering content or to provide a less judgmental atmosphere.
- Students reporting on the question of the, “importance of being able to take classes with and interact with faculty in other graduate programs in the department” gave a mean score of 3.8 (with 1 being very important and 10 being not at all important).

#### **IV. Evaluation of Advising and Mentoring.**

Students expectations of mentoring in the program were that they would receive training and advising that would help them with clinical issues in their psychotherapy work, support in their learning in general and support in their overall progress across the two years of the graduate program.

Students in the focus group felt that these expectations were generally accomplished. They felt instructors and readers and faculty in general were accessible. They felt especially supported for clinical issues through the “professional development class”.

An area that may require further consideration by the program is that students wanted continuation with their first year faculty supervisors through their second year in the program. Although students receive supervisors in their second year they are generally not SFSU faculty (they are staff on site at the student’s internship) it seems that students want more continuation with the program faculty as they proceed through their second year.

#### **VII. Evaluation of Clinical Opportunities and Experiences.**

Students reported these aspects of the program to be generally positive and beneficial. They felt that their training to be a therapist was facilitated especially through the “hands on” experience received in both years of the program. They would have liked even more opportunities and options during their first year experience such as doing intakes, more clients, group work and more presentations from outside experts.

#### **VII. Evaluation of Internship/Traineeship Experience.**

Students were consistent in stating the value of the internship experience. They felt it provided a broadening in their training into the community and into more diverse client populations. They felt it was beneficial in creating opportunities for future jobs in the connections made, the ability to see what professionals in the field actually did (private practice, work in mental health agencies). They wanted more opportunity to share their internship experiences with classmates in classes in their second year.

#### **IX. Future Career Objectives.**

Some students felt that the program prepared them for jobs because of the amount and diversity of clinical experience provided. There was some ambivalence and confusion about the difficulty of the job market and their competitiveness with other related degrees, such as with the Psy.D.

## **X. Related Suggestions**

There was a general consensus that the program as a whole is effective and that classes, traineeships and internships were satisfying and provided a professional foundation for a career in mental health. Students wanted even more connection. They would like more opportunities to know students in other years and interact across cohorts; more opportunities to interact and network with alumni and more continuation with faculty from the first year into the second year.

### **Clinical Graduate Program: (Admissions/degrees/completion rates by years)**

<b><u>Year</u></b>	<b><u>Admits</u></b>	<b><u>Degrees</u></b>	<b><u>% Completion</u></b>
2002	11	11	100%
2003	11	11	100%
2004	10	9	90%
2005	12	11	91.6%
2006	13	13	100%
2007	10	10	100%
2008	12	11	91.6%
2009	11	11	100%
2010	8	(expected Sp2012)	
2011	8	(expected Sp2013)	