

Program Assessment Report

Unit Psychology

Program name: Clinical Psychology MA

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May 2007

This is a two year M.A. professional program in clinical psychology, which consists of 52 credit hours of coursework. The program prepares students in theoretical and research aspects of clinical psychology as well as training them extensively to practice the assessment, diagnosis, psychotherapy and other intervention techniques which are needed to work with patients and clients in diverse clinical and counseling settings. Thus the assessment courses teach our students how to administer, score, interpret and prepare written reports on a variety of intelligence tests (e.g., WAIS, WISC, and others), several memory and neuropsychological measures and diverse personality tests. Herein, they also learn the theoretical and conceptual bases for these measures, and principles of test construction. They practice, under the professor's supervision the administration of these tests, and receive frequent feedback on their performance and on their written reports. Issues regarding cultural sensitivity of these tests and ethical issues are also emphasized. In their Adult Psychopathology course they learn how to arrive at psychiatric diagnoses of different patient populations (e.g., Schizophrenia, Depression, Mania, Personality Disorders, anxiety disorders, PTSD, and others). The students also learn techniques of psychotherapy and of helping patients cope with life problems (e.g., Individual therapy, Family systems therapy, Crisis intervention). A special course in professional ethics is offered, as well as one in interviewing techniques. Students also take a course in Clinical Psychopharmacology to familiarize students with how medications work to ameliorate psychiatric disorders. Finally, students take two courses in quantitative methods (statistics and higher level multivariate statistics). These courses contribute to their understanding of research findings in clinical work and prepare them for conducting the optional M.A. thesis, which positively influences their ability to be accepted into Ph.D. programs. These theses are often presented at scientific meetings after peer review, and are published in scientific journals. The students are exposed to professors who are role models in both clinical practice and clinical research (e.g., psychopharmacology, depression, PTSD, issues in normal and pathological aging, clinical test construction). In their second year, students also spend several hundred hours in a supervised practicum site conducting clinical intervention and assessment, and with supervisors reporting to our clinical professors on student progress. To further help in professionally socializing our students, we conduct informal luncheon meetings with the students about once a month, where they hear a talk given by a clinical or research psychologist, who describe the nature of their clinical practice, opportunities in the field, clinical research, and legislation issues regarding mental health policies. This past semester (May, 2007), we arranged for our clinical students to be invited as dinner guests of the Cleveland Psychological Association where a lecture was given on the topic of mental health legislation. Our students were warmly received by this group of professional psychologists and were given an opportunity to network with them.

Goal #1: Graduates of the program should demonstrate knowledge and skills in each of the five core areas specified by the Council of Applied Master's Program in Psychology (CAMPP): statistics and research design; individual and developmental influences; social and cultural influences; biological influences; ethical and legal issues (8/03; modified 8/04)

Outcome measure #1: Students must demonstrate satisfactory performance in the set of courses representing the core content specified by the discipline. (8/03)

Research completed: CAMPP standards were utilized for comparison

Findings: Program requirements meet or exceed CAMPP standards.

Review: The Clinical Program Committee (CPC) discussed the findings. Students performed well in their courses, which prepared them in the above areas, as evidenced by their exams, class reports, "hand-in" assignments and other indices of course mastery.

Actions: Requirements have been retained.

Improvements: Courses are continually evaluated and have been found to be of high quality. In addition, we will continue our practice of having the director of the CSU writing center present to our first year students a basic writing skills workshop.

Outcome measure #2: Graduates should find curriculum provides knowledge relevant to work or to the pursuit of further graduate training in the field. (8/03)

Research completed: Alumni who graduated between 1997 and 2002 were surveyed via phone and mail in 2003 and 2004.

Findings: A 63% response rate was attained. The majority (73%) report employment in a related field. Some graduates (31%) received additional graduate training, typically in a Ph.D. or Psy.D. program. Some alumni recommended more training in assessment and in thesis preparation.

Review: Results were shared with the CPC which discussed the findings.

Actions. An additional core assessment course (Psy 538) was added as a requirement. Regarding thesis supervision, several actions were taken, as shown below:

- 1) The students were assembled with the entire clinical and research faculty, where the students heard faculty members described their respective research activities, and invited the students to consult with them on a topic relevant to their research activities.
- 2) A session was devoted to describing to the students the format and structure of a research thesis. This included examples of suitable research topics and a handout detailing the format of a thesis.
- 3) A flow chart for guiding thesis students through the process has been developed this year and provided to all students. This should clear up any confusion over what needs to be done in order to complete a thesis.

Improvements: Students have mastered skills in the assessment course (as manifested in their grades on administration of assessment instruments and in

satisfactory completion of the other requirements for this course). Students and mentors have reported no problems in conducting their theses this year.

Outcome measure #3: Students will maintain a portfolio of products from coursework and submit these portfolios to their professors. (8/03)

Research completed: In previous years, students have submitted portfolios to their professors, which were shared with the program director. However, due to the recent death of one of the clinical faculty members and the unavailability of two clinical faculty members (one in the Fall and another in the Spring) due to professional leaves of absence this year, the Clinical Program was very short-handed. Thus, the CPC was unable to evaluate the students portfolios at the end of this academic year.

Findings: In previous years, portfolios included samples of clinical training products to serve as indices of student progress, including assessment reports clinical interview reports and treatment plans. There are no data for this year.

Review: The course instructors have reviewed past portfolios with the Clinical Program Director. The portfolios were found to be of good quality and demonstrated mastery of the skills learned.

Actions: We will continue this practice.

Improvements: current procedures are satisfactory.

Outcome measure #4: Students will be evaluated regularly by the CPC faculty for overall academic and professional competence. (1/05)

Research completed: Toward the end of each semester, the Director of the CPC requests feedback on each student's academic and professional progress from the faculty members teaching in the program.

Findings: Results were shared and discussed by the CPC at formal program meetings toward the end of each semester (4/05, 12/05, 04/06, 5/07)

Review: the CPC reviewed the evaluative data. No specific student problems emerged.

Improvements: Not applicable.

Outcome measure #5: Students should be recognized as competent and skilled, appropriate to their level of training and experience, by other professionals in the community. (1/05)

Research completed: External requests for students to join university research teams, to teach undergraduate classes, and to assume positions in clinical/counseling settings have been reported.

Findings: Students who graduated from the program are holding positions at University Hospital, at Recovery Resources (a substance abuse recovery setting) or teaching undergraduate courses in psychology. Several have been accepted into doctoral granting programs.

Review: Members of the CPC have supplied such information, and are satisfied with these findings.

Actions: No further action is necessary at this point. We will continue to familiarize local service settings with our program, so as to promote job opportunities for our students.

Improvements: N/A

Goal #2: Graduates should evidence competency in psychological assessment. (8/03)

Outcome measure #1: Students must demonstrate behavioral proficiency in intellectual and personality assessment, including test administration and report writing. (8/03)

Research completed: Program requirements were compared with similar programs at other universities.

Findings: Requirements were found to meet those of similar programs. Students' performance (i.e., administration of psychological assessment tools, scoring of these tests and write-ups of the ensuing reports) were evaluated in the practicum component of their course in assessment. Feedback to the students were given throughout the duration of the course.

Review: The CPC discussed these findings.

Actions: The assessment course has recently been expanded to include several neuropsychological tests, which may make the students particularly valuable to medical and educational settings

Improvements: No change from previous year.

Outcome measure #2: Graduates should find the curriculum provided knowledge relevant to work or pursuit of further graduate training in the field. (8/03)

Research completed: Graduates were surveyed in 2003-04.

Findings: Most graduates with the terminal master's degree in clinical psychology who work in the field assume assessment positions. Doctoral programs expect students with master's degrees to have obtained assessment competencies in their masters training program.

Review: the CPC is aware of these findings.

Actions: An additional assessment course (Psy 538) was added several years ago to both the practitioner and the doctoral preparation tracks. In addition, as stated above, the assessment course has added neuropsychological tests to its curriculum. The curriculum was changed at the beginning of Fall, 2006, in order to provide students with more flexibility in their coursework in their second year. We also reduced the total number of credit hours required from 60 to 52. Since the Program's emphasis has changed from training clinical practitioners to providing students with coursework and training to increase their chances of getting accepted into clinical doctoral granting programs, and since doctoral granting programs typically do not accept all coursework from MA granting programs, the clinical faculty felt that requiring so many credit hours was not beneficial to the students. A new Exit Survey (see attached) was also developed in 2007 and given to all second year clinical students at the end of the Spring, 2007, semester.

Improvements: the strengths that our students have gained through our assessment courses (Psy 538, Intellectual Assessment, and Psy 587, Personality Testing) makes them very desirable for organizations providing psychological services, and to doctoral programs in clinical psychology. Our graduates are also valued by clinical research settings since they possess both a clinical understanding of these tests and statistical skills.

Outcome measure #3: Students will maintain a portfolio of products from assessment courses, including written reports. (8/03)

Research completed: Student portfolios have been submitted to their professors who are responsible for the assessment and interviewing courses. As indicated above, the CPC did not have sufficient time and resources to evaluate the students' portfolios at the end of this academic year.

Findings: Requirements were found to meet those of similar programs. The portfolios from previous years have illustrated student competencies.

Review: These findings were shared with the CPC

Actions: No further action is necessary.

Improvements: N/A

Outcome #4: Students will complete at least 450 hours of supervised field placement in their second year of study. (8/03)

Research completed: Program and field supervisors will evaluate students' assessment and intervention skills.

Findings: Fieldwork placement supervisors report their written evaluations of students to the Clinical Professor who coordinates fieldwork placement. In the academic year 2006-07, 100% of students received evaluations of satisfactory or

better in their written evaluations from their supervisors. There is also ongoing dialogue between the Professor in charge of fieldwork placement and the placement supervisors, regarding the setting and the students' progress.

Review: The CPC reviews and discusses the evaluations at the end of each semester. In AY 2005-6 these were reviewed in early Dec. and early April. The Fieldwork Placement supervisor discussed these with the students, but evaluations were not shared with CPC in 2007 due to lack of time.

Actions: Faculty intervene, if necessary, to remediate problems. No problems occurred. No action is necessary at this point.

Improvements: N/A.

Outcome # 5: Students will establish goals for Field Placement for the development of assessment skills. (8/03)

Research completed: The clinical faculty have concluded that at this point in their professional development, students are not sufficiently knowledgeable or experienced in the field of clinical psychology to be able to make these judgments. Students enter the field placement experience in order to learn the skills necessary to evaluate, assess, and/or therapeutically intervene to help the clients.

Findings: The professor coordinating the field placement reports mutual satisfaction among field supervisors and students in the field.

Review: The CPC continues to review these reports.

Actions: No action taken at this point.

Improvements: N/A.

Goal #3: Graduates should evidence basic competencies in therapy and intervention commensurate with their status as novice clinicians. (8/03)

Outcome measure #1: Students must demonstrate an understanding of, and the ability to apply therapy and intervention skills, in applied settings.

Research completed: Program requirements were compared with similar programs at other universities.

Findings: 1. Requirements were found to meet those of similar programs.
2. Students were evaluated by their field placement supervisors and were graded as competent in these skills.

Review: The CPC discussed these findings.

Actions: No action necessary.

Improvements: N/A.

Outcome measure #2: Graduates should find the curriculum provided knowledge relevant to work or to the pursuit of further graduate training in the field. (8/03)

Research completed: Graduates were surveyed in the 2003-2004 academic year. A new Exit Survey was developed in 2007 for graduating students and given to the second year clinical students at the end of the 2006-2007 academic year.

Findings: For the 2003-2004 survey, the alumni rated their therapy coursework and fieldwork experiences as highly valuable and useful, regardless of their employment status.

Review: The CPC reviewed the alumni survey findings. The CPC has not had the opportunity to evaluate the results from the new Exit Survey. Also, only 3 clinical students turned in the survey for 2006-2007, so the sample is too small to make any specific findings.

Actions: No action necessary.

Improvements: N/A.

Outcome measure #3: Students will maintain a portfolio of products from therapy and intervention courses. (8/03)

Research completed: Student portfolios are routinely submitted to the professor who is the fieldwork coordinator and to the on-site field supervisor, including treatment plans.

Findings: All students met minimum competency levels in therapy and intervention skills.

Review: The CPC has reviewed the portfolio findings from previous years but was unable to do so this year, due to lack of time.

Actions: No further action is necessary.

Improvements: N/A

Outcome measure #4: Students will complete at least 450 hours of supervised field placement in their second year of study. (8/03)

Research completed: Fieldwork placement supervisors evaluate students' therapy and intervention skills at the end of each semester.

Findings: Fieldwork placement supervisors report their written evaluations of students to the faculty member who is the fieldwork coordinator. All students

received ratings of satisfactory or better on their written evaluations from supervisors.

Review: The CPC reviews and discusses the evaluations at the end of each semester. In AY 2005-06, these meetings occurred in early Dec. and in early April. The Fieldwork Placement supervisor discussed these with the students, but evaluations were not shared with the CPC in 2007 due to lack of time.

Actions: No further action is necessary at this time.

Improvements: N/A.

Outcome measure # 5: Students will establish goals for Field Placement for the development of therapy and intervention skills. (8/03)

Research completed: Students review progress toward goals with supervisors throughout each semester.

Findings: Not all Placement sites provide opportunities for therapy. Some sites focus primarily on assessment.

Actions: No action taken at this time, although we are always exploring sites that can provide an array of clinical experiences.

Review: The CPC continues to discuss internship options.

Improvements: To be determined.

Goal #4: Graduates should evidence knowledge of the profession, career possibilities, and options for doctoral – level training. (8/03)

Outcome measure #1: Students will meet with their program director at least once a semester and discuss these issues.

Research completed: Similar programs were examined for comparable procedures.

Findings: Requirement is similar to other programs.

Review: The CPC discussed these findings.

Action: The clinical faculty meet with the students as a group once a semester. They discuss thesis options and strategies for launching and completing a thesis. They also discuss career options and doctoral level training, including strategies for improving GRE scores, as a means of improving probability of getting into Ph D. programs. In addition students are exposed on a daily basis to clinical faculty, who share their knowledge of the profession and their clinical experiences with them.

Improvements: Students were given important information in the above areas, which they can put to good use in moving along professionally. We are not in a position to measure the impact of this information dissemination, since it often takes some time for these ideas to germinate until they are put to full use.

Outcome measure #2: First and second year students will attend together periodic luncheons with faculty to discuss curricular, research, professional, educational and career issues. (11/04)

Research completed: Similar programs were examined for comparable procedures.

Findings: A variety of different mechanisms are employed to foster student development and student- faculty interaction.

Review: The CPC discussed the findings and decided to implement a periodic student –faculty lunch program.

Action: Informal luncheons for the clinical students were held approximately once a month each semester. Both clinical and non clinical faculty have participated. Some of the non clinical faculty were doing research which was of interest to the clinical students. Thus the students were exposed to a wide range of research areas in which clinical students could participate in—areas in which clinical students would not ordinarily get involved in.

Improvements: Students have reported to individual faculty members that they find these luncheons enjoyable and educational.

Goal #5: Graduates should report that the program met their expectations in preparing them for professional practice or further graduate education. (3/05))

Outcome measure #1: Graduate students will complete an anonymous survey that assesses their perceptions of the strengths and weaknesses of the program. (5/05)

Research completed: A survey was developed and administered to graduating students in May 2005. Due to a change in the primary emphasis of the Clinical Program (i.e., more focus on developing skills that would enhance students' opportunities to be acceptable for doctoral training programs), a new survey has been developed and given to graduating students at the end of the Spring 2007 semester.

Findings: Data from the 2007 survey are still being collected.

Review: To be accomplished by distributing the summary survey data to the program faculty and discussing the results at program meetings.

Action: To be determined.

Improvements: To be determined.

CLINICAL PROGRAM EXIT SURVEY

Please circle the most appropriate choice or fill in the information requested on this survey.

1. Have you applied for a further degree or further education? yes no **[if no go to 9]**

2. For what degree? Ph.D. Psy.D. Second Masters Other _____

3. How many schools did you apply to? _____ (number)

4. How many schools offered you admission? _____ (number) **[If 0 go to 9]**

5. Did you accept an offer? yes no **[if no go to 8]**

6. What is the name of the school? _____

7. What is the area of the program? _____

8. Why did you not accept the offer? **[go to 13 after this question]**

program did not meet academic needs financial reasons
married/children employment
other _____

9. Have you applied for a job? yes no **[if no go to 13]**

10. Were you offered a job? yes no **[if no go to 13]**

11. Is your work within the field of clinical or counseling psychology? yes no

12. Name of company or organization _____

13. Generally speaking, how much opportunity for advancement is there in the field for which you were trained at CSU? Choose a number from 1 to 5 with 1 being "no opportunity" and 5 being "many opportunities."

no 1 2 3 4 5 many opportunities

14. Compared to the training of your professional peers, how well prepared for employment do you believe your training makes you? Please choose a number from 1 to 5 with 1 being "not prepared at all" and 5 being "very well prepared."

not prepared 1 2 3 4 5 very well prepared

15. How challenging was the coursework in the clinical program at CSU? Choose a number from 1 to 5 with 1 being "not challenging" and 5 being "very challenging."

not challenging 1 2 3 4 5 very challenging

16. How successful was the faculty in the clinical program in meeting your educational needs? Choose a number from 1 to 5 with 1 being "not successful" and 5 being "very successful."

not successful 1 2 3 4 5 very successful

17. How strongly would you recommend the CSU Clinical Program for post bachelor study to others? Choose a number from 1 to 5 with 1 being "not recommend" and 5 "strongly recommend."

not recommend 1 2 3 4 5 strongly recommend

18. Which courses in your program were most valuable for you in obtaining a job or preparing you for further education?

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

19. What was valuable about (course name--1 from above)?

20. What was valuable about (course name--2 from above)?

21. What was valuable about (course name--3 from above)?

22. Which courses in your program were least useful for you in obtaining a job or preparing you for further education?

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

23. What was unsatisfactory about (course name-- 1 from above)?

24. What was unsatisfactory about (course name--2 from above)?

25. What was unsatisfactory about (course name--3 from above)?

26. Do you have specific suggestions for courses that should be added for career or educational advancement, and, if so, what are they?

27. Did you complete a masters thesis? yes no

28. If yes, please rate the helpfulness of your faculty advisor(s) with respect to topic selection, data collection, writing, etc. Choose a number from 1 to 5 with 1 being "not helpful" and 5 being "very helpful."

not helpful 1 2 3 4 5 very helpful

27. If you did not complete a masters thesis, why not?

30. Have you had work published in an academic journal or professional periodical?

yes no

31. If yes, what is the name of the journal or periodical? _____

32. Have you ever presented a paper at a professional conference?

yes no

33. If yes, what is the name of the conference? _____

34. Are you currently a member of any of the following professional organizations?

| | |
|-------------------------------------|--|
| American Psychological Association | Association for Psychological Science |
| Ohio Psychological Association | National Assoc of School Psychologists |
| Ohio Assoc of School Psychologists | Ohio Assoc of Masters Psychologists |
| Cleveland Psychological Association | Other _____ |

There are various activities that you might look to obtain or experience in a masters program. Please rate each item on how satisfied you are with Cleveland State's performance on each item on a 1 to 5 scale. One indicates that CSU failed to be successful on that item and 5 means that CSU was highly successful. If you feel the attribute does not apply to the Clinical Program, indicate N/A.

| | | | | | | | |
|-----|--|---|---|---|---|---|-----|
| 35. | on the job professional experience | 1 | 2 | 3 | 4 | 5 | N/A |
| 36. | formal job placement assistance | 1 | 2 | 3 | 4 | 5 | N/A |
| 37. | training in statistical theory | 1 | 2 | 3 | 4 | 5 | N/A |
| 38. | courses leading to a PhD program | 1 | 2 | 3 | 4 | 5 | N/A |
| 39. | training in psychological theory rather than professional practices | 1 | 2 | 3 | 4 | 5 | N/A |

THANK YOU VERY MUCH FOR YOUR TIME AND ASSISTANCE