

Assessment Cycle

Academic Year 2016-2017

Program – Psychology-Clinical Psychology

College: Gallaspy College of Education and Human Development

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military

Department of Psychology Mission. The Department of Psychology (undergraduate degrees in Psychology and Addiction Studies and a master's degree in Clinical Psychology) is dedicated to providing high quality education by actively engaging in the discovery and dissemination of knowledge. Students develop a robust knowledge base of concepts and theories, scientific and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development. As part of our educational mission, the Psychology Department provides encouragement and support for research and scholarship for both the faculty and students with opportunities for practicum and externship training experiences. These activities

are designed to foster professionalism and prepare students for graduate education and/or immediate employment and service in the community.

Clinical Psychology Program Mission Statement: The mission of the clinical psychology graduate program is to educate students in the science and practice of clinical psychology so that they may develop into knowledgeable professionals who are intelligent consumers of research and competent and ethical providers of psychological services.

Methodology: The assessment process for the MS in Clinical Psychology program is as follows:

- (1) Data from assessment tools are collected and returned to the program coordinator;
- (2) The program coordinator will analyze the data to determine whether students have met measurable outcomes;
- (3) Results from the assessment will be discussed with the program faculty;
- (4) Individual meetings will be held with faculty teaching core graduate courses if required;
- (5) The Program Coordinator, in consultation with the Clinical Psychology Graduate Council, will propose changes to measurable outcomes, assessment tools for the next assessment period and, where needed, curricula and program changes.

Student Learning Outcomes:

SLO 1. Students will know and utilize the theories, techniques, and outcomes of major approaches to psychotherapy.

PSYC 5200: Theories of Psychotherapy

PSYC 5260: Practicum I: Psychotherapy and Intervention

Measure: 1.1. (Direct – knowledge)

On an annual basis, students are administered a preliminary exam during orientation, before the start of the program, to establish a baseline of knowledge. The exam covers the same four areas, including theories, which are covered by the program's comprehensive exams. This allows for pre- and post-course assessments. Because this is a preliminary evaluation, no particular score is expected.

Each student enrolled in PSYC 5200, a required course for Clinical Psychology graduate students, will be administered a comprehensive exam as the final evaluation of the course. The exam is composed of questions developed by a faculty member and designed to evaluate the students' foundational knowledge of the theories of psychotherapy. 80% of enrolled students

will achieve a composite score of 70%. These scores will also be compared to the preliminary exam scores with an anticipated positive change.

Finding: The goal was met with 87.5% of the graduate students earning a minimum score of 70% on the comprehensive test. In addition, the scores for the comprehensive test were significantly higher than the scores for the pre-comp exam, which is in the desired direction.

Analysis: Of 8 students, 7 achieved over 70% on the comprehensive exam, with a range of 62.22 to 88.89 and $M = 79.44$, $SD = 71.60$. For the pre-comp exam, the scores ranged from 52 to 84 with $M = 69.5$, $SD = 123.14$. A pairwise t-test was performed, which showed that the comprehensive exam scores were significantly improved compared to the pre-comprehensive exam scores, $t(7) = -2.04$, $p = .04$, 1-tailed.

Action - Decision or Recommendation: The results were favorable in the anticipated direction for students' knowledge of theories of psychotherapy. In order to make the comparison of scores the most comparable, only the multiple choice portion of the comprehensive exam was used to compare to the pre-comp scores since it is multiple choice only. However, these were not the exact same items. Therefore, for future comparisons, a sample of 25 items will be selected by the professor to use on both exams so that only those items are used to make a direct comparison to evaluate the objective for future assessments.

Measure: 1.2. (Direct – Skill/Ability)

At the end of the semester, students enrolled in PSYC 5260, a required course for Clinical Psychology students, will be evaluated by their supervisors on their knowledge and use of theoretical and scientific approaches to psychological treatment, including evidence-based practice. 90% of enrolled students will demonstrate a fundamental knowledge by scoring 80% or higher on the evaluation.

Finding: The goal was met with 100% of students earning 100% on use and knowledge of theoretical and scientific approaches.

Analysis: The sample size was small with only three students. Each student was given a 5 out 5 on the rating scale for utilizing techniques and theory.

Action - Decision or Recommendation: There is only one question on the rating form to address this area and it is included with other material that evaluates "Facilitating action." While the students did well, it is possibly overestimated because of the all-inclusive question. Therefore, the question will be modified to clearly assess the students' knowledge and application of theoretical approaches and their appropriate use of empirically supported techniques.

SLO 2. Demonstrate understanding of research, theory, and methods of clinical practice, including assessment, diagnosis, and intervention of normal versus dysfunctional development and psychopathology.

PSYC 5300: Intellectual Assessment
PSYC 5320: Personality Assessment
PSYC 5750: Psychopathology
PSYC 5260: Practicum I: Psychotherapy and Intervention

Measure 2.1. (Direct – Knowledge)

The previously-mentioned preliminary exam covers the same four areas, including psychopathology, which are covered by the program's comprehensive exams. This allows for pre- and post-course assessments. Because this is a preliminary evaluation, no particular score is expected.

Each student enrolled in PSYC 5750, a required course for Clinical Psychology graduate students, will be administered a comprehensive exam as the final evaluation of the course. The exam is composed of questions developed by a faculty member and designed to evaluate the students' knowledge of psychopathology, including its etiology, diagnosis, and treatment. At least 80% of enrolled students will achieve a composite score of 70% or better. These scores will also be compared to the preliminary exam scores with an anticipated positive change.

Finding: The goal was met with 100% of the graduate students earning a minimum score of 70% on the comprehensive test. In addition, the scores for the comprehensive test were significantly higher than the scores for the pre-comp exam, which is in the desired direction.

Analysis: All 8 students achieved over 70% on the comprehensive exam, with a range of 84 to 94 and $M = 86.29$, $SD = 8.57$. For the pre-comp exam, the scores ranged from 32 to 80 with $M = 62.86$, $SD = 259.81$. A pairwise t-test was performed, which showed that the comprehensive exam scores were significantly improved compared to the pre-comprehensive exam scores, $t(7) = -3.43$, $p = .006$, 1-tailed.

Action - Decision or Recommendation: The results were favorable in the anticipated direction and indicate that the students demonstrated knowledge of and proficiency in diagnosing mental disorders. In order to make the comparison of scores the most comparable, only the multiple choice portion of the comprehensive exam was used to compare to the pre-comp scores since it is multiple choice only. However, these were not the exact same items. Therefore, for future comparisons, a sample of 25 items will be selected by the professor to represent the assessment and diagnosis of psychopathology and used on both exams so that only those items are used to make a direct comparison to evaluate the objective for future assessments.

Measure 2.2. (Direct – Assessment Skill / Ability)

Students will demonstrate their assessment and diagnostic abilities through evaluations they are required to submit for PSYC 5300 and 5320, required assessment courses for Clinical Psychology students. At the conclusion of each assessment course, the instructor will use rubric to evaluate the students' proficiency in performing clinical interviews and psychological testing used in assessment and diagnosis. At least 70% of students will score 80% to demonstrate competency in psychological assessment and diagnosing.

Finding: This is an area critical to the program that was identified as a significant missing component of the assessment process. Therefore, it is new and will be included in future cycles, beginning with the 2017-2018 academic year.

Analysis: N/A

Action - Decision or Recommendation: This measure is to be included in future cycles.

Measure 2.3. (Direct – Intervention Skill / Ability)

At the end of the semester, students enrolled in PSYC 5260 and 5270, all required courses for Clinical Psychology students, will be evaluated by their supervisors on their knowledge and skills of treatment planning and choosing and implementing evidence-based interventions to effect change. At least 70% of students will score 80% to demonstrate competency in psychological intervention.

Finding: This goal was met with 100% of the students in both courses earning a rating of at least 80% on their ability to set appropriate treatment goals, to select appropriate strategies/interventions, and to demonstrate the skill of implementing intervention techniques.

Analysis: Students in both classes were rated on a scale of 1 (very deficient in fulfilling responsibilities of trainee) to 5 (greatly excelled in fulfilling responsibilities of trainee). In the area of psychological intervention, their ratings ranged from 4 to 5, with $M = 4.43$. Given that these ratings are completed by different supervisors in various settings, this outcome is excellent.

Action - Decision or Recommendation: There will be no changes in this objective or its measure.

SLO 3. Students will demonstrate and apply knowledge of experimental design and statistical analysis used to evaluate, plan, and perform psychological research.

PSYC 5100: Psychological Research: Statistics

PSYC 5120: Psychological Research: Design

PSYC 5950: Psychological Research

Measure 3.1. (Direct – Knowledge)

The previously-mentioned preliminary exam covers the same four areas, including statistics and research design, which are covered by the program's comprehensive exams. This allows for pre- and post-course assessments. Because this is a preliminary evaluation, no particular score is expected.

Each student enrolled in PSYC 5120, a required course for Clinical Psychology graduate students, will be administered a comprehensive exam as the final evaluation of the course. The exam is composed of questions developed by a faculty member and designed to evaluate the students' knowledge of statistics and research design. At least 80% of enrolled students will achieve a composite score of 70% or better. These scores will also be compared to the preliminary exam scores with an anticipated positive change.

Finding: The goal was met with 80% of the graduate students earning a minimum score of 70% on the comprehensive test. In addition, the scores for the comprehensive test were significantly higher than the scores for the pre-comp exam, which is in the desired direction.

Analysis: Of 10 students, 8 achieved over 70% on the comprehensive exam, with a range of 68.5 to 90.5 and $M = 78.5$, $SD = 8.3$. For the pre-comp exam, the scores ranged from 32 to 56 with $M = 44$, $SD = 69.33$. A pairwise t-test was performed, which showed that the comprehensive exam scores were significantly improved compared to the pre-comprehensive exam scores, $t(9) = -7.24$, $p = .0002$, 1-tailed.

Action - Decision or Recommendation: The results were favorable in the anticipated direction, indicating that the students demonstrated knowledge of statistics and research design. The comprehensive exam, however, included a variety of items, including multiple choice, while the pre-comp only included multiple choice items. Therefore, for future comparisons, a sample of 25 items will be selected by the professor to use on both exams so that only those items are used to make a direct comparison to evaluate the objective for future assessments.

Measure 3.2. (Direct - Knowledge)

At the conclusion of each research project, Paper-in-lieu of thesis or Thesis, committee members will score the project using a rubric that assesses critical thinking and analysis of psychology concepts and literature, development of a research question(s) and hypotheses, appropriateness of the research design and methods, presentation and interpretation of data in psychological research. An overall rating of 80% will demonstrate proficiency.

Finding: This goal was met with 100% of the students receiving a rating of at least 80% for demonstrating ability to write a comprehensive review of the literature, research design, and proposed analyses or analyses of the data, as well as present the information in an oral defense that illustrate command of the material

Analysis: Four students completed research projects in the 2016-2017 academic year. One student completed a Paper-in-lieu of thesis and received an overall rating of 80%. Three students completed theses and all received an overall rating of 100%.

Action - Decision or Recommendation: This is a new measure and effectively evaluated the objective. No changes will be made.

SLO 4. Students will demonstrate understanding and application of ethical and professional standards in research and clinical practice.

PSYC 6000: Ethics and Professional Conduct

PSYC 5260: Practicum I: Psychotherapy and Intervention

PSYC 5270: Practicum II: Psychological Intervention and Therapy

Measure 4.1. (Direct – knowledge)

On an annual basis, students are administered a preliminary exam during orientation, before the start of the program, to establish a baseline of knowledge. The exam covers the same four areas, including ethics, which are covered by the program's comprehensive exams. This allows for pre- and post-course assessments. Because this is a preliminary evaluation, no particular score is expected.

Each student enrolled in PSYC 6000, a required course for Clinical Psychology graduate students, will be administered a comprehensive exam as the final evaluation of the course. The exam is composed of questions developed by a faculty member and designed to evaluate the students' knowledge and understanding of ethical principles and standards of practice and their ability to practice ethical decision-making skills when presented with an ethical dilemma. 90% of enrolled students will achieve a composite score of 70%. These scores will also be compared to the preliminary exam scores with an anticipated positive change.

Finding: The goal was met with 100% of the graduate students earning a minimum score of 70% on the comprehensive test. In addition, the scores for the comprehensive test were significantly higher than the scores for the pre-comp exam, which is in the desired direction.

Analysis: All 8 students achieved over 70% on the comprehensive exam, with a range of 73 to 88 and $M = 80.76$, $SD = 14.73$. For the pre-comp exam, the scores ranged from 48 to 64 with $M = 55.43$, $SD = 28.95$. A pairwise t-test was performed, which showed that the comprehensive exam scores were significantly improved compared to the pre-comprehensive exam scores, $t(7) = -9.86$, $p = .003$, 1-tailed.

Action - Decision or Recommendation: The results were favorable in the anticipated direction and indicated that the students demonstrated knowledge and understanding of ethical principles and standards of practice. In order to make the comparison of scores the most comparable, only the multiple choice portion of the comprehensive exam was used to compare

to the pre-comp scores since it is multiple choice only. However, these were not the exact same items. Therefore, for future comparisons, a sample of 25 items will be selected by the professor to represent the assessment and diagnosis of psychopathology and used on both exams so that only those items are used to make a direct comparison to evaluate the objective for future assessments.

Measure 4.2. (Direct – Skill / Ability)

At the end of the semester, students enrolled in PSYC 5260 and 5270, all required courses for Clinical Psychology students, will be evaluated by their supervisors on their knowledge of ethical and professional practice, as well as their demonstration of ethical and professional practice. 100% of enrolled students will demonstrate a fundamental knowledge by scoring 80% or higher on the evaluation.

Finding: This goal was met with 100% of the students in both courses earning a rating of 100% on their knowledge and practice of ethical and professional conduct.

Analysis: Students in both classes were rated on a scale of 1 (very deficient in fulfilling responsibilities of trainee) to 5 (greatly excelled in fulfilling responsibilities of trainee). In the area of ethical and professional conduct, all students received a 5, demonstrating excellent performance by the students.

Action - Decision or Recommendation: The teaching, expectations, and assessment of ethical and professional conduct will continue in the same manner.

Comprehensive Summary of key findings and or decisions: Overall, the outcome measures illustrate the Clinical Psychology program is successfully meeting the identified objectives. One key area that was missing in the assessment cycle was in the area of psychological assessment. Therefore, this is a new measure that has been identified and will be included beginning with the 2017-2018 academic year. In addition, many of the areas are assessed by a comparison of a pre-comprehensive exam, which is administered when students enter the program, to comprehensive exams, which are administered at the conclusion of the respective courses. All findings were in the expected direction and showed improved knowledge in each of the core areas. However, to improve this comparison, a sample of 25 items for each area will be used on both measures so that it is a direct pre-post comparison for that area.