

## Psychology MS

### Assessment Plan

#### I. Student Learning Outcomes

The Psychology Department's M.S. Program in clinical psychology trains students to become master's level psychotherapists, who are eligible to obtain the Marriage Family Therapy or Licensed Professional Clinical Counselor professional licenses. Five of the program's student learning outcomes pertain to the ethical and skillful practice of psychotherapy. Each SLO is taught in multiple courses throughout the program. These SLOSs are:

1. Know the legal and ethical responsibilities related to clinical practice; apply these in actual clinical situations.
2. Master the diagnostic and conceptual framework for mental disorders and related terminology; accurately diagnose actual clinical patients.
3. Apply a variety of dominant theoretical frameworks for describing personality, predicting behavior, treatment planning and guiding clinical interventions.
4. Employ therapeutic techniques from a variety of theoretical models for intervening with children, adolescents and adults in individual, family and group modalities.
5. Be sensitive to the influence of ethnicity and cultural values on clinical practice; consider cultural and ethnic influences while working with therapy cases.

#### II. Assessment Instrument

During their second year in the M.S. program, all M.S. students take Psyc 594A & 594B – Fieldwork. For this class, they spend 15 to 20 hours per week delivering psychotherapy at a clinic or other facility off campus in the community. This Fieldwork sequence is – along with the master's thesis – a capstone experience for M.S. students, in which they are expected to demonstrate achievement of program learning objectives by applying concepts and enacting skills in a setting in which they are working psychotherapists.

At the end of each spring semester, the entire M.S. second-year cohort is evaluated on the five learning outcomes by two people who are thoroughly familiar with students' clinical work. These are an off-campus supervisor at their practicum site and the Psyc 594B instructor. Both individuals independently rate all students in Psyc 594B on all five SLO's using the attached rating form that provides descriptive anchors for four levels of performance: excellent, good, acceptable and poor.

**Rating scale:** Ratings of students are made on a 4-point scale. *Excellent* (3) represents strong mastery of the skill or conceptual framework with a clear ability to apply it with nuance. *Good* (2) represents mastery but without the depth or breadth needed for a rating of excellent. For a rating of good, the student needs to demonstrate an ability to apply skills and concepts independently. *Acceptable* (1) represents a capacity to use and apply concepts and skills with guidance from supervisors. Acceptable represents a minimally acceptable level of competence at the master's level but also a need for continued growth. *Poor* (0) represents an unacceptable level of knowledge or performance, meaning that the student did not display at least minimally acceptable levels of competence for a master's student. Remediation would be needed before this student would be considered to have achieved a level of knowledge and skill necessary for

independent practice.

### **III. Assessment Committee**

The coordinator of the M.S. program compiles, analyzes and writes up a report regarding the data.

### **IV. Assessment Schedule**

All students are assessed on all five SLOs during their second year in the M.S. program. All five SLOs are assessed annually.

## ASSESSMENT OF M.S. LEARNING OUTCOMES

STUDENT: \_\_\_\_\_

The CSUF M.S. program is assessing its learning outcomes for students. These assessments are for the purpose of reviewing the curriculum to best prepare students for professional life. These **confidential** assessments will *not* affect students' grades; nor will students have access to them. They are for internal, program use only.

To help us with our assessment task, please rate the above student on the following areas, using the statements below as descriptors of different levels of learning attainment.

Students likely have experienced growth and learning during their internship. Please rate them as they are **now** (i.e., what is their **current** level of attainment?).

\_\_\_\_\_ **#1-Know the legal and ethical responsibilities related to clinical practice; apply these in actual clinical situations.**

3. **Excellent:** Student thoroughly understands legal and ethical responsibilities for practitioners and implements them consistently with clients.
2. **Good:** Student has a strong understanding of law and ethics, and behaves ethically with clients, but not at a level to receive a rating of 3.
1. **Acceptable:** Student has a general understanding of legal and ethical obligations but needs clarification or reminders about how to carry out these responsibilities.
0. **Poor:** Student fails to adequately understand legal and ethical responsibilities. Student's practice displays lapses in ethical behavior.

\_\_\_\_\_ **#2-Master the diagnostic and conceptual framework for mental disorders and related terminology; accurately diagnose actual clinical patients.**

3. **Excellent:** Student employs diagnostic methods in a sophisticated way; shows a comprehensive understanding of these frameworks and terminology and employs them skillfully and independently.
2. **Good:** Student employs appropriate diagnostic methods and displays a general understanding of these frameworks and terminology. Makes accurate diagnoses, sometimes needing assistance to do so.
1. **Acceptable:** Student generally uses appropriate diagnostic techniques but may not have a broad understanding of frameworks and terminology; typically needs assistance with making accurate diagnoses.
0. **Poor:** Student's use of diagnostic methods is not appropriate; displays only a vague understanding of the important frameworks and terminology; makes repeated diagnostic errors.

**(Please turn over and continue on back.)**

\_\_\_\_\_ **#3-Apply a variety of dominant theoretical frameworks for describing personality, predicting behavior, treatment planning and guiding clinical interventions.**

3. **Excellent:** Student shows a strong ability to conceptualize cases from multiple theoretical frameworks, accurately employing correct terminology and concepts.
2. **Good:** Student shows a strong grasp of at least one theoretical framework and accurately applies correct terminology and concepts to cases.
1. **Acceptable:** Student is generally able to apply theoretical frameworks to guide case conceptualization and planning. However, there are gaps or inaccuracies in the student's knowledge.
0. **Poor:** Student fails to employ at least one theoretical framework accurately. Student has a deficient grasp of case conceptualization.

\_\_\_\_\_ **#4-Employ therapeutic techniques from a variety of theoretical models for intervening with children, adolescents and adults in individual, family and group modalities.**

3. **Excellent:** Student skillfully uses a variety of therapeutic techniques successfully with clients.
2. **Good:** Student effectively uses multiple techniques to work with clients, but not to the extent needed for a rating of 3.
1. **Acceptable:** Student is able to successfully use a small range of therapeutic techniques, but student's practice does not display breadth.
0. **Poor:** Student is unable to employ any therapeutic technique successfully.

\_\_\_\_\_ **#5-Be sensitive to the influence of ethnicity and cultural values on clinical practice; consider cultural and ethnic influences while working with therapy cases.**

3. **Excellent:** Student regularly and consistently considers culture and ethnicity in treatment planning and intervention; independently applies them to cases.
2. **Good:** Student considers culture and ethnicity, but not at the level needed for a rating of 3.
1. **Acceptable:** Student has some understanding of the effects of culture and ethnicity on therapy but does not employ this understanding consistently. Needs guidance to be able to apply these concepts to cases.
0. **Poor:** Student fails to consider culture and ethnicity's effects on therapy; is not able to accurately apply these concepts to cases.