### SJSU Annual Program Assessment Form

**Academic Year 2015-2016**

<table>
<thead>
<tr>
<th><strong>Department:</strong></th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program:</strong></td>
<td>Masters of Science in Clinical Psychology</td>
</tr>
<tr>
<td><strong>College:</strong></td>
<td>Social Sciences</td>
</tr>
<tr>
<td><strong>Program Website:</strong></td>
<td><a href="http://www.sjsu.edu/psych/Graduates/clinicalpsych/index.html">http://www.sjsu.edu/psych/Graduates/clinicalpsych/index.html</a></td>
</tr>
<tr>
<td><strong>Link to Program Learning Outcomes (PLOs) on program website:</strong></td>
<td><a href="http://www.sjsu.edu/psych/plo/index.html">http://www.sjsu.edu/psych/plo/index.html</a></td>
</tr>
<tr>
<td><strong>Program Accreditation (if any):</strong></td>
<td>Board of Behavioral Science (BBS) – state licensing agency and accrediting agency for graduate programs leading to the Marriage Family Therapy License (MFT) and Licensed Professional Clinical Counselors (LPCC)</td>
</tr>
<tr>
<td><strong>Contact Person and Email:</strong></td>
<td>Glenn M. Callaghan, PhD <a href="mailto:Glenn.Callaghan@sjsu.edu">Glenn.Callaghan@sjsu.edu</a></td>
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<tr>
<td><strong>Date of Report:</strong></td>
<td>8-10-16</td>
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</tbody>
</table>

### Part A

1. **List of Program Learning Outcomes (PLOs)**
   (PLOs should be appropriate to the degree and consider national disciplinary standards, if they exist. Each outcome should describe how students can demonstrate learning.)

   1. Interventions and evidence-based applications
      1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
      1.2 Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature
   2. Communication and case presentation
      2.1 Students will demonstrate effective integration and communication of clinical case material
      2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials
      2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
      2.4 Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases
   3. Competent Assessment and Evaluation
      3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches
4. Professional clinical practice
   4.1 Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family/couples therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases

5. Preparation and meeting professional licensing requirements
   5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

2. **Map of PLOs to University Learning Goals (ULGs)**
   (Please indicate how your PLOs map to the University Learning Goals below by listing the PLO under each relevant ULG, or including this map in table form (see examples [here](#)). Use the link above for a full description of each ULG.)

<table>
<thead>
<tr>
<th>ULG 1 – Specialized Knowledge</th>
<th>PLO 1: Interventions and evidence-based applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULG 2 – Broad Integrative Knowledge</td>
<td>PLO 2: Communication and Case presentation</td>
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</tbody>
</table>
| ULG 3 – Intellectual Skills  | PLO 1: Interventions and evidence-based applications  
PLO 2: Communication and Case presentation  
PLO 3: Competent Assessment and Evaluation |
| ULG 4 – Applied Knowledge  | PLO 1: Interventions and evidence-based applications  
PLO 2: Communication and Case presentation  
PLO 3: Competent Assessment and Evaluation  
PLO 4: Professional clinical practice |
| ULG 5 – Social and Global Responsibilities  | PLO 4: Professional clinical practice  
PLO 5: Preparation and meeting professional licensing requirements |

3. **Alignment – Matrix of PLOs to Courses**
   (Please show in which courses the PLOs are addressed and assessed. The curriculum map should show increasing levels of proficiency and alignment of curriculum and PLOs. See examples [here](#))

1. **Alignment – Matrix of PLOs to Courses**
   1. Interventions and evidence-based applications
   1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
   - 1st and 2nd year comps
   - PSYC 210, 211, 258, 243, 226, 260, 224A, B
   1.2 Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature
- 1st and 2nd year comps
- 243 Fieldwork evaluation
- 210, 211, 258, 208, 203A, 225, 232, 260

2. Communication and Case presentation
   2.1 Students will demonstrate effective integration and communication of clinical case material
   2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials
   2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
   2.4 Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases
   - 243 Fieldwork
   - 224 A B Practicum
   - 2nd year comp (oral)
   - course presentations in 203A, 208, 209, 211, 210, 211, 222, 225, 228, 260, 226

3. Competent Assessment and Evaluation
   3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches
   - 243 Fieldwork
   - 224 A, B Practicum
   - 298 2nd year comp (oral)
   - 210, 211, 258, 291, 228, 260, 226

4. Professional clinical practice
   4.1 Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family/couple therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases
   - 243 Fieldwork
   - 224 A, B Practicum
   - 1st year comps
   - 298 2nd year comp (oral)
   - 228, 208, 203A, B, 222, 225, 260

5. Preparation and meeting professional licensing requirements
   5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences
   - MS Clinical committee review of student preparation and professionalism
   - satisfactory completion of all courses and fieldwork evaluations
   - performance on comps (298)
   - assessed post graduation with licensing pass rates
4. Planning – **Assessment Schedule**

(Please provide a reasonable, multi-year assessment plan that specifies when a PLO will be assessed (A), when you might plan to implement changes as a result of your assessment (I), and, if applicable, when you might reassess a given PLO (R) to gauge the impact of the change. All PLOs should be assessed at least once during each program planning cycle (usually 5 years). Add rows and columns as necessary.)

<table>
<thead>
<tr>
<th>PLO 1</th>
<th>Year 1 2015-16</th>
<th>Year 2 2016-17</th>
<th>Year 3 2017-18</th>
<th>Year 4 2018-19</th>
<th>Year 5 2019-20</th>
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<tr>
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<tr>
<td>PLO 2</td>
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<td>PLO 3</td>
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<td>PLO 4</td>
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<td>PLO 5</td>
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The program resumed in Fall of 2014. Since that time, we have been engaging in a great deal of assessment of both student progress and effectiveness in teaching. We continue to discuss as a faculty the ability of each student to meet all of our CLOs and PLOs. Because we had our first graduating cohort in 2016, this past academic year was the second where it was essential we continue to examine all five of our PLOs. Students who graduated in May of 2016 completed their one year fieldwork placement and second year comprehensive examinations. This provided a great deal of information about all of the PLOs as well as the way we conduct comprehensive exams.

5. **Student Experience**

a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?

b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.

We continue to revise our MS Student Handbook and will include the PLOs and the map to the ULGs. We continue to welcome student feedback about the program and how information is shared at all times. Because the program is newly revised to have the heavy load of 60 units, we are consistently conducting informal assessments of student experience of workload. We have made some adjustments in workload to first year classes in an effort to facilitate learning and reduce student stress.

a. PLOs and the ULGs are communicated in course syllabi as well as the Student Handbook. In addition, we include in all course syllabi the CLOs and PLOs and how each course meets those requirements. We have also developed all new License Learning Objectives (LLOs) and have mapped the CLOs to the requirements by the Board of Behavioral Sciences (BBS) for state licensure. This has met with great enthusiasm from the students with respect to understanding the requirements for licensure.
b. As stated above, we welcome feedback from students at all times. Our goal is to be transparent. Students provide feedback to faculty mentors and to the Program Director throughout the year. In addition, the Program Director directly solicits feedback from the students at times during the semester in courses (when appropriate). A formal exit interview is being designed so that each student has the opportunity to explore what elements were most successful for achieving PLOs and LLOs and what parts of the program may be improved.

Part B

6. Assessment Data and Results

During this period, we have examined student papers, first year comprehensive exams, and second year comprehensive exams. All course syllabi and comprehensive exam instructions are available on request.

7. Analysis

The information gathered from the students’ first and second year positively impacted the program and resulted in several meaningful changes. These include but are not limited to a reordering of first year courses to better serve the students direct expression of what they desired in their training and information gathered from performance on first year comprehensive exams. In addition, the questions asked in the first year comprehensive exams were changed to better reflect a need to demonstrate competence with assessment and treatment development around contextual variables including gender, ethnicity, and language skills. Second year comprehensive exams were changed based on faculty input. These changes included the format in which the orals are presented to the faculty members involved. These changes were based on the ongoing assessment of all five of the PLOs.

Performance on the first year exams for 2015-16 was consistent with previous years. All students passed the first year exams, with approximately 1 student required a retake of the exam in test conditions, and 25% of students requiring out of test conditions rewriting of their responses. This is consistent with student performance from pervious years. While students did well, the committee feels that the students could still continue to improve in their ability to integrate contextual clinical features (gender, ethnicity, etc.) more effectively in their writing in response to comprehensive exam questions.

All 11 second year students passed their second year comprehensive exams. Both students and the faculty appreciated the new format.

8. Proposed changes and goals (if any)

We are changing the questions on the first year comprehensive exams one more time this coming Spring (2017). These changes will be made in an effort to more effectively allow students to demonstrate an understanding of essential contextual variables in assessment of clients and treatment planning. This process will provide feedback about the need for additional changes to course assignments to help better teach and assess these skills.

We will assess the effectiveness of the new second year comprehensive exam oral examination structure that was put into place in Spring 2016.
The order of courses will remain in tact from 2015-16 to 2016-17.

One other area of potential focus for our program is to help students more easily navigate the incredibly challenging task of pursuing licensure. While we have made all courses consistent with all licensing board (BBS) requirements, it is our hope to attempt to help students become even more clear about what will occur once they graduate. This is made very challenging by the BBS who continue to change these requirements every two years.

**Part C**

(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcomes as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department’s efforts. Please add rows to the table as needed.)

<table>
<thead>
<tr>
<th>Proposed Changes and Goals</th>
<th>Status Update</th>
</tr>
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<tbody>
<tr>
<td>Changes to first year comps</td>
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<tr>
<td>Changes to second year comps</td>
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<tr>
<td>Changes in order of courses</td>
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<tr>
<td>Success in students understanding licensing requirements</td>
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