

2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****Submission date:** 10/15-17/2022**Submitted by:** Dr. Patricia Sandberg, Professor of Psychology, prsandberg@alaska.edu**Program(s) covered in this report:** Clinical Psychology MS

If you selected "Other" above, please identify. (100 characters or less)

College: College of Arts and Sciences**Campuses where the program(s) is delivered:** ☒ Anchorage ☐ KOD ☐ KPC ☐ MSC ☐ PWSC**Specialized accrediting agency (if applicable):** N/A**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:**

The American Psychological Association has approved Master's level accreditation and is developing standards. The MSCP will seek accreditation as soon as the standards are published. The projected APA timetable is for the accreditation process for MS programs to begin in 2024.

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skill sets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four core competencies at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in these two core competencies.

1. **A. *Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.***

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working. (500 characters or less)**

As noted in Dean McNulty's feedback for 2021, an example that could be a model for the University of an Intentionally Designed Course was described last year in the "ideas" section. Our Practicums/Internships continue to develop relationships in the community with stakeholders. The PSC builds relationships directly with community agencies that also see underserved populations. Agencies mentor students during internship and then hire the ones they want as fully trained and ready-to-go employees. An indicator of success is how readily community agencies seek to place our students in internships and the frequency with which interns are hired at the end of their internship.

- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now. (500 characters or less)**

B. ***Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.***

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this core competency? (500 characters or less)**

There are opportunities to develop proficiency in VERBAL communication in professional, research, and clinical activities in every class through learning therapeutic techniques, practicing skills, presentations, group projects, and role playing situations. Students develop proficiency in diverse contexts for professional WRITTEN communication by writing assessment reports, clinical documentation in Prac/Internship, and professional research papers in most classes.

- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency. (500 characters or less)**

The program has designed a cumulative e-Portfolio that includes records of academic and clinical (Prac/Internship) success and culminates with both a Written Exam of General Knowledge (representing licensing exams) and an Oral Exam of Competence in Basic Clinical Skills. The Oral Exam in particular, showcases the students' competency as they

independently develop and verbally present their conceptualization, diagnostic impressions, and a specific treatment plan for a provided vignette.

PROGRAM STUDENT LEARNING OUTCOMES

- 2. Please list the Program Student Learning Outcomes your program assessed in AY22. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

Students graduating with an MS Clinical Psychology degree should be able to:

1. Apply a broad knowledge of contemporary psychology, with special emphasis in clinical psychology
- MET FACULTY EXPECTATIONS
2. Demonstrate acceptable skills in research analysis (including writing and mastery of APA style).
EXCEEDED FACULTY EXPECTATIONS
3. Demonstrate competence in basic clinical skills sufficient to practice under general supervision
MET FACULTY EXPECTATION

- 3. Describe your assessment process in AY22 for these Program Student Learning Outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)**

The Assessment Coordinator collected data at the end of fall/spring semesters including e-Portfolios, administering Written and Oral Exit Exams, and the Exit Survey. As noted in Dean McNulty's review, the e-Wolf e-Portfolio system was facilitated and required this year and submissions were reviewed by the MS faculty.

Full data and analyses per the Assessment Plan were presented to MS-CP faculty at the beginning of following semesters and annually. Faculty conversations included boundaries of expectations for SLOs in this new reporting system, adding a final clarification session before Oral Exams, reviewing Exit Survey information, and discussing integration of the new MS Behavioral Analysis track into next year's Assessment Plan (2023-2024).

- 4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)**

In general students demonstrate excellent competencies when they graduate from the program and they feel they have the knowledge and skills for the behavioral health workforce.

During the last year students continued to be frustrated by limitations of social interaction within cohorts and classes due to Pandemic protocols.

Faculty determined we are doing well with the current Assessment Plan. During this year we need to expand for incorporation of the added focus on Equity Gaps. We will also review the Assessment

Plan for incorporation of the Behavior Analysis track into the Assessment Plan to see if any changes are needed. That track will begin instruction with its first cohort beginning 2023-2024.

- 5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

Professional writing emphasis

During this year faculty discussed the individual differences in students' professional writing skills. We have intensified our focus on professional writing, both in research papers and student papers (2 types of APA Style for writing). We added classroom discussions, student 1:1 support (when needed), and gathered and posted articles and website training sites in APA Style for them to study. This will address the outcome "Demonstrate acceptable skills in research analysis (including writing and mastery of APA style)". These additions will be fully implemented in 2022-2023 and we will know if they worked based on the Exit Survey Data collected annually.

Scaffolding clinical training- adding peer skills-training practice

Students have noted areas for improved scaffolding and resources (the PSC did not have a director for 2020-21) in their practicum placements. We added a peer-practice option and support from PhD mentors during 2021-2022 which was well received by students. The PSC practicum is underfunded and we are seeking resources to improve the access to resources in the clinic. We have also discussed how to further increase peer practice in course work where students learn clinical modalities. The implementation of peer-practice opportunities in courses and practicum, increase in resources to the PSC, and more mentorship from advanced students will address the outcome "Demonstrate competence in basic clinical skills sufficient to practice under general supervision". We have also begun the process of incorporating Simulation Lab experiences (mock clinical encounters with Standardized Patients, trained actors) in the transition from their basic clinical skills course where they practice using Simulation Lab encounters into the Psychological Services Center. That will provide practice in clinical encounters during the practicum in the Psychological Services Center. These peer practice changes will be fully implemented in 2022-2023 and we will know if they worked based on the Exit Survey Data collected annually. We will move forward with planning for incorporation of Simulation Lab activities.

Students identified wanting more specific training in clinical specialties and practice with clinical skills. The MS program trains students as generalist providers, and although we train and expose students to various modalities, specialization often happens post-graduation. To support students we created a student shared drive where faculty and students can share resources. We will work on the development of a folder that includes a curated resource guide for clinical topics. This will allow for an additional space for peer learning related to clinical modalities. This will address the outcome "Demonstrate competence in basic clinical skills sufficient to practice under general supervision". These changes will be fully implemented in 2022-2023 and we will know if they worked based on

the Exit Survey Data collected annually.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

- 6. In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the Program Student Learning Outcomes? Please check all that apply.**

- ☒ Course curriculum changes
- ☐ Course prerequisite changes
- ☒ Changes in teaching methods
- ☐ Changes in advising
- ☐ Degree requirement changes
- ☐ Degree course sequencing
- ☐ Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- ☐ Changes in program policies/procedures
- ☐ Changes to Program Student Learning Outcomes (PSLOs)
- ☐ College-wide initiatives (e.g., High-Impact Practices)
- ☒ Faculty, staff, student development
- ☐ Other
- ☐ No changes were implemented in AY22.

If you checked "Other" above, please describe. (100 characters or less)

- 7. Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

Students have identified faculty support and cohort cohesion as strengths of the MS program. MS faculty have used formative feedback to adjust teaching methods to adjust to COVID-19 related challenges and create spaces for students to work together professionally and socially.

- 8. PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE**

- 9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

We are very proud of the accomplishments of our graduates. In this annual report period we had 5 students who graduated in fall 2021 and 4 graduated in spring 2022. We have also continued to maintain contact with students from previous cohorts and know that many continue to work toward

professional licensure in Alaska. This year's graduates are representing our program at Volunteers of America (residential and school-based programs); Alaska Behavioral Health (Child/Family Services and Adult services); and 2 are planning to apply to doctoral programs after a short break from academia. Of the 9 graduates this year, 5 are confirmed to be working under supervision for licensure.

The general (and not exhaustive) list of where our Alumni are working within Alaska is: Cook Inlet Tribal Council, Southcentral Foundation, ANTHC, UAA Student Health and Counseling Center, Volunteers of America, Alaska Behavioral Health, Alaska Child and Family, and SF-Pathways Home, with a large additional number working in Independent Practices or as clinicians in private Behavioral Health clinics. We also hear from alumni who are working in other states and have been successfully gaining licensure there. We are aware of 4 Alumni from recent years currently in Psychology doctoral programs.

DEAN SECTION (Due to the program on January 15)

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? (750 characters or less)**

The program is encouraged to continue to review assessment methods and as noted to see what modifications need to be made with the addition of the behavioral analysis track. Additionally, they are encouraged to continue to investigate ways in which MS students can have additional practicum experiences at the PSC and beyond. Since accreditation standards are expected in 2024, assessment in the coming year will be driven by these newly identified standards.

2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? (750 characters or less)**

The program does an excellent job of training generalists who go on to serve a vital role in providing mental health services to the state of Alaska. The training provided through the community connections prepares students for these occupations. The assessment report is a good model of an engaged, reflective and thorough assessment report and process.

Dean's signature:

Jenny McNulty

Date: January 9, 2023