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| **Assurance of Student Learning Report****2023-2024** |
| College of Education and Behavioral Sciences | Psychology Department |
| M.A. in Psychology, Clinical Concentration (092) |
| Program Director: Rick Grieve/Sally Kuhlenschmidt |

***Is this an online program***? [ ]  Yes [x]  No

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** |
| **Student Learning Outcome 1:** Upon completion of this program, students will be able to accurately administer and score standardized, norm-referenced intelligence tests. |
| **Instrument 1** | Direct: Final Competency Checkout for each specific test (WAIS and WISC). |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **[x]  Met** | **[ ]  Not Met** |
| **Student Learning Outcome 2:** Upon completion of this program, students will be able to display in a practice setting: knowledge of professional ethics, diagnosis, interventions and intellectual assessment. |
| **Instrument 1** | Direct: At the end of their internship class, students will complete a comprehensive full-day exam covering these topics. |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **[x]  Met** | **[ ]  Not Met** |
| **Student Learning Outcome 3:** |
| **Instrument 1** |  |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **[ ]  Met** | **[ ]  Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**  |
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| **Student Learning Outcome 1** |
| **Student Learning Outcome**  | **Student Learning Outcome 1:** Upon completion of this program, students will be able to accurately administer and score standardized, norm-referenced intelligence tests. |
| **Measurement Instrument 1**  | Direct: Final Competency Checkout for each specific test (WAIS and WISC). The rubric was revised with a new instructor and the information in the new rubric is proprietary information, not to be released to the general public.  |
| **Criteria for Student Success** | Students must earn 80% or better on the rubric (a checklist of administration tasks) to pass the competency checkout. The score is based on overall accuracy  |
| **Program Success Target for this Measurement** | 100% of students in the program will have earned 80 out of 100 on the rubric. | **Percent of Program Achieving Target** | Of the 10 students in the first-year cohort, 10 (100%) passed the WAIS at the 80% proficiency level and 10 (100%) passed the WISC at the 80% proficiency level. |
| **Methods**  | All students in a cohort (N=10) must take this course and pass this assessment. The student completes their final assessment for a particular measure (WAIS or WISC) and turns in the video of the assessment and the test booklet and other materials. The materials are scored by a GA and then by the instructor and disagreements between the two are discussed and resolved. Points are taken off for a variety of errors ranging from .5 for a judgement call to 5 points for an error that would invalidate the test scores.  |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
| This is the second year that we have explicitly examined this outcome in this measure. It continues to show that we are doing a good job in teaching the material and supporting the student learning. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| We believe that the students are appropriately learning how to administer, score, and interpret intellectual assessments. We will continue to keep an eye on this metric to ensure that success continues. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| We will next assess this outcome at the end of Fall 2024 in Psy 562. The measure will continue to be used but may get updated if a new test edition is released. The instructor will provide the data on success of students. This is a critical issue for our graduates so we wish to measure it annually to catch any drift from our goal earlier.We will also consider adding an assessment to check on how second year students apply their knowledge during their internship (practicum/field placement) experience. |

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| **Student Learning Outcome 2** |
| **Student Learning Outcome**  | Upon completion of this program, students will be able to display in a practice setting: knowledge of professional ethics, diagnosis, interventions and intellectual assessment. |
| **Measurement Instrument 1** | Direct: At the end of their internship class, students will complete a comprehensive full-day exam covering these topics. |
| **Criteria for Student Success** | Students will earn an 80% on this comprehensive exam and at least 70% on each of the individual practice areas, demonstrating knowledge of APA’s code of ethics, the Diagnostic and Statistical Manual and interpretation of intelligence test results. |
| **Program Success Target for this Measurement** | 80% of students will earn at least an 80% on the exam and on no individual dimension will the average score across students be less than 65% | **Percent of Program Achieving Target** | There were 9 students who took the comprehensive examination this year. Of those 9, 8 (89%) passed with at least an 80% score on the exam. There are 7 dimensions on the comprehensive exam. The average score for all 7 dimensions (100%) was above 80%  |
| **Methods**  | There were 9 students in the internship class this year. They constitute the 2nd year cohort of students at the end of their coursework. The exam is given over the course of a single day and proctored by the university supervisor for the internship class.  |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| The results of the assessment indicate that students are learning and retaining the information that they need in order to be successful practicing professionals. |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| The exam is administered every year in the internship course (the end of their 2-year program) so it will be assessed again next year. These are important areas to consider for psychological practice, so we will continue to monitor student achievement in the area. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| The exam is administered every year in the internship course so it will be assessed again by the internship course instructor at the end of Spring 2025 semester. |

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| **Student Learning Outcome 3** |
| **Student Learning Outcome**  |  |
| **Measurement Instrument 1** | **NOTE: Each student learning outcome should have at least one direct measure of student learning . Indirect measures are not required.** |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods**  |  |
| **Measurement Instrument 2** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Measurement Instrument 3** |  |
| **Criteria for Student Success** |  |
| **Program Success Target for this Measurement** |  | **Percent of Program Achieving Target** |  |
| **Methods** |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | **[ ]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
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| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
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| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
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| **CURRICULUM MAP TEMPLATE** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Program name:** | M.A. in Psychology, Clinical Concentration (092) |  | **KEY:****I = Introduced****R = Reinforced/Developed****M = Mastered****A = Assessed** |  |  |  |  |  |  |  |  |  |
| **Department:** | Psychology |  |  |  |  |  |  |  |  |  |  |
| **College:** | College of Education and Behavioral Sciences |  |  |  |  |  |  |  |  |  |  |
| **Contact person:** | Rick Grieve |  |  |  |  |  |  |  |  |  |  |
| **Email:** | rick.grieve@wku.edu |  |  |  |  |  |  |  |  |  |  |
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| **Learning Outcomes** |  |  | **LO1:** | **LO1.1** | **LO1.2** | **LO1.3** | **LO1.4** | **LO1.5** | **LO1.6** | **LO2:** |  |  |  | **LO3:** | **LO3.1** | **LO3.2** |
|   |  | Upon completion of this program, students will be able to  | 1. Function as a competent behavioral health practitioner under supervision and implement evidence-based practices for a general mental health population. | 1.1. Describe the theories, methods, and assessment of human behavior, affect, cognition, development, individual differences, maladaptive behavior, and recognize the influences of biology and society. | 1.2. Apply principles from the science of psychology to behavioral health problems in familiar settings | 1.3. Recognize issues of diversity and multiculturalism for clients and address them appropriately. | 1.4. Recognize and apply legal, ethical and professional standards to practice issues such as those involving technology and privacy. | 1.5. Effectively communicate their assessment findings and conceptualization to consumers and other professionals.  | 1.6. Profit from feedback on their behavior from clients, colleagues, or other professionals. | 2. Behave in a professional manner toward clients, supervisors and colleagues and with respect for professional boundaries. |   |   |   | 3. Review scholarly practice literature and effectively integrate it with practice considerations. | 3.1. Demonstrate knowledge of contemporary advances in their field of practice. | 3.2. Engage in data-based problem-solving in their respective practice settings, including adherence to American Psychological Association (APA) standards for the conduct of research and sensitivity to cultural and individual differences in the formulation of research questions, design, and implementation. |
| **Course Subject** | **Number** | **Course Title** |   |   |   |   |   |   |   |   | **Course Subject** | **Number** | **Course Title** |   |   |   |
| FALL1 |  |  |   |   |   |   |   |   |   |   | FALL1 |  |  |   |   |   |
| Psy | 560\* | Assessment of Individual Intellectual Functioning:Theories and Issues | I | I | I | I | I | I | I | I | Psy | 560 | Assessment of Individual Intellectual Functioning:Theories and Issues | I | I |   |
| Psy | 562\* | Practicum in Psychological Assessment | I | I |   | I | I | I | I | I | Psy | 562 | Practicum in Psychological Assessment | ? |   |   |
| Psy | 640\* | Psychopathology | I | I | I | I |   |   |   | I | Psy | 640 | Psychopathology | I |   |   |
| EDFN or EDLD | 501 or 712 | Educational Statistics OR Research Methods and Design for Educational Leaders  |   | I |   |   |   |   |   |   | EDFN or EDLD | 501 or 712 | Educational Statistics OR Research Methods and Design for Educational Leaders  | I |   | I?? |
| WINTER1 |   |   |   |   |   |   |   |   |   |   | WINTER1 |   |   |   |   |   |
| Psy  | 541\* | Professional Issues and Ethics in Psychology | R |   |   | R | R |   | R | R | Psy  | 541 | Professional Issues and Ethics in Psychology | I/R |   | R?? |
| SPRING1 |   |   |   |   |   |   |   |   |   |   | SPRING1 |   |   |   |   |   |
| Psy | 641\* | Theories of Psychotherapy | I | R | I | R |   |   |   |   | Psy | 641 | Theories of Psychotherapy | I |   |   |
| Psy | 660\* | Assessment of Personality and Socio-emotional Functioning | R | R | R |   | R/M | R | I | R | Psy | 660 | Assessment of Personality and Socio-emotional Functioning | R |   | R |
| Psy | 662\* | Practicum in Psychology | R | R | R | R | R/M | R | I | R | Psy | 662 | Practicum in Psychology | R | R |   |
| EDFN or EDLD | 500 or 722 | Research Methods OR Measurement and Survey Methods for Educational Leaders |   | R |   |   |   |   |   |   | EDFN or EDLD | 500 or 722 | Research Methods OR Measurement and Survey Methods for Educational Leaders | R?? |   | R?? |
| SUMMER1 |   |   |   |   |   |   |   |   |   |   | SUMMER1 |   |   |   |   |   |
| Psy | 520 | Individual Differences and Human Diversity | R | R | R | R |   |   |   | R | Psy | 520 | Individual Differences and Human Diversity | R |   |   |
| FALL2 |   |   |   |   |   |   |   |   |   |   | FALL2 |   |   |   |   |   |
| Psy | 511 | Psychology of Learning |   | R |   |   |   |   |   |   | Psy | 511 | Psychology of Learning | R |   |   |
| Psy | 592 | Psychology Internship | M | M |   | R/M | M/A | M | M | M | Psy | 592 | Psychology Internship | M? |   | M? does assessment count? |
| Psy | 599 OR 590 | Thesis Research OR Readings of Research Psychology |   | M | M/A?? |   |   |   | R |   | Psy | 599 OR 590 | Thesis Research OR Readings of Research Psychology | M |   | M??/A |
| SPRING2 |   |   |   |   |   |   |   |   |   |   | SPRING2 |   |   |   |   |   |
| PSY | 646 | Social Psychology for Applied Practice |   | R | R | R |   |   |   |   | PSY | 646 | Social Psychology for Applied Practice | R |   |   |
| PSY | 651 | Clinical Neuropsychology for the Applied Psychologist | R | R | R |   |   |   |   |   | PSY | 651 | Clinical Neuropsychology for the Applied Psychologist | R |   |   |
| Our program curricula is largely determined by the requirements for certification in the State of Kentucky as a Licensed Psychological Associate (201 KAR 26:210) http://www.lrc.ky.gov/kar/201/026/210.htm |  |  |
| Courses marked with an \* are professional courses and a grade below a B does not count toward compltion.  |  |  |  |  |  |  |  |  |  |
| If a student is on program probation they may not apply for internship and possibly may not be allowed to take advanced practica.  |  |  |  |  |  |  |  |  |
| The EDFN (or EDLD) courses are the Research Tool for the graduate school requirement. The 2 alternatives are substantially similar, according to that department, so we permit a choice. |  |  |  |