

Annual Departmental Assessment Report

Department or Program: Counseling Psychology Doctoral program

Academic Year of Report: 2020-2021

Department Contact Person for Assessment: Benedict McWhirter, Program Director, benmcw@uoregon.edu

Section 1: Learning Objectives Assessed for this Report

Learning Objective	AY 20-21	AY 21-22	AY 22-23	AY 23-24	AY 24-25
LO1	X				X
LO2		X			
LO3	X				X
LO4			X		
LO5			X		
LO6		X			
LO7				X	
LO8			X		
LO9			X		
LO10				X	
LO11				X	
LO12				X	
LO13	X				X
LO14	X				X
LO15		X			

[Major: Counseling Psychology]. The learning objectives in **GREEN** were assessed during this period.

- **LO1: Research:** Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. Conduct research or other scholarly activities. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.
- **LO2: Ethical and legal standards:** Be knowledgeable of, and act in accordance with, each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and Relevant professional standards and

guidelines. Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas. Conduct self in an ethical manner in all professional activities.

- **LO3: Individual and cultural diversity:** An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered during the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Demonstrate the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.
- **LO4: Professional values, attitudes, and behaviors:** Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. Actively seek and demonstrate openness and responsiveness to feedback and supervision. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
- **LO5: Communication and interpersonal skills:** Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. Produce and comprehend oral, nonverbal, and written communications that are informative and well integrated; demonstrate a thorough grasp of professional language and concepts. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.
- **LO6: Assessment:** Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
- **LO7: Intervention:** Establish and maintain effective relationships with the recipients of psychological services. Develop evidence-based intervention plans specific to the service delivery goals. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. Demonstrate the ability to apply the relevant research literature to clinical decision making. Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

- **LO8: Supervision:** Demonstrate knowledge of supervision models and practices.
- **LO9: Consultation and interprofessional/interdisciplinary skills:** Demonstrates knowledge and respect for the roles and perspectives of other professions. Demonstrates knowledge of consultation models and practices.

These Learning Objectives are Discipline Specific and more focused elements of the above 9 Learning Objectives:

- **LO10: History and systems of psychology:** Students demonstrate knowledge of general systems and theoretical models in psychology as a general field and in Counseling Psychology as a specific discipline in applied psychology.
- **LO11: Basic Psychology Core knowledge areas:** Students demonstrate basic competency in core knowledge areas of general psychology, including individual and developmental aspects of behavior, biological/physiological aspects of behavior, cultural and social psychology, and cognitive and affective aspects of behavior.
- **LO12: Advanced integrative knowledge of basic discipline specific content areas:** Students demonstrate *Advanced and Integrative* in core knowledge areas of general psychology and application to applied psychology and research practice, including individual and developmental aspects of behavior, biological/physiological aspects of behavior, cultural and social psychology, and cognitive and affective aspects of behavior.
- **LO13: Research methods: This is a Discipline-specific focused component of LO1 (Research)**
- **LO14: Quantitative methods: This is a Discipline-specific focused component of LO1 (Research)**
- **LO15: Psychometrics: This is a component of LO1 (Research) and LO6 (Assessment)**

Section 2: Assessment Activities

For each learning outcome, describe what information was collected, how it was analyzed and discussed, and the conclusions that were drawn from the analysis. In the narrative, reference all relevant means of collecting information about learning goals, including direct measures (e.g. assessment of student assignments), indirect measures (e.g. overall grade patterns in a particular course, student reflections on learning, SERU data), and qualitative information (e.g. faculty observations, student input). While the choice of which assessments are most meaningful is up to the department, a mix of direct and indirect measures is requested.

Learning Objective	Assessment Name	Assessment Time
LO1: Research: Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or	<ol style="list-style-type: none"> 1. Course Syllabi 2. Annual Student Evaluation and Progress Report 3. First year student mid-year Evaluation and Progress Report 	<ol style="list-style-type: none"> 1. Syllabi; class performance Quarterly 2. Annually throughout all years of training 3. For first-years students, mid-year

<p>professional knowledge base. Conduct research or other scholarly activities. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.</p> <p>LO13: Research methods: This is a more focused component of LO1 (Research; with same assessment and timelines)</p> <p>LO14: Quantitative methods: This is a more focused component of LO1 (Research; with same assessment and timelines)</p>	<ol style="list-style-type: none"> 4. SAP (Thesis) Rating Form & Evaluation Matrix 5. Dissertation Proposal 6. Dissertation Research 7. Faculty observation 	<ol style="list-style-type: none"> 4. SAP Evaluation at end of year 2 or 3- when SAP completed. 5. Dissertation proposal after advancement to candidacy (and required prior to application to pre-doctoral internship) 6. Dissertation defense when scheduled.
<p>LO1; LO13; LO14:</p> <ol style="list-style-type: none"> (1) Our written annual evaluations are conducted in the second half of spring term each year. These include students' self-ratings and faculty ratings for this learning objective. This is completed with an end of year meeting with advisor and student. (2) At a faculty meeting in spring term, each student's performance is discussed and faculty observations are provided. If there are concerns about student progress outside of the annual review meeting, there is a standing agenda item in the monthly program faculty meetings where faculty can raise their observations. (3) Depending on the year the student is in the program, there are program milestone papers and projects that are presented in writing and/or orally to faculty. (4) The required Pre-dissertation research (Specialty Area Project- SAP). (5) Students are expected to complete a national or regional presentation of research- productivity of which is accounted for in the annual review. (6) Annual data is collected as part of our national American Psychological Association accreditation regular review process, including examining productivity and activity of current students and recent graduates. Data is used from annual surveys to modify research opportunities for students to meet learning and productivity expectations. 		
<p>LO3: Individual and cultural diversity: An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered during the course of their careers. Also included is the ability to work effectively with individuals whose group</p>	<ol style="list-style-type: none"> 1. Course Syllabi 2. Annual Student Evaluation and Progress Report 3. First year student mid-year Evaluation and Progress Report 4. First year oral Ethics Exam Rating Form 5. Completion of Competencies and Corresponding Competency Evaluations 6. Practicum 	<ol style="list-style-type: none"> 1. Syllabi; class performance quarterly 2. Annually throughout all years of training 3. For first-years students, mid-year 4. After first term in program: Oral Ethics Exam. 5. Throughout training, prior to advancement to candidacy and then as part of application to pre-doctoral internship 6. Practicum evaluations mid-year and end of

<p>membership, demographic characteristics, or worldviews create conflict with their own. Demonstrate the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</p>	<p>Evaluations</p> <p>7. Supervision Evaluations</p> <p>8. Faculty observation</p>	<p>year: during year 2 and 3 of program.</p> <p>7. Supervision evaluation tied to Supervision & Consultation class: Year 4 and 5.</p>
<p>LO3:</p> <ol style="list-style-type: none"> (1) Our written annual evaluations are conducted in the second half of spring term each year. These include students' self-ratings and faculty ratings for this learning objective. This is completed with an end of year meeting with advisor and student. (2) At a faculty meeting in spring term, each student's performance is discussed and faculty observations are provided. If there are concerns about student progress outside of the annual review meeting, there is a standing agenda item in the monthly program faculty meetings where faculty can raise their observations. (3) Depending on the year the student is in the program, there are program milestone papers and projects that are presented in writing and/or orally to faculty. (4) The first Multicultural Competency assessment is formally in the second year of training, during the first practicum experience. Based on student feedback, the first and second formal statements/competency papers that students prepare on their own multicultural development have been integrated into the practicum course (#1) and their applications for the predoctoral Internship (#2), which positions the work in a helpful developmental sequence, and streamlines the process and work for students. (5) Annual data is collected as part of our national American Psychological Association accreditation regular review process, including examining activity of current students and recent graduates on multicultural development and training. Data is used from annual surveys to modify research opportunities for students to meet learning and productivity expectations. 		

Section 3: Actions Taken Based on Assessment Analysis

For each learning goal assessed for each major, describe any actions taken as a result of assessment information, or plans to take action during the next academic year. Describe how the actions or action plans are meant to address the issues arrived at through the assessment activities in Section 2.

Learning Objective	Assessment Name	Action Taken Based on Assessment
<p>LO1: Research: Demonstrate the substantially independent ability to formulate research or other scholarly activities that are of sufficient quality and rigor to have the potential to contribute to the knowledge base. Conduct research or other scholarly activities. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local, regional, or national level.</p> <p>LO13: Research methods: This is a more focused component of LO1</p>	<ol style="list-style-type: none"> 1. Annual Student Evaluation and Progress Report 2. First year student mid-year Evaluation and Progress Report 3. SAP (Thesis) Rating Form & Evaluation Matrix 4. Dissertation Proposal 5. Dissertation 	<p>Review of data and student annual feedback has supported CPSY being involved in the redesign of the EDUC Core statistics and methods sequence in the College of Education. This process has led to changes in delivery of foundational courses (set for 2021-22).</p>

<p>LO14: Quantitative methods: This is a more focused component of LO1</p>	<p>Research 6. Faculty observation</p>	
<p>LO3: Individual and cultural diversity: An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service. The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered during the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Demonstrate the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</p>	<ol style="list-style-type: none"> 1. Course Syllabi 2. Annual Student Evaluation and Progress Report 3. First year student mid-year Evaluation and Progress Report 4. First year oral Ethics Exam Rating Form 5. Completion of Competencies and Corresponding Competency Evaluations 6. Practicum Evaluations 7. Supervision Evaluations 8. Faculty observation 	<p>CPSY participated in the College-wide and department-wide review of all curricula, courses, and activities to ascertain attention to Diversity, Equity, and Inclusion in the year of intensity for Black Lives Matter movement. Course recommendations are being implemented now and in future years (2021-22). For instance, the new Group Dynamics and Counseling course is re-worked to focus on marginalized communities and clients engagement with or separation from the traditional “social contract” of people and power structures in the US.</p>

Section 4: Other Efforts to Improve the Student Educational Experience

Briefly describe other continuous improvement efforts that are not directly related to the learning goals above. In other words, what activity has the department engaged in to improve the student educational experience? This might include changes such as curriculum revisions, new advising approaches, revised or new co-curricular activities, etc. Describe the rationale for the change(s) and any outcomes resulting from the change(s).

Continuous Improvement Effort	Rationale	Outcome
<p>Complete review and overhaul of the Student Handbook</p>	<p>Clarifications are needed that come to our attention based on student inquires or issues</p>	<p>A running log of changes is kept during the academic year, and handbooks are updated every summer</p>
<p>Review of our primary Doctoral Research Seminar (DocSem) mechanism of advising and research training</p>	<p>With increased number and diversity of faculty this review ensures student needs are met and faculty advise according to best-practices, COE guidelines, our own rigorous program</p>	<p>Faculty have more flexibility. Students meet with more variety of research teams. Students in CPSY CONTINUE to meet weekly with their advisor, every term, every year, of their enrollment.</p>

	guidelines, and faculty preferences and needs.	
Clarify program decisions, program decision tracking (needed with increased faculty participation and size) and streamlining of requirements for students while maintaining – and increasing – program rigor	Program strives to ensure that curriculum remains relevant as the science and student interests change	Electives modified; course renaming underway; modifications to some course syllabi. More flexibility provided to students.

Section 5: Plans for Next Year

Briefly describe tentative assessment plans for the next academic year. Which goals will be assessed and how? What actions will be taken as a result of this years’ analysis of assessment information? What other plans does the department have to improve the student educational experience? What are the budgetary implications of any proposed actions? How will those be addressed?

Response: We plan to continuously examine our program plans and syllabi to make them relevant to the field of Counseling Psychology and to students’ interests. Modifications to student communication media are on the horizon for this summer (improving website, student information BLOG, and outward-reaching information to enhance and improve recruiting).

Next year we will evaluate LO2, LO6, and LO15 using some of the same assessments as described above. To date, there are no budgetary implications of any proposed changes.