

Self-Study: January, 2013

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Educational Goals and Mission of Program

Master's of Science in Clinical Psychology, Master's of Science in Clinical Psychology/Marriage and Family Therapy (MFT)/ Licensed Professional Counselor (LPCC) with optional Concentration in Clinical Gerontology

The mission of the Department of Clinical Psychology includes offering a Master of Science in Clinical Psychology and a Master of Science in Clinical Psychology/Marriage and Family Therapy (MFT)/Licensed Professional Counselor (LPCC) programs, as well as a optional concentration in Clinical Gerontology. The degree programs are based upon the scientist-practitioner model and provide comprehensive clinical training. Students completing a degree in Clinical Psychology will be prepared to become either licensed or unlicensed mental health professionals who are qualified to pursue a range of jobs in medical, mental health, administration, social service, educational, geriatric, research, and business settings or continue on in related doctoral studies.

Our academic and professional goals are developed by Departmental faculty and the NDNU administration who stay abreast of the academic and professional requirements and expectations in the field as reflected in the educational and academic standards delineated by the American Psychological Association; the continually developing professional standards, established by the Board of Behavioral Sciences, which licenses California

Marriage and Family Therapists and Professional Counselors, and through student feedback. As a small school, we emphasize individual learning, professional mentoring, and collaboration with students. As well, we stay informed of competing programs so we can continue to maintain a competitive program.

Out of respect for the whole person, the philosophy of the Department of Clinical Psychology combines scholarly, theoretical, creative, clinical, scientific, practical and real world sources of information into our curriculum to provide a solid broad-based foundation for the prospective clinician-psychotherapist, mental health professional, or future doctoral student. The program offers comprehensive clinical training and a range of innovative courses in psychotherapy including training in brief therapy, cognitive behavioral therapy, marriage and family therapy, psychodynamic psychotherapy and psychoanalysis, humanistic, existential, experiential, and expressive forms of psychotherapy, group therapy, addictions, neurophysiology, psychopharmacology, and crisis and trauma. The program also includes an extensive, rigorous, original research thesis that trains students to critically evaluate and conduct psychological research that can contribute to their future clinical and research activities and professional opportunities.

The Master of Science in Clinical Psychology (MSCP) program prepares students for doctoral studies in the field of psychology, or may serve as a terminal degree particularly for unlicensed master's level mental health professionals who work in a broad range of clinical, research, healthcare, or administrative settings.

The Master of Science in Clinical Psychology/Marriage and Family Therapy (MFT)/Licensed Professional Counselor (LPCC) degree program covers the highly specific professional training, as required in the state of California, for the beginning licensed mental health practitioner (MFT or LPCC), prepares the student for the MFT and LPCC licensing exams, and provides rigorous preparation for students who desire to continue in a doctoral program. The program meets the educational requirements of MFT/LPCC licensure as defined by the California Board of Behavioral Sciences (BBS).

The concentration in Clinical Gerontology (worth 8 units) can be obtained with either degree, upon departmental approval. It provides students with additional concentrated training specifically in the growing field of gerontology.

The current program has continued to evolve and improve since our last program review, in consideration of institutional, professional, and student demands. For example, effective March 1, 2009, the Clinical Psychology and Gerontology Department officially changed its name and degree program. Formerly awarding the Master of Arts degree in Clinical Psychology or Clinical Psychology/Marriage and Family Therapy (MFT), we now award the Master of Science degree in Clinical Psychology and Clinical Psychology/ Marriage and Family Therapy (MFT) to all new students and re-admitted students as of the Spring 2009 semester. This change was a natural transition and better reflected our academic degree program. In August, 2010, in staying abreast with local and state wide professional changes for licensed mental health professionals, the Department made many significant programmatic changes, including offering new and more intensive clinical courses, to

launch the LPCC program, providing students with the most current licensing option for mental health professionals. Finally, in keeping with changing demands and circumstances within NDNU, as well as professional trends and requirements within the field of Clinical Psychology, the Department continues undergoing more transitions to maintain its high quality program and develop further. These changes are currently being executed through a new Interim Departmental Chair. The ensuing changes and developments, including the leadership of the Department, are currently in process.

The Clinical Psychology program has a rigorous, applied integrative approach that values real clinical experience, theory, and research. The Department emphasizes community engagement and service in its academic training which is exemplified through a year long clinical practicum/clinical seminar sequence, and unlimited opportunities for supervised field experience which enable students to gain extensive clinical-community experience to support their professional development; encourage networking and professional relationships, and accrue hours towards MFT/LPCC licensure. In addition, the emphasis on community learning and service is particularly supported by Dr. Marlo who is a faculty scholar with the Dorothy Stang Center for Social Justice and Community Engagement. She has developed one community based learning course for the program and integrates community based learning and research throughout all of her courses. The combined clinical, theoretical, scientific, research-based, community oriented, and real-world approach that faculty bring to the students, in addition to the personalized, whole-person approach, that emphasizes personal and professional development, provides for a high caliber program.

Goals and Mission: Ways of Supporting Institutional Mission

Our goals and mission are consistent with the NDNU mission to provide rigorous, academic, community-based, and professionally-oriented learning within a learning context that supports the development of professional integrity and social justice. Our program is consistent with the NDNU Vision Statement which is committed to “integrating community engagement into high quality academic programs....liberal arts learning, professionally-oriented learning, and core values.” NDNU core values resonate with the Master’s Department’s values in training psychology professionals. Consistent with NDNU’s mission, for example, the Department of Clinical Psychology also emphasizes, “community,” “integrity,” “justice,” “learning,” “diversity,” and “service.” Such values are explicitly discussed and directly assessed in student evaluations and are integral components of our coursework. One course, Professional Ethics and Law, has explicitly taught the NDNU Mission, and has participated in the new Mission Mentoring Program at NDNU. The findings from this course have been written up and are being utilized to train future NDNU faculty. Dr. Marlo, the professor for this course, will also be serving as a Mission mentor for other faculty.

Internal Demand for Program

I. INTERNAL DEMAND FOR THE PROGRAM

- A. How does the program interface with other programs on campus and how effective is the program in providing service courses to other programs/majors?

B. What assessment is employed to evaluate effectiveness of general education courses offered by the program? What were the findings?

C. How does the program contribute to the co-curricular learning and life of the campus, including community-based learning as applicable to the discipline

Program Interface with Other Campus Programs

Our graduate program interfaces with a variety of undergraduate degree programs including the NDNU undergraduate Psychology/Sociology and Human Service Professional Studies programs. Many of these students and other NDNU undergraduate students pursue their graduate studies within our graduate department. We support our undergraduate students who are interested in this program and they may request to take graduate psychology courses (subject to Departmental approval).

In addition, on the Graduate level, there is some overlap between our program and the NDNU Graduate program in Art Therapy/Clinical Psychology. At times, we collaborate with this Graduate Department in offering courses or serving on Master's theses to their

students and vice versa. From time to time, we interface with other graduate programs (i.e. The School of Business and Management or School of Education and Leadership) to support their learning and professional goals. For example, sometimes our Master's students wish to pursue an additional graduate degree in another graduate program at NDNU (i.e. business) or vice versa. Given our emphasis and attention on the individualized academic and professional needs of each student, we work with such students to support them in their additional, professional goals with these other NDNU Departments. Consequently, occasionally, we interface with other such graduate degree programs.

Finally, as a faculty scholar with the Dorothy Stang Center for Social Justice and Community Engagement, and a participant in the NDNU Mission Mentoring Program, Dr. Marlo is actively involved in these additional campus programs, allowing the Department and students to interface even more with these campus programs.

Looking into future developments at NDNU there may be additional opportunities for our Department to interface with the Art Therapy/Clinical Psychology Masters and Doctoral Program and, possibly, the online Masters of Social Work Program that is under consideration for implementation at NDNU.

Assessment of Courses Offered by Program and Findings

Courses are regularly assessed by course evaluations and student feedback and reviewed by the faculty and/or Department Chair. In addition, for the last 4 years, intensive formal

assessments of several program domains have been, and are currently being conducted. These domains include Psychopathology; Psychotherapy; Law and Ethics; and Research. Dr. Boye conducted the attached Psychopathology domain report; Dr. Marlo conducted the attached Psychotherapy and Law and Ethics domain reports and Dr. Askari conducted the Research domain report. Reports confirm that students have increased their knowledge and skills following course completion and as they progress through our training program. The reports also revealed interesting findings about the program including, for example, differences between beginning and advanced students and retention of knowledge. Please see the attached reports for more detailed information on assessment methods and findings.

Program Contributions to Extracurricular Life of Campus

For many years, there was the Master's in Clinical Psychology and Gerontology Student Association (MCPGSA) and Student Officers who represented the Department and provided outreach and extracurricular/co-curricular service to students and the community. In addition, Dr. Askari leads the NDNU Chapter of Psi Chi, the National Honor Society in psychology, which has been an active source of extracurricular activity. Both of these organizations significantly contribute to the extracurricular campus life of NDNU in offering activities such as socials, holiday parties, speakers, and community service to organizations that support social justice and other core values of NDNU. Many of these activities are offered to the entire NDNU community including educational presentations on topics such as sexual trauma, torture, and bullying. For example, Psi Chi sponsored a

forum entitled, “Busting Myths: Gangs and Bullying in our Communities,” for the NDNU and public community.

Within the Graduate Department, currently, one course, Crisis, Trauma, and Recovery, is a community based learning course, while other courses informally include community based learning and community involvement, which require extracurricular learning. As well, the Professional Ethics and Law course highly emphasizes extracurricular, community engagement, and is being considered for formal conversion into a community based learning course. Dr. Marlo attended comprehensive training at NDNU on community based learning and research courses and taught “Crisis, Trauma, and Recovery,” as a community based learning course. In addition, Dr. Marlo’s clinical specializations have led to collaborating on research and clinical activities with other community institutions that have included Deep Streams Institute and the Batsiranai Foundation. Deep Streams Institute sponsors “The Coming Home Project “ which serves the psychosocial needs of Iraq and Afghanistan veterans and their families, and Dr. Marlo has been a founding member, developer, and Board Member of “The Coming Home Project,” where she has involved many graduate students in clinical or research opportunities through this project as well as intern sites. The Batsiranai Foundation serves the needs of mothers with disabled children in Zimbabwe. Several students became involved in volunteer work and fundraising with the Foundation. Finally, Dr. Marlo developed, “Emergence: Reproductive Mental Health Services” to support individuals with health concerns and transitions during the perinatal period. Emergence sponsors the, “Mentoring Mothers,” program, a free, community-based support group that provides support, education, and consultation. Students in this

Department and Art Therapy/Clinical Psychology have become involved in research and educational tasks connected with Emergence. Dr. Marlo's upcoming sabbatical project will focus on this and student extracurricular involvement in this project will, likely, increase.

External Demand for Program

EXTERNAL DEMAND FOR THE PROGRAM

- A. What have been the national, state, and local demand trends for this program over the past 5 years?

- B. What relationships exist with feeder programs, similar programs, professional certifications, professional associations, and job markets in NDNU's external environment?

- C. What are the program's competitive edge/distinctions over current and emerging competition?

D. What is the national and local outlook for this program over the next three years?

National, state, and local demand trends for program: past 5 years

Our program continues to grow and enrollment has steadily increased in the last few years. It is hard to predict the demands in the next five years since this is influenced by myriad social, political, and economic factors. For example, the LPCC license was developed, in part, to serve a need and specific orientation within the mental health field. Nevertheless, the demand for highly trained, quality mental health professionals has remained steady and, for over the past 20 years, the demand for our program has either increased or remained steady, attesting to continuous interest and demand for this program. Moreover, for years, students have verbalized a desire for a doctoral program, which underscores continued, steady, and increasing interest and demand for our program as well as a desire for more training.

In accordance with the national trend for master's level counselors to be, "licensed professional counselors (LPCC)," California recently adopted this licensure track. Our Department responded quickly to this trend by changing our existing program and developing a program that met LPCC requirements. Thus, the program is attuned to the national and local trends.

Relationships with feeder programs; similar programs; professional certifications/associations; job markets

Within our Department, we feel it is an asset when faculty are actively engaged in collaborating with, and providing professional services,, within the community. Consequently, faculty members have worked in a variety of settings including: private practice; community agencies; and public/private institutions. This involvement has created opportunities for our students such as internships/practicum placements and professional positions. Faculty members provide letters of recommendation for students who are seeking jobs, intern sites, or admittance into a graduate program. Faculty involvement within the community has been beneficial for students who later seek jobs in similar institutions.

Professors' engagement and affiliations within the community have fostered interest and enrollment in the graduate program through their association with various groups. For example, Dr. Marlo is, also, certified as a psychoanalyst with the C.G. Jung Institute of San Francisco. Through her affiliation with this Institute she worked to develop a partnership between this Institute's International Analytical Psychology Student Program and NDNU. Although this partnership did not materialize, it is an example of one way faculty members within the Department work with professional associations and, through such professional connections, have the potential to collaborate with other feeder programs.

In addition to our faculty actively collaborating with social and/or community causes, they contribute to scholarly and professional activities in their field. Examples include serving as an editor for a professional journal; publishing; professional presentations; and serving on doctoral dissertation committees at other Institutions (including for former NDNU students). Students have the opportunity to develop themselves, professionally, in these ways through their collaboration with the professors (i.e. publishing, presenting).

Competitive edges/distinctions with current and emerging competition

Within the San Francisco Bay Area there are numerous psychology programs. We strive to provide the following distinctive features to help with such strong competition: individualized learning programs; convenient course scheduling that meets the demands of the working professional; innovative clinical and research programs taught by professors who are involved in these respective fields; and active professional and community involvement by our professors which helps cultivate academic and professional connections for students; and creating a program that fulfilled requirements for the newly developed LPCC certification.

An additional distinction to our program is its diverse and comprehensive clinical approach that provides the incoming student with a comprehensive view of the field. For example, our courses range from brief psychotherapy and cognitive behavioral therapy, taught by a practicing psychologist-professor; systemic marriage and family therapy approaches, taught by a practicing psychologist-professor; psychodynamic psychotherapy and

psychoanalysis taught by a psychoanalyst/psychologist-professor. Similarly, our students have training on human development from infancy and childhood to geriatrics and have the option to pursue a concentration in gerontology where they receive specialized training and certificate in geriatrics. Another distinction is students' ability to concentrate their field/practicum work in clinical and research settings in accordance with their career interests and goals. For example, many of the MSCP students pursue practicum sites that enable them to conduct research or integrate research into clinical settings, which is in alignment with their career interests while most MFT/LPCC students pursue practicum sites that provide a maximum amount of clinical training. Finally, in addition to the Clinical Psychology Program, NDNU offers the Art Therapy/Clinical Psychology Master's and Doctoral Program and may be launching a Master's in Social Work program which provides a more lively and active community of mental health oriented degree programs and professionals.

Emerging competition will, likely, be the demand for more comprehensive courses including more faculty with diverse clinical and research interests as well as more training through continued doctoral studies. As the field becomes more specialized, the interest in more training and specialized concentration on specific kinds of training has increased. An initial proposal for a doctoral program was initially drafted in 2002, in response to continual student demands and interest. While this proposal did not develop, it suggests the long-term interest and possible growing edge for our program.

National and local outlook for program over next three years

As previously discussed, the demand for our program has continued to remain steady or have increased which is particularly true for the last three years. We do not anticipate a significant change over the next three years and imagine an increase including from former graduates who may return to fulfill LPCC requirements.

PROGRAM FACULTY AND FACULTY DEVELOPMENT

II. PROGRAM FACULTY AND FACULTY DEVELOPMENT

- A. Currently and annually over the past five years, how sufficient is the full-time faculty in the program for delivering a quality program?

- B. What are the qualifications of the faculty? (education, experience, and involvement in disciplines)

- C. How does the program encourage high-quality teaching leading to intended student learning outcomes?

- D. How does the program evaluate teaching? How are teaching evaluations, assessments, and learning outcomes used to improve teaching, increase course vitality, and increase overall educational effectiveness?
- E. In what ways and how effectively does the program faculty demonstrate active scholarship/creative work and professional development?
- F. How does the program encourage and evaluate high quality advising and mentoring? What were the results of the most recent evaluation of advising and/or mentoring processes?

Qualifications of faculty

Our full-time faculty specializes in different areas including research; psychotherapy; and assessment. Students benefit by our respective focus and expertise in these specialty areas. Please see the current qualifications of our full-time faculty through the attached faculty vitas.

Faculty demonstration of scholarship/creative work; professional development

Faculty members are actively involved in several community institutions, and provide professional clinical and consultative services, publicly and privately. Faculty members regularly give presentations; engage in creative work with community agencies; publish; edit; serve on dissertation committees and engage in numerous, other scholarly and professional activities. Please see the current scholarship/creative work and professional development in the attached faculty vitas.

How is high quality teaching encouraged leading to intended student outcomes

NDNU promotes itself through its emphasis on individualized, community-based learning. Within an academic culture that supports this, in contrast to other academic settings where publishing is the primary value, often at the expense of quality teaching, professors are more supported in their teaching responsibilities. This, overall, cultural value is expressed through the Department. In addition, professors are regularly assessed by students in semester evaluations, and these evaluations are regularly reviewed by University personnel for intervention/guidance, when necessary, advancement and promotion.

How is level of intended learning outcomes set

As previously noted, learning outcomes are set by the professors who are guided by an informed knowledge of current academic and professional needs and trends as assessed by the most influential academic and professional groups in our field.

Evaluation of program teaching? How are evaluations, assessments, and learning outcomes used to improve teaching, course vitality; overall educational effectiveness?

Faculty members are assessed each semester. They are expected and encouraged to respond to student feedback and make course adjustments accordingly. In faculty meetings, time is reserved for faculty to discuss concerns and challenges in their courses. Our Department will, collectively, discuss such concerns/challenges and provide support, suggestions, and feedback to other professors to help encourage course vitality and improved educational effectiveness. Within our Department, we emphasize clear communication between faculty members. This also facilitates greater collaboration regarding students and courses in ways that help promote overall learning and academic effectiveness. We have a clearly delineated policy for Conflict Resolution and a clear Student Evaluation Committee protocol that helps to maintain academic and professional integrity and competence. These measures also help us in evaluating and supporting overall, educational effectiveness.

Encouragement of high quality advising and mentoring

Advisors meet regularly with their advisees for academic advising as well as personal or professional mentoring. Again, this fits naturally with our program that emphasizes personal attention to one's professional goals. In addition, as an additional service for our students advising and mentoring needs, we have instituted a Department-wide "Advanced Registration Day," that all full-time faculty attend. Students have been provided an additional day where they have the opportunity to meet individually with their advisors or with each faculty member, if desired, to discuss their advising and mentoring needs.

Finally, as a small program, it is common for advisers to regularly check in with their advisees through their respective courses. In this way, we model the value we place on advising and mentoring within our program.

Results of most recent evaluation of advising/mentoring

SWOT Analysis

Strengths

- What are your program's strongest assets?
 - Department faculty and staff: highly qualified, licensed professionals currently practicing in field of clinical psychology and clinical neuropsychology and research; highly committed to helping students and maintaining strong ethics and integrity in dept.
 - We value diversity in our students
 - Structure of classes (nights, weekends) allows for some student flexibility in dealing with work and family life – cater to “working professional”
 - Community support (i.e. agencies where students are in practicum) – want our students, even over and above some doctoral level students (expressed by agency heads to Nusha)
 - Broad range of modalities in terms of curriculum: lecture, discussion, group, video, inclusive of vignettes to mimic BBS testing criteria
 - Small class sizes offer personalized attention

- Faculty available to students via email, phone; offering greater sense of collaborative community/department
- Full-time faculty have different areas of expertise in clinical psychology (i.e. research; psychotherapy; assessment) which complement each other, providing our students with a broad, well-rounded academic training experience, and a solid foundation in clinical psychology practice and research.
- Program directors are licensed psychologists who have been trained and practice, from a number of perspectives that aids student learning. Faculty clinical practice includes both assessment and psychotherapy. Some faculty with advanced training in certain forms of psychotherapy.
- Both full-time and part-time faculty have worked in the San Francisco Bay Area community, many for over a decade, in clinical and research settings, and have connections with clinical and research opportunities; institutions; researchers; and mental health professionals who can provide opportunities; training; clinical and research experiences; and volunteer experiences to our students, which helps to foster their professional development and future employment opportunities.
- Faculty are actively involved in, and recognized for, their clinical, academic, research, and scholarly activities locally, nationally, and internationally, which benefit students directly and indirectly, and raise awareness of NDNU's program.

Weaknesses

- What can be improved?
 - Facilities: classrooms better designed for adult students, more computerized classrooms, but also more seminar type classes, not such rigid structure of tables, desks
 - A venue similar to what had at Tabard Inn previously for smaller class/seminar/informal gatherings to allow for more faculty/student interaction and exchange
 - Better library resources more current, more diversity of graduate-level resources
 - Lab area and offices centralized to department to create a more conducive environment for professional and academic collaboration amongst students and faculty
 - Technological and instructional materials that allow for greater information exchange and ease of communication, as well as up to date materials/technology
 - Limited faculty size that minimizes the students' exposure to faculty with other specialized areas of expertise in clinical psychology and places greater demands on the three full-time faculty members in terms of addressing students' diverse training and teaching needs; as well as in meeting the administrative demands of the Department. The increased demands on faculty also prevent faculty from being as able to make other contributions in the field (i.e. writing; publishing; presenting).

- Lack of parking is frustrating and a safety concern, especially for students attending evening classes.
- In what areas do your competitors or programs at other institutions have the edge?
 - Less than 3 year program (though this is based on old BBS standards)—we have the competitive edge when it comes to new standards going into place in 2010, as we are already “ahead of the game” in our curriculum
 - Better physical facilities and financial resources
 - More faculty, resulting in a greater number of faculty areas of expertise and interest, that expose students to a broader range of clinical and research areas, within the field of psychology
 - In other schools, department responsibilities are distributed through many faculty members—not a few full-time faculty--and allow faculty to pursue other scholarly, creative, clinical, and research interests, which attract students and help develop the program’s reputation.

Opportunities

- What trends do you see in your discipline/area?
 - Enrollment-more students coming into program as second career or leaving their current field to pursue what they have always wanted to do
 - Students like the MS degree and the additional clout it allows, want the gero concentration and see value in being one step ahead of competition in additional tool set of gerontological knowledge.
 - Students desire more classes on practicing different forms of psychotherapy and more classes on specialized clinical topics which our faculty are qualified

to teach but are unable to due to program limits with respect to units, numbers of courses, length of degree program.

- Students want a Psy D program here as they value the one-on-one attention, faculty and staff, and the high standards of the department
- Our program, structured to support the working professional through afternoon/evening/weekend courses, and flexible scheduling for Departmental meetings and advising, is well suited to work with the needs of contemporary students in the Bay Area who must work while they earn their degree. It also enables us to attract a more mature population of students, who have links within the community, which can be nurtured, possibly for future collaboration with NDNU.
- Our students express wanting to learn more from the program, including having more advanced and specialized courses, taught by our professors. This could be accomplished through offering a doctoral program which students have expressed interest in
- Providing Continuing Education courses for our graduates who become licensed MFTs, and other mental health professionals, on specialized clinical topics. This would advertise our program and generate income.

Threats

- What external economic (or more broadly PEST) forces are affecting your ability to recruit and retain students?

- Lack of paid practicum placements, fear of low to no paying MFTI placements when finished
- Due to current economic climate, students need to defer, as need to pay for daily expenses and keep job; need for paying job precludes ability to commit to full time program and thus lengthier time than expect to commit. Many can make it work via part time enrollment, but some cannot.
- Lack of sufficient financial aid resources to grads: stipends for TAs, practicum trainees
- Lack of funds for compensation of time and efforts by department representatives – our most valuable resource for recruiting – given recent cutbacks. We need greater financial incentive to keep our current highly qualified faculty here; and we need at least one more full-time faculty line to keep a strong, viable department and grow for PsyD. Degree – as well as research and academic resources, mentioned above. If we do not have the product and service needed, we will not get the customers (students).
- Full-time staff position (40 vs 35 hours) year-round to keep abreast of increasing need for documentation for BBS, for department, for University.
- Rate of faculty compensation requires some faculty to compensate their full-time salary through additional work, outside of NDNU. Rate of financial compensation does not encourage faculty to devote more time to programmatic and creative/scholarly work that would further support NDNU.