

PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

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
 (Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

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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 COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skill sets that help

Question #1 below is designed to engage program faculty 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.*

@ _____
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 them they want as fully trained and ready-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.

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.

- 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

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. and more peer practice opportunities in courses and practicum, increase in resources to the PSC and more mentorship from advanced students will address the outcome. 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 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 funded 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. 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 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 generalists, 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.

These changes will be fully implemented in 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

Changes in program policies/procedures

Changes to Program Student Learning Outcomes (PSLOs)

1. " ...
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