



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

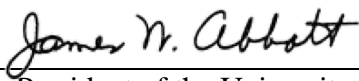
**Institutional Program Review
Report to the Board of Regents**

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

UNIVERSITY:	USD
DEPARTMENT OR SCHOOL:	Psychology
PROGRAM REVIEWED:	Clinical Psychology Program
DATE OF REVIEW:	11/10/2016
TYPE OF REVIEW:	Specialized Program Accreditation Review

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this report, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.



President of the University

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2/8/2018

Date

1. Identify the program reviewers and any external accrediting body:

This was an re-accreditation site visit by the American Psychological Association Commission on Accreditation (APA CoA) conducted on November 9-10, 2016.

2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.

2(A). Describe the strengths and weaknesses identified by the reviewers

Strengths:

Program Philosophy, Objectives and Curriculum Plan: The program emphasizes the integration of science and practice. The program provides a clear and coherent curriculum plan. The training is designed with a graded sequence of learning tasks and skill development that is cumulative in nature. Students are provided with practicum experiences adequate to prepare them for internship training.

Program Resources: The program has a sufficient number of qualified faculty to achieve its educational goals. Faculty are actively involved in research, clinical practice, and in the larger psychological community. Likewise, the program admits a sufficient number of students to ensure meaningful peer interaction, socialization, and support. The program has adequate

financial, clerical, and technical support. The program also has “a wide variety of available clinical practicum/externship placements” for students to gain supervised experience.

Cultural and Individual Differences and Diversity: The program clearly recognizes the importance of cultural and individual diversity in its training and this is reflected in the program’s curriculum and training experiences. The program makes systematic efforts to recruit and retain students and faculty from diverse backgrounds. The program avoids actions that would restrict access on grounds irrelevant to success in the program.

Student-Faculty Relations: The program recognizes the rights of students and faculty to be treated with courtesy and respect. Students described the program’s environment as positive and “reported close collegial relationships with faculty”. Faculty are accessible, serve as appropriate role models, and provide mentoring and supervision consistent with the program’s goals. The program gives regular evaluation of student performance and provides guidance to ensure timely completion of the program. There are policies in place that govern remediation and grievance procedures should the need arise.

Program Self-Assessment and Quality Enhancement: The program regularly collects feedback from students, alumni, and faculty and uses it to evaluate the program’s curriculum and training plan. The program has made multiple modifications to the program based on feedback received, including changes to the sequence of courses on statistics. The program is also attentive to the evolving body of scientific and professional knowledge, as well as changes in national standards of professional practice. The program presented outcome data on students as they progress through and complete the program (proximal data), as well as data collected from program graduates (distal data).

Public Disclosure: The program describes itself accurately and completely in its public materials thus allowing applicants to make informed decisions about the program. The program also accurately presents its accreditation status and provides the Commission’s contact information when doing so. The program’s website accurately presents student outcome data, consistent with Implementing Regulation C-26 D.

Relationship with Accrediting Body: The program abides by the Commission’s published policies and procedures. The program is current in its payment of fees necessary to maintain its accreditation status.

Areas to Address:

Site visitors felt that it is unclear how the program’s evaluation forms clearly align with and are able to adequately track students’ attainment of the program’s required competencies. Specifically, they felt that some of the program’s goals are clearly evaluated at the objective level, while others may have numerous competencies evaluated by course grades.

The program was asked to address the following issues in a narrative response by September 1, 2017 for formal review by the Commission:

- Demonstrate how its coverage in intervention meets the Standards of Accreditation, including how it relies on the current evidence base when training students;
- Provide a revised syllabus for PSYC 748 (Science & Practice II) that demonstrates how students receive exposure to primary source material;

- Provide a revised syllabus that demonstrates how PSYC 711 (Seminar in Physiological Psychology) provides graduate level training;
- Describe how its physical facilities are sufficient in light of the overall concern of the South Dakota Union Building's condition.

2(B). Briefly summarize the review recommendations

The proximal outcome data provided by the program are aggregated across cohorts in a manner that makes it difficult to determine the degree to which individual students are meeting program competencies. At the time of next self-study, the Commission will be looking to determine the program's consistency with Standard II of the Standards of Accreditation and Implementing Regulation C-18 D. The next site visit for the program will be in 2023.

2(C). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?

By September 1, 2017, the Program responded to requests listed above as follows:

- The concern about coverage of intervention required a clarification of the primary source materials used. The largest part of this was to provide final course syllabi which included additional primary source materials utilized in student presentations which became required readings for the class.

Note: On December 20, 2017, the Commission responded that the Program had responded effectively to this concern.

- The concern about PSYC 748: Seminar in Science and Practice II required a clarification that the primary course objectives are to prepare students for the clinical work and supervision in the Psychological Services Center (which they will begin in the following year). This includes learning general clinical interviewing and diagnostic interviewing skills, basics of risk assessment, beginning identification with a theoretical orientation, etc. In addition, there is a focus on self-reflection, self-care, and professionalism. Thus, we believe we mistakenly included this course on the lists for providing coverage in (a) Dysfunctional Behavior and Psychopathology and (b) Theories and Methods of Assessment and Diagnosis and would remove this course from those lists. This course does cover aspects of the remaining areas of (a) Professional Standards and Ethics, (b) Issues of Individual and Cultural Diversity, and (c) Attitudes Relevant to Life-Long Learning, Scholarly Inquiry, and Professional Problem-Solving. The syllabus was revised to include primary source materials in those areas and was forwarded to the Commission.

Note: On December 20, 2017, the Commission responded that the Program had responded effectively to this concern.

- The concern about PSYC 711: Physiological Psychology Seminar was addressed by revising the syllabus to include primary source readings, updated editions of the texts, and the added requirement of a research proposal and

discussion, which will also require students to use primary source materials. In addition, this course has been a 5 week, 1 credit course and our plan is to change the way we cover this topic to be consistent with the new requirements around the Discipline-Specific Knowledge. It is unlikely this material will be taught in this format in the future.

Note: On December 20, 2017, the Commission responded that it is still unclear how the course demonstrates graduate level education, consistent with Implementing Regulation C-7 D, and requested that the Program provide (by September 1, 2018) a revised syllabus that indicates how this course demonstrates training at the graduate level.

- The Program responded to the Commission's concerns about the state of the building in the following way:
 - In the year prior to the site visit, the Program had experienced a number of water and air quality issues in the remodeled basement space, which housed a number of graduate student offices and faculty research space. In the summer of 2016, a major water pipe burst in this space and made it completely uninhabitable for our graduate students and faculty. Early in the Fall semester of 2016, we received permission from the administration to temporarily take over a space on the third floor that had been vacated by a Regental Systems office. This large, well-lit space provides enough room for 10 graduate students to have desk space, a small library, a small kitchen, and a meeting space. Just prior to the site visit, we received word that we would be able to keep this space for our graduate student offices and would not have to return them to the basement (which, while repaired, still has issues with the air quality). Later in the Fall 2016 semester (and during the site visit), major repairs were undertaken on the SDU building. Since that time, we have a new roof, repaired water damage on interior staircase walls, and new updated windows on the 4th floor of the building. This seems to have solved a variety of problems. The administration has assured us that the building will continue to be maintained at a level that will be safe and healthy for students, faculty, and clients in our program.

Note: On December 20, 2017, the Commission responded that the Program had responded effectively to this concern.

The program is in the process of making substantial changes to address the American Psychological Association-identified competencies for health service psychologists and will focus on student competency assessment (in compliance with the new Standards of Accreditation). We will take care to ensure that we can demonstrate the effectiveness of the program as a whole as well. In its next self-study, we have been asked to ensure that we present our proximal data using appropriate statistics and a level of disaggregation that is useful for the program's self-evaluation.