

Psychology Department
Psy.D. Program in Clinical-Community Psychology
Self-Study
For
American Psychological Association Accreditation

Submitted: August 2002

Accreditation granted: August 2003

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**University of La Verne
Psychology Department
Psy.D. Program in Clinical-Community Psychology**

American Psychological Association Self-Study

Domain A: Eligibility

A1: Doctoral Education in Professional Psychology

The Psy.D. Program in Clinical-Community Psychology at the University of La Verne (ULV) is designed to prepare graduates for the practice of professional psychology in a variety of professional settings. Table 1 lists the eligibility criteria of the Psy.D. program. As indicated in Table 1, there will be at least three doctoral students whose degree will be completed in the 2002-03 academic year (the first student will be completed in September 2002).

A2: Institutional Context

Members of the Church of the Brethren established the University of La Verne in 1891 as Lordsburg College. The college was renamed in 1917 and eventually became independent of the Brethren Church within the next few decades. It received its first Western Association of Schools and Colleges (WASC) accreditation in 1955, and has recently received a full 10-year renewal of its WASC accreditation in its most recent WASC visit in Spring 2000. The university maintains membership in several organizations pertaining to higher education such as the American Council on Education, the Association of Independent California Colleges and Universities, the Western College Association, and the College Board (see page 10 of the catalog for a list of other memberships).

There are three professional doctoral programs at the University of La Verne. The first doctoral program, the Doctor of Education (Ed.D.) began in 1976 and has awarded approximately 600 Ed.D. degrees since that time. The second doctoral program, the Doctor of Public Administration (DPA) began in 1982, and has awarded approximately 200 DPA degrees since that time. The Psy.D. program enrolled its first cohort in 1997 and anticipates that its first Psy.D. degree will be awarded in September 2002.

A3: Institutional and Program Mission, and Organizational Structure

The mission of the university (stated on page 11 of the catalog), affirms four major components in its educational programs: a 'values' orientation; an appreciation of community and diversity; a commitment to lifelong learning; and service to one's community. The mission of the psychology department (stated on page 82 of the catalog) is to

“promote an understanding of human behavior as a dynamic process of personal integration and social and global interdependence; to study behavior scientifically through interdisciplinary, theoretical, empirical and applied approaches to psychology; and to develop the capacity for informed and critical processing of information, and the ability to live and work effectively.”

The mission of the Psy.D. program is consistent with both the University’s and department’s mission in that it strives to provides an education that is committed to an appreciation of community and diversity; that integrates theory, research and practice; that prepares students for life-long learning as consumers of knowledge and research; that promotes personal self-awareness; and prepares students for careers in working with people in need of psychological support and services.

The proposal for the Psy.D. program in Clinical-Community Psychology was written and approved by the Behavioral Sciences department in the 1994-1995 academic year, and was approved by the Faculty Assembly and Board of Trustees in the Spring of 1996. An initial Program Chair was hired in the 1996-1997 academic year, and the current Program Chair, Valerie Jordan, Ph.D. assumed this position in August 1997. The Director of Clinical Training (DCT) position was started in the 1997-1998 academic year by Gloria Morrow, Ph.D.

The Behavioral Sciences department re-organized in 1999 into the Behavioral Sciences Division with separate Psychology and Sociology/Anthropology departments. The division is a member of the College of Arts and Sciences. Each department has its own chair, and the Psy.D. Program Chair reports to the Psychology Department chair and Dean of the College of Arts and Sciences. The Division also has a ‘coordinator’ whose role is to coordinate departmental course schedules, oversee the Behavioral Science major and ethnic studies minor, and represent the division in various university-wide committees. Both the program chair of the undergraduate psychology program and the chair of the sociology/anthropology department jointly assumed the division coordinator role effective June 1, 2002. An organizational chart of the division and psychology department follows Table 1.

The psychology department includes an undergraduate psychology major; two separate Masters programs that started in 1973, one in Marriage, Family and Child Therapy (MFCT), and one in Counseling Concentrations; the University Counseling Center that started in 1984; and the Psy.D. program that started in 1997. The department also has a Psi Chi chapter of the National Honor Society in Psychology that started in 1990. The entire psychology department oversees all programs and meets on a monthly basis. A Clinical Training Committee (CTC), consisting of the Psy.D. Program Chair, Director of Clinical Training, the Director of the Counseling Center, and several full-time clinical psychology faculty, meets monthly and oversees both academic and clinical policies and procedures for the Psy.D. program. The Psy.D. program’s Admission Committee consists of the Program Chair and one faculty member. The psychology faculty has delegated clinical and admissions decisions to the CTC and the Admission Committee. The Behavioral Sciences Division sponsors the program’s Institutional

Review Board (IRB), and consists of three faculty members, two from psychology and one from sociology.

The Psy.D. program belongs to various professional organizations pertaining to professional psychology. The program has been an associate member of the National Council of Schools and Programs in Professional Psychology (NCSPP) since 1998, and a full graduate program member of California Psychology Internship Council (CAPIC) since 2001. The program chair is also a member of the CAPIC Board of Directors. The program subscribes to the APPIC match. The program belongs to the Southern California Consortium of Training Directors and the Southern California Association of Psychology Training Programs (SCAPTP), both of which pertain to practicum and internship training issues in Southern California. The psychology department is a member of the Council of Undergraduate Programs with the Western Psychological Association (WPA).

The Psy.D. program maintains its own budget that is separate from the psychology department's budget, and is overseen by the Program Chair. A copy of the Psy.D. program seven-year budget plan and the 2001-02 budget are available in Appendix A3.

The Psy.D. program admitted its first cohort of students in 1997, and currently has 43 students enrolled across five cohorts. Additionally, 15 new students will be enrolling in Fall 2002.

A4: Psy.D. Program Residency Requirements

The Psy.D. program is designed to be completed in five years of full-time enrollment. The program requires students be enrolled on a full-time basis for three years of full-time coursework, to complete remaining coursework and the dissertation in the fourth year, and to complete a predoctoral internship in the fifth year. The pre-doctoral internship can be completed either on a one-year, full-time basis, or on a two-year, half time basis. The program adheres to the university policy of an eight-year time limit for the completion of a doctoral degree. Students who have completed graduate coursework at other institutions may transfer no more than 30SH into the Psy.D. program. Students with transfer credits still complete the program in five years since the transfer credits reduce their course loads during various semesters of the program but does not shorten their residency or the number of years required to complete the program (more discussion of the transfer guidelines appear in Domain B3c&d).

A5: Cultural and Individual Diversity in the Psy.D. Program

The university and the Psy.D. program embrace diversity of all kinds. The university and Psy.D. program are secular, and welcome students, faculty and staff from many ethnic, cultural and religious backgrounds. The university is recognized as a Hispanic Serving Institution and over fifty percent of its traditional undergraduate students are students of color. Fall 2001 student enrollment data for the university across

all levels indicate that approximately 43% are Anglo, 22% are Latino/Hispanic, 11% are International, 10% are African American, and 5% are Asian American. Across all university levels, about 15% of the full-time faculty are faculty of color. Diversity data for the Psychology Department and doctoral program are described in greater detail in Domain D. Please refer to the ULV Fact Book in Appendix A5 for more detailed data on ULV students, faculty and degree programs.

Under the auspices of the President's office, the university supports (with assistance from the James Irvine Foundation), the Institute for Multicultural Research and Campus Diversity (IMRCD). The Institute was implemented in 1999. Its mission is to create positive change within the university, to act as an advocate for all ULV community members, to promote diversity within and outside the classroom, to offer educational opportunities for students, faculty, and staff, and to serve as a resource center. The activities of the IMRCD are augmented by the Coalition for Diversity, which is a campus wide organization under the office of the President comprised of administrators, faculty, staff and students from various departments and offices. The Coalition addresses issues of diversity and multiculturalism at ULV in a proactive, creative and assertive manner.

The university campus and facilities are completely accessible for people with different types of physical challenges. The university's non-discrimination statement appears on page 10 of the catalog.

This university commitment to a range of diversity is an integral component of the psychology department and the doctoral program. It is infused throughout the curriculum and the clinical training experiences of the students (as described in detail in Domain B), and is reflected in the ethnic and cultural diversity of the students and faculty (as described in detail in Domain D).

A6: Program Policies and Procedures

University policies are published in the annual catalog. The university and program admission and degree requirements, as well as policies on academic honesty appear in the catalog. All program policies and procedures are contained in the Academic Policies Handbook in Appendix A6.

Domain B: Program Philosophy, Objectives and Curriculum

B1: Program Educational Philosophy and Mission

The Psy.D. program in Clinical-Community Psychology is designed to provide a secular doctoral program in professional psychology following a scholar-practitioner model. The program follows the NCSPP model for professional psychology (Callan, Peterson & Stricker, 1986, Peterson et al., 1991, Stricker et al., 1990) as well as the APA guidelines and principles for accreditation of programs in professional psychology (2002). The curriculum also meets the California Board of Psychology educational requirements for the psychologist license. The program integrates a clinical psychology

program with a community psychology model with a multidisciplinary faculty. The clinical-community model offers an ecological perspective which emphasizes that individual behavior can best be understood within the context of interactive systems that are multi-level, multi-dimensional and multi-directional. The ecological model also assumes the importance of diversity, prevention as well as intervention, advocacy, and empowerment of the stakeholders and clients that it serves. The community psychology curriculum follows some of the doctoral programs described in O'Donnell and Ferrari (1997).

The ULV Psy.D. program in clinical-community psychology (the only doctoral program in clinical psychology at ULV) is consistent with the university's mission of a commitment to community and diversity, service to one's community, a values orientation, and commitment to lifelong learning. The Psy.D. program is also consistent with the university's model of professional doctoral training that integrates theoretical and scientific foundations, applications to the profession and service to the community.

B2: Educational Goals and Objectives

The curriculum of the program is designed to:

1. integrate theory, research, and applied knowledge throughout the curriculum;
2. infuse diversity issues (including culture, gender, sexual orientation, age, spirituality) throughout the curriculum;
3. provide a sequential curriculum that builds in complexity and depth;
4. encourage active collaboration among students and foster a cooperative classroom environment;
5. encourage linkages between concurrent and sequential courses;
6. meet NCSPP core professional competencies in the curriculum.

The program has the following educational goals and objectives:

Goal 1: Produce doctoral level practitioners who are knowledgeable and skilled in the theoretical and scientific foundations of professional psychology, and its integration with community psychology.

Objectives:

- a. Students will demonstrate basic knowledge of the scientific and theoretical foundations of the biological, historical, cognitive, affective and social basis of behavior;
- b. Students will demonstrate basic knowledge of the principles of community psychology;
- c. Students will demonstrate basic knowledge of multicultural competency.

Goal 2: Produce doctoral level practitioners who are knowledgeable and skilled in the practice of professional psychology and prepared for entry-level practice in a variety of mental health settings with diverse populations.

Objectives:

- a. Students will demonstrate a knowledge base in professional psychology including individual differences, human development, clinical skills, psychopathology, and professional ethics and standards, and legal professional issues;
- b. Students will demonstrate the ability to develop, implement and evaluate clinical interventions, psychological assessments, and supervision and consultation from an ecological perspective with diverse populations.

Goal 3: Produce doctoral level practitioners who are knowledgeable in the principles of psychological research, and can utilize relevant research as clinical practitioners.

Objectives:

- a. Students will demonstrate skills to critically evaluate pertinent scientific information in the psychological literature;
- b. Students will demonstrate knowledge of statistical methods used in applied mental health settings;
- c. Students will demonstrate knowledge of the principles of psychological research designs in applied and outcome research.

Goal 4: Produce doctoral level practitioners who are knowledgeable in the principles and application of an ecological perspective through an integration of clinical and community psychology.

Objectives:

- a. Students will demonstrate basic knowledge about community psychology and an ecological model;
- b. Students will demonstrate skills in the application of community psychology/ecological models in mental health settings;
- c. Students will demonstrate skills in the application of community psychology/ecological models in consultation, supervision and research;
- d. Students will demonstrate skills in integrating clinical and community psychology in the clinical treatment of special populations.

Goal 5: Produce doctoral level practitioners who have professional and personal knowledge and skills in multicultural scholarship, research and practice.

Objectives:

- a. Students will demonstrate the ability to develop an awareness of the role of cultural and ethnic factors in one's own and other's ethnic identity, psychological functioning and psychological well-being;
- b. Students will demonstrate a knowledge base of multicultural theories and models related to mental health;
- c. Students will demonstrate basic knowledge of principles and issues in multicultural competency.

The program's curriculum goals and objectives, and the courses, activities and assessment methods used to evaluate the outcome of the objectives are summarized in Supplemental Table 1. The goal of incorporating the NCSPP core competencies into the curriculum is described in Supplemental Table 2 that documents the NCSPP six competency areas and the ULV Psy.D. courses that correspond to each of these competencies.

B3: Program Curriculum

The program is conceptually divided into three modules for a total of 120SH. There are a total of 44 required courses (excluding the dissertation and internship courses), as well as a range of elective courses that range in size from 1 to 3 semester hours (SH). The courses are offered in a progressive sequence reflecting a progression from introductory to more advanced courses, as well in combinations from different modules within each semester or academic year. The program follows a 15-week Fall and Spring semester schedule, and also includes a 4-week January session and a 10-week summer session. All classes are scheduled in time slots between 4-9PM on Mondays, and 1-7PM on Tuesdays and Thursdays. The curriculum modules, the year in the program when the course is required, and the faculty who teach the courses are summarized in Supplemental Table 3. The list of the courses in the sequence in the program is summarized in Supplemental Table 4. A description of each course and its prerequisites and the course schedules appear in Appendix B3. The course syllabi for all required courses and recent electives are included in Appendix B3.

B3a & b: Scientific Psychology and Theoretical Foundations: The scientific foundations module (47SH) includes seven subcategories within the scientific foundations arena. This module contains five courses in theoretical foundations of clinical-community psychology, including courses such as Community Psychology I (Psy 600), Psychopathology (Psy 612), Fundamentals of Psychotherapy (Psy 615), Professional Ethics and Issues (Psy 617), and Theories of Multicultural Competency (Psy 623). These courses were included with the scientific foundations since they emphasize theory and research, rather than applied clinical skills contained in the practice and intervention module. Other categories within this module are the biological bases of behavior (Psy 604, Biological Bases of Behavior and Psy 634, Psychopharmacology), cognitive-affective bases (Psy 638, Advanced Learning and Memory), social basis (Psy 601, Current Social Issues and Psy 639, Advanced Social Psychology), individual differences (Psy 607, Advanced Human Development and Psy 609, Personality Theory and Research), history and systems, and research methods and data analysis (two statistics courses, two research methods courses (one quantitative and one qualitative), and four courses in the dissertation sequence.

The capstone scholarly and scientific experience of the program is the applied empirical dissertation that is either a qualitative or quantitative research study. The dissertation is required to incorporate both clinical and community psychology models and to address diversity issues whenever possible. Students are given an overview of the dissertation in Year 1 (Psy 603), prepare their dissertation proposal during Year 3 (Psy

642), and complete the data collection, analysis and dissertation defense in Year 4 (Psy 663 and 664). Examples of current dissertation topics are listed in Table 8, and as of August 2002, one student has successfully completed the dissertation defense. A copy of the dissertation handbook is contained in Appendix B3b.

B3c: Psychological Assessment and Clinical Interventions: The Clinical-Community practice and interventions module (58SH) includes categories of psychological assessment, clinical interventions, supervised clinical experience, and the pre-doctoral internship. There are five courses in the assessment sequence. Students are trained in cognitive assessment of children and adolescents (Psy 608a) and adults (Psy 608b) in Year 1. Students are trained in objective and projective assessment of personality and psychopathology, integrating these assessments with the cognitive assessments from Year 1 during Year 2. Students are trained to incorporate all assessments in an integrated psychological report (Psy 649) in Year 3. The assessment sequence also infuses a diversity perspective and attention to the community psychology/ecological perspective throughout the sequence. The Psychological Assessment Coordinator oversees the coordination and continuity of these assessment courses in consultation with the program chair.

The clinical interventions and professional issues components of the program are delivered in a developmental sequence throughout four years of coursework. Coursework in the first year includes community psychology interventions, clinical skills and interviewing techniques, as well as the theoretical courses described in B3a and b in the scientific foundations. The more advanced clinical interventions and theories of psychotherapy that focus on group psychotherapy, cognitive behavioral theories, object relations and psychodynamic theories, and family psychology (Psy 645, 646, 650) occur during Year 3. In Year 4, prior to the pre-doctoral internship, students are trained in clinical supervision and consultation skills (Psy 670, 671, 672 and 673). Students are trained in specific skill areas such as child abuse, substance abuse, disorders of children and adolescents, and human sexuality during Years 2 and 3 (Psy 648, 651, 652 and 653).

The supervised clinical experience sequence starts in the Spring of Year 1 with a clerkship experience in either community mental health settings or in psychological assessment training. The practicum courses in Years 2 and 3 integrate both theory, research and practice of clinical skills as they apply to students' practicum settings. The four practicum courses also continue to address professional and ethical issues, diversity issues, and assessment issues as they apply to practicum experiences.

The program is also committed to providing experiences that foster students' personal growth and awareness as it pertains to their skills as clinical psychologists. To accomplish this goal, the program requires that all students complete 40 hours of personal psychotherapy. In order for this process to assist students in their clinical development, the psychotherapy must start at the beginning of their first year of practicum training. Students are provided with a referral list of mental health professionals that offer services on a sliding scale basis, and there are many other community resources that also provide affordable psychotherapy services. The content of the psychotherapy is completely

confidential, and students document only the beginning and completion of this process. The policies concerning this requirement appear in the academic policies handbook in Appendix A6.

The third curriculum module consists of electives (15SH). Examples of electives offered with the doctoral program included topics such as grant writing, behavioral managed care, introduction to forensic psychology, advanced Rorschach, college teaching, applied community mental health research, and program evaluation in community settings. Students can also enroll in approved graduate level electives offered by the counseling program, the school of education, and the gerontology program. The program is currently designing areas of specialization that would be accomplished through a combination of electives, clinical experience and dissertation research. The proposed areas are children and families, gerontology, and possibly forensic psychology. We expect to have these specializations launched in Fall 2002. A copy of the program's electives policies appears in Appendix B3c.

The community psychology/ecological elements of the program occur in various places and activities. The cornerstone course in community psychology occurs in the first year (Psy 600 and 602), and provides the basic theoretical, empirical and applied foundations of community psychology. Year long group projects in this class provide hands-on applied experiences and projects of student choices (see list of community projects attached to the Psy 600 syllabus). One example of these projects are a series of four, one-hour TV programs on various mental health topics (with call-in options) produced in collaboration with the ULV Communications department and aired on the local cable TV channel. In addition, the community psychology/ecological model is infused throughout the curriculum, and full-time and adjunct faculty have been mentored in their understanding of this theoretical model. Recent electives have designed program evaluation activities with various local community agencies such as David and Margaret Home, LeRoy Haynes Center for Children and Family Services, Tri-City Mental Health Center, and Samaritan Counseling Center. Finally, in Spring 2002, the program hosted James Kelly, Ph.D. as a scholar-in-residence for a day-long series of program and campus events in community psychology.

The program's policies and guidelines concerning the evaluation of graduate coursework completed at other universities or programs at ULV are provided in Appendix B3c. The program adheres to the university guidelines for accepting transfer courses into the doctoral program that include recency of coursework, grade of B or better, and comparability to doctoral courses. A maximum of 30SH are permitted for transfer credit, and the Program Chair evaluates these courses at the student's initial enrollment in the program.

Students are eligible to receive an en-route Master of Science in Psychology degree when they have successfully completed the first two years of coursework and the Year 2 Competency exam. Students are also awarded Advancement to Doctoral Candidacy at the completion of these MS degree requirements. A description of the requirements for the MS degree appears in Appendix B3c.

The doctoral courses are completely separate from the Masters counseling courses (which are numbered at the 500 level) with only two exceptions. Until the summer of 2002, the Advanced Human Development course was offered jointly with the MS and doctoral program since this course was accepted for transfer credit if taken at the masters' level. However, this was discontinued in summer 2002. The one remaining course, Advanced Group Psychotherapy, is still delivered as a joint MFT counseling and doctoral course so that students in both programs can benefit from having an experiential training group counseling experience with students outside their own program. Student feedback from this course indicates that this single opportunity for classroom contact between the MFT and Psy.D. program has been beneficial to both groups of students. The other opportunity for joint MS and doctoral courses occurs occasionally when doctoral students select electives offered in the MS counseling program.

B3d: Diversity: The program infuses the curriculum with cultural and individual diversity issues. Practically all courses address ethnicity and culture, gender, sexual orientation, age and religious issues whenever appropriate.

B3e: Professional attitudes: The program incorporates critical thinking skills, an appreciation of scholarly research both within courses and through modeling these skills by the faculty. Students are frequently reminded about their ethical responsibility to maintain and develop their knowledge and skills throughout their professional careers.

B4a-d: Practicum

The program goal for the practicum experience is for students to receive a well-rounded range of clinical and training experiences at community settings that provide a range of clinical services to diverse and under-served populations. In addition, it is expected that these sites will be (or become) familiar with our integrated clinical-community psychology educational model and provide some training experiences that are consistent with the ecological model.

The practicum sites that have provided supervised training experiences to the Psy.D. students are reported in Table 2. There are currently sixteen non-profit community based agencies that have provided practicum placements for students between 1998-2002, and there will be two new practicum sites providing placements in 2002-03. The practicum sites that have provided placements for at least four students are the ULV Counseling Center (12 students so far and 5 students in 2002-03); Tri-City Community Mental Health Center (7 students so far and 1 in 2002-03); ENKI Youth and Family Services (4 so far and 6 in 2002-03); Aurora Behavioral Health Care (4 so far); AIDS Service Center (2 so far and 2 in 2002-03); and San Bernardino County Mental Health (2 so far and 2 in 2002-03). Other sites that have provided occasional placements are West End Family Counseling, I-CAN, House of Ruth, Project Sister, Claremont Unified School District, and an in-patient psychiatric unit in a community hospital that has subsequently been discontinued by the hospital. The large majority of these sites have been committed to providing a well-rounded training experience for students that

included direct clinical service to a variety of diverse clientele as well as a range of training activities including individual and group supervision, case conferences, in-services and out-reach activities.

As indicated in Table 2, of the total 41 different supervisors between 1998-2003, about 60% have been licensed psychologists, about 23% have been licensed marriage and family therapists, and about 15% have been licensed clinical social workers. Practicum sites that do not have licensed psychologists available for clinical supervision tend to be community agencies that service more specialized and often under-served clientele, such as sexual assault clients, domestic violence, and clients with HIV-AIDS. The program requires that students have at least one of their two years of practicum training with a licensed psychologist, and will approve a placement with another licensed mental health professional if the nature of experience meets the student's professional goals and the site is well-known to us as a high-quality training experience. The number of licensed psychologists as supervisors has steadily increased since 1998, and during the upcoming 2002-03 year, seven of the nine practicum sites will provide supervision by licensed psychologists.

The curriculum portion of the practica is delivered in four practicum courses that occur in Years 2 and 3. These practica courses provide a range of educational experiences that are integrated with their placement experiences, such as case presentations, case reports, self-reflection papers, and didactic lectures on clinically relevant topics. The DCT teaches the first practicum sequence (Psy 635 & 636), and the Director of the ULV Counseling Center teaches the second practicum sequence (Psy 655 & 656). The program also implemented a pre-practicum clerkship in Spring 2002 to provide an opportunity for students to gain some familiarity either in community mental health settings similar to the practica sites, or having some 'shadowing' experiences in psychological assessment prior to their first practicum.

The practicum and internship documents and handbook are included in Appendix B4. The process of selecting and monitoring practica sites is the responsibility of the DCT. The sites are selected for their range of psychological services with a variety of populations, and are located throughout the San Gabriel and Pomona valleys. The DCT maintains ongoing contact and annual site visits with these sites. The DCT starts the orientation and application process for practicum in January and continues during the Spring semester. The program follows the guidelines of the Southern California Association of Psychology Training Programs (SCAPTP) for a uniform practicum notification date during the second week in April. The criteria for approving practicum sites are based on some recent publications (Hecker, Fink, Levasseur, & Parker, 1995, Lopez & Edwardson, 1996), as well as the guidelines for APPIC and CAPIC internship sites. Students have been required to obtain a total of 900 hours across two different practicum sites, and in Fall 2002, entering students will be required to complete 1000 hours across two practicum sites.

Students evaluate their practicum sites at the completion of their practicum experience. These evaluations, along with the DCT's ongoing contact with the sites,

provide the program with ongoing feedback concerning the extent to which these sites meet our training philosophy and goals.

The program assesses student readiness for the pre-doctoral internship by monitoring their progress at their practicum sites, the completion of the four practicum courses, and by the successful completion of the Year 3 Clinical-Community Competency exam that occurs at the completion of the last practicum course. This exam is described in further detail in B5 and Domain F.

B5: Academic progress and achievement levels

The program utilizes several indicators of academic progress through the program:

1. **Course grades:** The program used a letter grading system, and a grade of B- or better is required in order to receive academic credit. All courses (except for some electives, practica and dissertation courses) use letter grades. The course grades are typically based on a combination of course assignments such as exams, research and other types of papers, oral presentations, and group projects.
2. **Year 1 Writing Assessment:** In order to assess and monitor students' writing skills, a writing assessment is implemented in January of Year 1. Two raters independently evaluate various writing samples of the students anonymously and provide extensive feedback to students about their writing skills. A description of this process is included in Appendix B5.
3. **Year 2 Competency Exam:** In order to assess students' knowledge base in the scientific and theoretical foundations of the program, the Year 2 Competency exam is administered at the end of the second year. The exam contains two parts: a 200-item multiple choice section covering content in nine content areas, and an essay section addressing an integration of clinical and community issues with a case vignette. A description of the rationale of the exam and its contents appear in Appendix B5. Students must pass this exam in order to be advanced to doctoral candidacy and to receive the MS in Psychology degree.
4. **Year 3 Clinical-Community Competency Exam.** In order to assess student's knowledge of the clinical and professional portions of the curriculum, and to assess student's readiness to apply for the pre-doctoral internship, the Year 3 Clinical-Community Competency exam is administered at the end of Year 3 (or completion of the practicum sequence). This exam consists of a portfolio that includes both archival documents and papers written specifically for the portfolio, and an oral exam that assesses student's knowledge in eight domains. A description of the rationale for this exam and its contents are found in Appendix B5.

The program chair oversees the academic progress of the students by monitoring their performance in all of these areas. The policies for academic progress through the program appear in Appendix B5.

Domain C: Program Resources

C1: Faculty

C1a: The distribution of core program faculty, other program faculty and adjunct faculty during the 2001-02 academic year is reported in Table 3 along with the abbreviated vitas for the faculty listed in Table 3. The Psychology Department consists of ten full-time faculty (with an eleventh new faculty member joining the department in September 2002). All department faculty are encouraged to teach across all three department programs (undergraduate, masters and doctoral), so faculty do not have separate designations as doctoral, graduate or undergraduate faculty. Most faculty teach in at least two of three department programs each academic year. The year in which the full-time faculty started at ULV is also indicated on Table 3, and reflects a range of years of service at ULV. Among the full-time psychology faculty, six have tenure and four are tenure-track. Several full-time faculty have administrative responsibilities along with their teaching roles. These include the doctoral program chair, the Counseling Center Director, the Director of Clinical Training, the Psychology Department-coordinating chair (who also serves as Associate Dean of the College of Arts and Sciences), the program chair for the Masters Counseling programs and the undergraduate psychology program chair. Faculty governance policies and procedures for all university full-time faculty are contained in the university's faculty handbook and Professional Ethics and Personnel Policies Including Tenure (PEPPIT) (these documents will be available for inspection at the site visit).

The Psychology Department faculty meet monthly, and the three program chairs, the department chair and the Counseling Center Director meet at least once a month to coordinate and review program issues. The Clinical Training Committee meets monthly (and more often when needed) to oversee specific doctoral program clinical and academic issues. The psychology department participates in the Behavioral Science Division meeting that occurs once each semester. The College of Arts and Sciences faculty meetings and Faculty Assembly meetings for the entire campus full-time faculty occur monthly.

C1b: There are seven full-time psychology faculty who are involved at least 50% or more of their full-time appointment in the doctoral program. The first DCT, Gloria Morrow, Ph.D., served in this capacity from 1998 to 2001. During the 2001-02 academic year, Rick Rogers, Ph.D., served as Interim Internship Coordinator while the program conducted a national search for a new DCT. Raymond Scott, Ph.D., an interim Assistant Professor during the 2001-02 academic year was selected by the psychology faculty as the new DCT and started his full-time DCT role in July 2002. During the 2001-02 academic year, Valerie Jordan, Ph.D., Rick Rogers, Ph.D. and Roger Russell, Ph.D.

served as practicum advisors for students who were placed in practicum sites for the 2002-03 academic year.

In addition to the DCT, two other administrative roles for the doctoral program were implemented in the 2001-02 academic year. John Pellitteri, Psy.D. assumed the Psychological Assessment Coordinator position in the Fall 2001 and is continuing in this role for the 2002-03 academic year. The Assessment Coordinator provides oversight for the psychological assessment sequence of courses, assists the doctoral program chair in recruiting adjunct faculty to teach some of these courses, maintains the program's psychological test collection, and supervises the doctoral graduate assistants who assist faculty teaching the assessment courses. Raymond Scott, Ph.D. assumed the Research/Dissertation Coordinator for the 2001-02 academic year. The Dissertation Coordinator provides oversight for the dissertation proposal and dissertation courses, chairs the division's IRB, and serves as resource to on-going dissertation committees as needed. The program will be replacing Dr. Scott in this role for the 2002-03 academic year.

Full-time faculty are required to teach six courses per academic year (excluding summer) as part of their regular teaching load, and those faculty with administrative responsibilities either receive a reduced course-load or choose teaching overloads. At this time, the psychology department and the university do not count dissertation chair or committee member service either within the department or across campus as part of the faculty full-time load. Faculty are compensated for their dissertation services (\$850.00 for chairs and \$300.00 for members). However, these doctoral responsibilities have been added into the estimates of the % of time in the doctoral program reported in Table 3 since chairing three dissertations or serving on eight committees are considered equivalent of one course based on compensation rates for overload courses.

Based on the data reported in Table 3, the FTE of the core faculty is 4.5. Of the 44 required courses delivered each academic year, full time faculty (both core and other full-time faculty) taught 48% of the courses, and adjunct faculty taught 51%. This number of adjunct faculty teaching this academic year is higher than usual because of the unexpected departure of two full-time psychology faculty at the end of the 2001 academic year. The average class size of the Psy.D. courses range from 5-16, depending on the cohort that is enrolled in the course. Given the current operating budget of the doctoral program, the distribution of courses taught across the psychology department programs, current office space, and the small class size of doctoral courses, the program believes that with the new Assistant Professor joining the department in September 2002, there are sufficient number of psychology faculty at this time to deliver the doctoral program.

C1c: The core faculty reflect a range of theoretical perspectives and applied clinical and research experiences. Five of the core program faculty are licensed psychologists (some for more than twenty years), and adhere to a variety of theoretical orientations including psychodynamic, cognitive-behavioral, humanistic, systems and ecological models. Several full-time clinical faculty have graduated from APA accredited

programs. The licensed faculty provide psychological services at off-campus locations for a range of client populations (children, adolescents, college age, adults and older adults) including private practices and a community mental health agency. Valerie Jordan, Ph.D., the program chair, has served as an Oral Examiner and Expert Reviewer for the California Board of Psychology since 1996, and has been a member of the CAPIC Board of Directors since 2001. Several of the core clinical faculty are members of the National Register of Health Care Providers in Psychology. Glenn Gamst, Ph.D., serves as the Program Manager for the Research and Evaluation Department of Tri-City Community Mental Health Center in Pomona, and coordinates several collaborative applied mental health research projects between Tri-City and ULV. Aghop Der-Karabetian, Ph.D., and Leticia Arellano, Ph.D., serve as research consultants on these Tri-City CHMC and ULV collaborative projects.

All faculty participate in the university wide student course evaluations at the end of each semester, and the program chair receives a written copy of these student ratings each semester. Typically the department chair reviews and provides feedback to full-time faculty about their student ratings. A copy of this evaluation is provided in Appendix C1c.

C1d: The university is primarily a teaching institution, although in the past few years there has been more emphasis placed on research and greater intra-mural grant support for faculty research. Examples of this increased university support for faculty research is the implementation of intra-mural research grants through the College of Arts and Sciences Summer Research grants, the Office of the Provost and Vice-President for Academic Affairs, and mini-grants for faculty within the university from the James Irvine Foundation. In addition, funds are available annually from the Faculty Professional Support Committee for research and travel expenses. Many core and other full-time faculty have received several of these intra-mural mini-grants within the past five years. In addition to this emphasis on teaching, many psychology faculty have been involved in ongoing research for many years. It is also expected that as dissertations are completed, more collaborative publications will become commonplace. Currently faculty have published articles in professional journals such as *Hispanic Journal of Behavioral Science*, *Journal of Community Psychology*, *Journal of Mental Health Counseling*, and *Journal of Counseling and Development*

Furthermore, many core and other faculty are actively involved in scholarly presentations. Most of the core faculty attend and present at local, regional and national professional conferences such as APA, WPA, AERA, the National Association for Chicana and Chicano Studies, and American and Pacific Sociological Association. The faculty belong to many professional organizations including (but not limited to) American Counseling Association, American Psychological Association, American Psychological Society, American Society for Aging, American Sociological Association, California Psychological Association, and the Western Psychological Association. One faculty is the Western regional coordinator for the Society for Community Research and Action (SCRA, Division 27 of APA).

C1e: The program models and socializes students in various ways. This year we implemented a faculty mentorship for the new Year 1 students. Students selected faculty with whom they could develop a mentor relationship in whatever way met their individual needs. During the 2001-02 academic year, six faculty collaborated with students in research activities. The program covered registration costs for students attending local professional conferences.

C1f: Non-core faculty

Since the program is committed to a multi-disciplinary model and is part of the Behavioral Sciences division, some of the other program faculty are sociologists and anthropologists. These other full-time faculty teach several courses in the Psy.D. program, serve on dissertation committees, and occasionally collaborate with student research.

The adjunct faculty are usually recruited by the program chair and are extensively oriented to the program by the program chair (see Appendix C1f for adjunct faculty guidelines for the division). The program chair and other full-time faculty made classroom observations of almost all adjunct faculty. The adjunct faculty participate in the university wide student evaluations and receive these student ratings in writing at the end of each semester. The doctoral program has hosted at least one lunch meeting annually for doctoral program adjunct faculty.

Among the adjunct faculty who teach in the Psy.D. program, nine are licensed psychologists, two are licensed Educational psychologists, and one is a pharmacist with extensive experience in mental health. An instructor who is a licensed MFT and has extensive professional experience in addictions teaches the Substance Abuse course. The adjunct faculty work in a variety of professional settings including private practices, community mental health agencies, an in-patient hospital setting, public schools, forensic settings, and community colleges. Several adjunct faculty are listed in the National Register of Health Providers in Psychology. Many have presented papers at professional organizations, published in professional journals and some have received funded grants.

C2: Psy.D. Students

The university and the Psy.D. program are committed to small class sizes, and one of the frequently cited reasons for selecting ULV by both undergraduate and graduate students is the small class size and personal attention provided by faculty. The Psy.D. program is committed to that goal and accordingly plans to limit each incoming cohort to about 15 students. The data reported in Table 4 reflect the program's growth since its inception and gradual progress towards that goal and class size.

The ethnic and gender data for the currently enrolled students are presented in Table 4. Approximately 40% of the currently enrolled students are Caucasian, about 33% are Hispanic/Latino, about 9% are Asian/Pacific Islander, 7% are African American, 7% are multi-ethnic, and 5% are of other ethnicities that include middle eastern origins.

A large majority of student are female (93%). Almost half of the students are members of professional organizations (primarily APA and WPA), about one quarter (28%) are members of Psi Chi, and about 16% have co-authored presentations at professional conferences. Students are strongly encouraged to become student affiliates of APA and WPA.

The program follows a cohort model in that each cohort completes almost all of their courses together and moves through the five years of the program together. The few exceptions to this are the students who transfer graduate coursework and are waived from those transferred courses; these students occasionally enroll in courses with other cohorts when course schedules do not conflict. Socialization across the cohorts is encouraged through program-sponsored colloquia and social events throughout the year, program meetings, and occasional classroom visits by students in different cohorts. Students also socialize in the program's graduate student lounge.

Another forum for students to support each other occurs in the program's process group sessions. The rationale for the process group is to provide first and second year students a safe setting in which to share with their peers their adjustment to the doctoral program and the profession. Other goals are to address the unique dynamics of their cohort, and to provide constructive feedback to the program. The post-doctoral fellow from the ULV Counseling Center facilitates the process group. The contents of the meetings are completely confidential unless the group gives the facilitator their consent to share information from the group as a whole to the program.

The program has received a total of 201 applications since 1997, and of these, about 21% are applicants from ULV, 23% are from various California State Universities, 16% are from various University of California campuses, 19% are from out-of-state, about 5% have an undergraduate degree from an international institution, and about 35% have completed or have some graduate studies. Students admitted into the program must have at least a 3.00 undergraduate GPA or at least a 3.5 graduate GPA to be considered for the program. Applicants deemed by the admissions committee having solid potential but whose GPA's fall below these guidelines may be admitted on a provisional basis and must maintain a 3.0 GPA during the first year of the program. Table 5 reports the educational history of students who have been admitted and who have enrolled in the program since 1997.

The program eliminated the GRE as part of its admissions criteria after the 1997 cohort for two reasons. First, it carefully reviewed recent research concerning the low predictive value of the GRE beyond the first year of doctoral study (Dollinger, 1989; Sternberg & Williams, 1997). Second, a survey of other Southern California Psy.D. programs indicated that about half of these programs (many APA accredited) did not require the GRE for their admissions.

The Admissions Committee initially reviews all applications and may deny some applicants prior to selecting applicants for interviews. Our program requires an on-campus interview by two Behavioral Sciences faculty members (or phone interview if not

on-campus). During these interviews (see Appendix C2 for a copy of the application form and interview questions), we discuss the clinical-community orientation of the program, and expect applicants to articulate how their professional values and goals might be compatible with this program philosophy. While applicants are often not necessarily conversant in all of the theoretical assumptions of a community psychology model, they are able to describe their professional and personal values in a manner that is compatible with both the program and university's values and mission. Applicants often report that it is the community psychology orientation and small campus and class size that attracts them to our program. Admissions decisions are made jointly by the two faculty interviewers based on the applicant's interview ratings and complete file. In the case of divided opinion, a third faculty might be asked to interview the applicant or review the applicant's file. About 30% of the applicants to the program have been denied admission to the program.

The program advertises locally in numerous local college newspapers and newspapers, and mails program information to all psychology and behavioral science departments in California. We also mail information to many masters programs in psychology and counseling. The program holds an information meeting for prospective applicants in the fall. The program receives most of its requests for information through web page/internet listings.

C3: Program and university resources for students

C3a: Financial support

The program has been providing departmental graduate assistantships for students in the form of tuition credit for a variety of professional activities since 1998. A total of 41 students have received at least one of these department assistantships (some receive more than one position either within or across academic years). Approximately \$76,000 worth of tuition credit has been awarded to these students between 1998 and 2002. The largest number of awards are as teaching assistantships (20) in several undergraduate courses (BHV 395, Computer Data Analysis, BHV/Psy 497, Internship, and BHV/Psy 499, Senior Project), followed by 11 awards to Year 2 and Year 3 Practicum students at the Counseling Center. Psychological Assessment assistantships have been awarded to 6 advanced students who assisted faculty in the doctoral psychological assessment courses. There have also been a few research assistant positions. In addition, two advanced students who have received their MS degrees have been hired as adjunct instructors to teach undergraduate courses in Computer Data Analysis (after serving as a teaching assistant for this course), Senior Project, and Abnormal Psychology. In the 2002-03 academic year, 13 students have been awarded some type of graduate assistantship. The types of awards, number of students and amount received are reported in Supplemental Table 5.

The department also administers the Catherine Cameron Scholarship award annually to one or two Psy.D. students (a description of this scholarship is available in Appendix C3a). A total of eight students have received this scholarship award so far.

The program has also established a partnership with Tri-City Community Mental Health Center in Pomona with whom a Psychologist Development Program was launched in 2001. This program provides an opportunity for Year 4 students to pursue a dissertation topic relevant to Tri-City needs and program research during which time their Year 4 tuition is supported by Tri-City. These students are also guaranteed employment at Tri-City upon completion of their degree and forgiven for some of their tuition costs as long as they remain employed at Tri-City for a specific number of years. As of 2002, three students have been accepted into this program. Documents pertaining to this program appear in Appendix C3.

A full range of financial packages including Stafford loans are available to the doctoral students, and the vast majority of students rely on these financial aid packages.

C3b: Clerical and technical support

The psychology department employs two full-time secretaries, one of whom is designated for both the Psy.D. program and MS Counseling programs, and whose salary is divided evenly by both graduate programs' budget. The other secretary provides support to the undergraduate psychology, sociology and anthropology programs and back-up support to the doctoral program as needed. Starting in Fall 2002, an additional half-time secretarial position has been obtained for the MS Counseling programs that will allow the full-time graduate program secretary to primarily support the doctoral program.

Technical support concerning computer resources is provided to all ULV faculty by the Instructional Technology (IT) and Office of Information Technology (OIT) offices. Their staff are available on a as needed basis for all instructional and hardware support. There are 5 computer labs on campus, one in the Hoover building where the program is located.

C3c: Training materials and equipment

The Psy.D. program maintains a significant and current library of psychological testing equipment, videotapes (see lists in Appendix C3c), and reference books. The department has several video cameras (including a new digital camera) and its own TV/VCR console. The program purchased 16 doctoral dissertations from other accredited Psy.D. programs with a clinical-community curriculum in order to have a variety of sample dissertations as models for our program (see list in Appendix C3). The psychology department is developing a Psychology Lab (Hoover 200) which contains dedicated computers and research space for both graduate and undergraduate students.

C3d: Physical facilities

The Behavioral Sciences division is housed in the Hoover Building that was completely renovated in 2001. A copy of the Hoover building floor plan is attached in Appendix C3. The building contains 16 full-time faculty offices (11 psychology, 5 sociology/anthropology), two adjunct faculty offices, seven classrooms, the Counseling

Center, the division's secretary's suite, a computer lab, the psychology lab, a graduate student lounge, and storage and workroom space for the division. The graduate student lounge contains mailboxes, tables and chairs, sofa, refrigerator, microwave and coffeemakers for the graduate students. Lockers are also available to the students. The Counseling Center includes five clinical offices, two of which contain two-way mirrors, a suite of offices for the Director, Clinical Supervisors and the office manager, and a waiting room for clients. The Center also has several video cameras and tape recorders for video and audiotaping.

C3e: Student support services

The Elvin and Betty Wilson Library, ULV's central library, contains 215,000 volumes and access to more than 4,500 current journal subscriptions in print and electronic versions. Tables and individual carrels provide seating and study space. Access to library resources beyond Wilson Library is available by means of Link+ (four million volumes), interlibrary loan, and reciprocal borrowing privileges at local and regional academic libraries. The library catalog and reference services include PsychLit, Sociofile, ERIC, ProQuest, and digital dissertations on-line. A list of over 200 full-text psychology and related discipline journals available at Wilson library in hard copies and from other library resources electronically appears in Appendix C3e.

Campus-wide support services for students include the Financial Aid office, the Learning Enhancement Center, the Career Development Center, the International Student Services Center, the Disabled Student Services in the Health Center (see Appendix C3 for this information), the Health Center, and the Counseling Center (services not available to Psy.D. students because the Center is a training site for doctoral students). A Child Development Center, affiliated with the ULV Child Development program, is located about two miles from campus. A campus housing office provides information about affordable off-campus housing for students. The office of Graduate Student Services office provides administrative services for Psy.D. students including admissions applications, advancement to candidacy processing, MS and Psy.D. graduate applications, and dissertation-related documentation and processing.

C3f: Access to practicum training sites

The largest practicum site is the ULV Counseling Center, and the program has complete access to these positions. The program also financially supports these training positions at the Center by funding the graduate assistantships at the Center. The Center provides a separate seminar in community psychology and psychological assessment for the doctoral practicum students to support the program's theoretical model and goals.

The psychology department has had a long-standing relationship with many of the off-campus practicum sites discussed in Domain B4 through our masters counseling programs and DCT's ongoing contacts with these sites. The program also participates in the SCAPTP uniform notification policies concerning practicum sites so that we work collaboratively with other local doctoral programs as well.

C4: This does not apply to our program.

Domain D: Cultural and Individual Differences and Diversity

The Psy. D. Program recognizes the importance of the cultural and individual differences in the training of psychologists consistent with the mission of the University of La Verne that explicitly embraces diversity as one its key guiding principles:

“The University promotes the goal of community within a context of diversity. The University, therefore, encourages students to understand and appreciate the diversity of cultures which exists locally, nationally and internationally " (ULV catalog, 2001- 2002, p.11).

D1a: Students

The Psy.D. student body is quite diverse. As Table 4 shows, about forty percent of the students are European American, one-third are Hispanic/Latino American, and another one-third are of other ethnic backgrounds such as African American, Asian/Pacific Islanders and Middle Eastern. About 40% of students in the program speak at least one language other than English well enough to provide mental health services in that language. These languages include Arabic, Armenian, Cantonese, Farsi, Philipino, Russian, Spanish, Turkish and Vietnamese. Students in the program come from a variety of spiritual and religious traditions including Buddhist, Catholic, Jewish, Muslim, Protestant, and other faith traditions.

Individual diversity is also present in terms of age. Because the program is open to students with either bachelors or masters degrees, there is range of age and professional experience. The mean age of the current student body is 29, with a range from 21 to 52. About one third of the students are over 30 years old. Gender diversity among the student body is not balanced since almost 93% of our students are women. This is consistent with the national trend of the feminization of the discipline. With regard to sexual orientation, several students have openly shared their non-heterosexual orientation with their peers and faculty.

The program is committed to continuing to recruit and retain a diverse student body. This task becomes easier given the ethnic diversity of the geographic area where the University is located, and its diverse undergraduates. The program has been able to attract a diverse student body with a limited marketing effort, relying on information meetings, advertisements in local and college papers, and referrals by students and professionals familiar with the diverse culture of the university. Announcements are also placed in a minority owned local area newspaper. Moreover, brochures describing the program emphasize student and faculty diversity.

As part of its efforts to retain and support students of color, the program has a special merit scholarship for minority students. Catherine Cameron, Ph.D., Professor Emeritus, who retired several years ago, funded the Catherine Cameron Scholarship

Fund. It is granted once a year competitively to support one or more minority students, in amounts ranging from \$800.00 to \$1500.00.

D1b: Faculty

Faculty who teach in the Psy .D. program are also culturally diverse. Five (50%) of the ten full-time tenure-track faculty in the psychology department who are involved in the Psy.D. program are from non-European ethnic and cultural backgrounds (see Table 3 for the list of faculty); two are African American, two are Latino American, one is Armenian/Middle Eastern and our new faculty member is Vietnamese American. Three full-time psychology faculty are bi-lingual or multi-lingual, including Armenian, Spanish, Turkish, and Vietnamese languages. Faculty (core and adjunct) who teach in the program also come from diverse spiritual traditions, including Humanist, Catholic, Agnostic, Buddhist, Jewish, Mormon and Protestant. Also, one core faculty member has a physical disability and is wheelchair bound.

In terms of gender, 40% of the full-time psychology faculty are female. Among the 21 adjunct faculty and outside dissertation committee members, more than half are women (55%). The faculty range in age from the twenties to the sixties.

The university has been implementing a university wide initiative in the last few years to increase faculty of color in its ranks. Several members of the psychology department have been very active in shaping and helping the University implement the initiative. The department has just recruited a new tenure track faculty member starting September 2002. All three finalists were women, two of them individuals of color, and one of these has accepted the offer of appointment for Fall 2002.

D2: Educating students about diversity issues

D2a: Learning activities about diversity

Diversity issues are an integral part of the curriculum and are dealt with in a variety of courses and learning situations. Goal 5 (Domain B) describes where and how in the curriculum diversity issues are addressed in terms of knowledge and practice, and how learning is evaluated. The following are courses in which principles related to multicultural competency are addressed extensively:

- Psy 600: Community Psychology I: Theory
- Psy 602: Community Psychology II: Interventions
- Psy 601: Current Social Issues
- Psy 617: Professional Issues and Ethics
- Psy 623: Multicultural Competency I: Theory
- Psy 624: Multicultural Competency II: Clinical Applications
- Psy 639: Advanced Social Psychology

All courses in the areas of assessment, clinical practice, and research infuse and integrate multicultural issues. Students develop an awareness and skills in multicultural issues in test administration and interpretation, case formulation and intervention planning, as well as in evaluating and generating research. Course syllabi describe assignments and activities that reflect this integration.

Students are strongly encouraged to address cultural diversity in their dissertations and be aware of the value of group specific issues in instrument selection and hypotheses testing. Also, students are made aware of ethical guidelines related to research with ethnic minorities. Table 8 lists the current dissertations in progress, several of which explicitly address diversity issues in mental health.

Faculty who are involved in the program as instructors or through dissertations model for students the importance of diversity issues through their research and scholarship. Research and publication activity by faculty reflect the variety of research papers, presentations and publications that deal with ethnically diverse groups and multicultural issues. Another explicit example of such modeling comes from one of the full-time tenure track faculty members, Leticia Arellano, Ph.D., who has a half-time appointment as the Research Director of the Institute for Multicultural Research and Campus Diversity. The Institute is partially supported by two substantial consecutive grants from the James Irvine Foundation. Several students and faculty have been involved with the multicultural research activities of the Institute. For example, Mary. Prieto-Bayard, Ph.D., and some of her students studied first generation student success issues under the grant, and Errol Moultrie, Ph.D. has been involved with interviewing African American students concerning retention and graduation issues. Furthermore, two faculty members, Glenn Gamst, Ph.D., (Principal Investigator) and Aghop Der-Karabetian, Ph.D., (Co-investigator) are involved in two partnership research grants with Tri-City Mental Health Center dealing with multicultural competency assessment and training issues funded by California Department of Mental Health and the Eli Lilly Pharmaceutical Company. Several students are involved with these research projects that deal with the development of a brief multicultural competency assessment instrument, perceived therapist competency by clients, and testing of a multicultural intervention model. Also, under Dr. Gamst's direction, a group of ULV Psy.D. students conducted a research project at the Tri-City Mental Health Center examined client satisfaction of Asian American clients through extensive phone interviews. In another recent project, a team of students surveyed about 400 homeless people in the city of Pomona as part of a need assessment project.

Students are exposed to learning opportunities with diverse populations at their practicum and internship sites (see Table 2 and Table 8 for listing of sites). Many if not all of these sites are community based mental health clinics that serve large minority populations. Students gain exposure to diversity issues through direct contact with clients of various cultural backgrounds, and those who speak another language have the opportunity to use their language skills while working with clients.

D2b: Assessment of learning outcomes related to diversity issues

Several indicators are used to assess learning outcomes related to multicultural competency. The data concerning these outcome measures are discussed in Domain F.

1. Course grades: Grades received in courses are good indicators of student learning. Therefore, as measure of learning outcome, grades received by all students who had taken the following four courses up to the time of this report were aggregated (n=83): Psy 623 Multicultural Competency I; Psy 624; Multicultural Competency II; Community Psychology I; and Psy 602: Community Psychology II. Overall, 86% of the students passed with B's or better grades, 8% had Incomplete or In-Progress grades, and the other had withdrawn or received lower grades.
2. Year 2 Competency Exam: This exam assesses multiple domains of knowledge, and one of the domains deals with diversity and multicultural issues. As seen in Supplemental Table 7, the mean correct scores on this content area have been high overall, but they declined slightly between 1999 and 2002, which we believe may be attributed to a recent change in course instructors and the nature of the exam questions.
3. Year 3 Clinical-Community Competency Exam: This exam assesses student readiness to begin their pre-doctoral internship. One of the domains on which students are evaluated addresses diversity and multicultural competency. As seen in Supplemental Table 8, the examiner ratings of student's performance on the cultural diversity domain of the oral exam have been consistently high.
4. Supervisor Evaluation of Clinical Skills: All students are evaluated by their supervisors in practicum and fieldwork courses. One of the criterion is "Appreciates diversity" (See Appendix F1 for the supervisor rating form). Students are rated on a 5-point scale where 1 = "Needs development," 2 = "Beginning grasp," 3 = "Good grasp," 4 = "Well developed," and 5 = "Excellent." The results show that in the first practicum course (Psy 635), 53% of the students (n = 15) are rated as well developed (33%) and excellent (20%). In the fourth practicum course (Psy 656) 75% of the students (n = 8) are rated as well developed (25%) and excellent (50%). It appears that students are demonstrating gains in their skills to appreciate diversity in clinical settings.
5. Student satisfaction: The student satisfaction survey conducted with all current students in the program (n = 43) included an item that asked them to indicate their satisfaction with "Infusion of multicultural issues" in the curriculum (see Appendix F2 for the survey). It was rated on a 5-point scale, from 1 = "Very dissatisfied/Needs serious attention" to 5 = "Very satisfied/Highly commendable." The results show that 50% were very satisfied and 31 % were satisfied with the infusion of multicultural issues in the curriculum. This represents a strong endorsement by students, and yet leaves some room for improvement.

In sum, the Psy. D. program has a very diverse student body many of whom are bilingual. The general diversity of the campus and the diversity among the psychology faculty may be strong assets in attracting and retaining culturally diverse students. The curriculum demonstrates systematic and satisfactory infusion of multicultural competency issues. Assessment of learning outcomes suggests that students are acquiring skills relating diversity to the practice of professional psychology.

Domain E: Student-Faculty Relations

E1: The university and the program are well-known for their collegial and supportive atmosphere for students. The small campus and small classes facilitate a familiarity and availability of the faculty. The doctoral program emphasizes a collaborative and cooperative atmosphere among students and between students and faculty. Students are familiarized with these values and the related university and program policies through numerous orientation for new Psy.D. students that occur in the summer prior to the Year 1 and continue in program meetings during the first year.

The university policies concerning academic honesty and appeals of these policies appear on pages 66-70 of the catalog. The Graduate Appeals Committee that meets monthly reviews appeals of university policies. Information about this committee appears in the Academic Policies handbook in Appendix A6. Appeals of program-specific policies are reviewed by the Clinical Training Committee, which meets at least monthly, and more often as needed. This past academic year there were several requests to the CTC concerning a waiver of program policies pertaining to progress on the dissertation and internships.

E2 & 3: The program chair has served as the academic faculty advisor to all students in the program. In the 2001-02 academic year, the Year 1 students were given an opportunity to select a faculty mentor of their choice who would serve in a mentoring role with the student. All Year 1 students selected a faculty mentor and the informal feedback from students has been very positive about this experience. The frequent faculty-student collaboration on both course group projects and in research presentations at local professional conferences are other examples of the collaborative and modeling relationships that have been fostered in the program. Documents pertaining to the mentoring program appear in Appendix E2.

Students select two representatives from their cohort each year who serve as liaisons to the program. The student representatives provide feedback to the program concerning program issues, and are also requested by the program to survey students on various issues. Starting in Fall 2002, the student representatives are planning to meet more regularly as a group to increase their representation at the Clinical Training Committee meetings and involvement in the admissions process, as well as to organize more frequent colloquia and 'brown-bag' discussions events.

E4: Students receive the Academic Policies handbook during the first month of the program and the program chair reviews all program policies with the Year 1 students (and other cohorts as well) on an ongoing basis.

The faculty evaluate each student's academic performance and suitability for the profession in a rating form at the end of each semester. In the first few years of the program, the program chair monitored student progress and provided informal feedback to students compiled these ratings. Starting in the 2001-02 academic year, a more formal evaluation and feedback process was implemented. The Clinical Training Committee completed a thorough review of recent literature concerning evaluation of student progress and issues concerning student impairment and remediation. On the basis of this review, a new rating form was designed that was partially adapted from Frame and Stevens-Smith (1995) as well as from information gathered at the January 2001 NCSPP conference on student evaluation. This revised rating form was distributed to all faculty in Spring 2002 and reviewed by members of the CTC. As a result of this process, 31 students were evaluated and 8 were provided with mild to moderate remediation. All but one of these 8 students were Year 1 students, and the CTC selected specific faculty to meet with each of these students to discuss these evaluations. Students received a summary of these evaluations, and all students, regardless of whether they required some remediation, were encouraged to meet with faculty and/or their faculty mentors to discuss this process. Students are also required to complete a self-evaluation using the same rating form so that they can have input in this process. The CTC will continue to oversee this process. A copy of the evaluation process, rating form and sample letters to students is included in Appendix E4.

The DCT has also been involved in providing student feedback about the student's clinical skills. The DCT has met with each student annually to review the supervisor evaluation of the student. During the 2001-02 academic year, Rick Rogers, Ph.D., the interim Internship Coordinator, met with all current Year 3 and Year 4 students to review their supervisor and self-assessments from their two years of practicum training. A copy of these review forms appears in Appendix E4.

E5: There have not been any grievances filed against the program at this time.

Domain F: Program Self-Assessment and Quality Enhancement

F1: Outcomes of goals and objectives

The status of students who enrolled in the Psy.D. program is listed in Table 6. Of the original 59 students who have enrolled in the program, 43 are currently enrolled. The retention rates for each cohort were 50% for the 1997-98 cohort, 73% for the 1998-99 cohort, 58% for the 1999-00 cohort, 67% for the 2000-01 cohort, and currently is 94% for the 2001-02 cohort. The overall retention rate is 72%. The most frequent reason cited by the 16 students who voluntarily left the program has been to pursue other types of programs or an accredited doctoral program (10), followed by family or personal reasons (3), health problems (2), and financial concerns (1). The large attrition in the first

cohort (1997-1998) occurred when half of the students transferred to an APA accredited doctoral program. Only one student has been academically disqualified from the program.

All students are enrolled in the program on a full-time basis. Occasionally a limited number of students may request to enroll in a reduced course load because of extreme work and/or family demands (two students have newborn infants). These students (indicated by an asterisk in Table 6) are still considered full-time for financial aid purposes, but typically reduce the number of courses in a given semester by 1 or 2 courses. These few students will typically take courses with both their entering cohort as well as the subsequent cohort. We expect that they will take 1-2 more years to complete the program as compared to those students who take a full course load and full-time internship, but will still complete the program within the university's eight-year time limit for doctoral students.

Some academic outcome indices for currently enrolled students are listed in Supplemental Table 6. This table reports data for all currently enrolled students on their cumulative GPA, Year 1 writing assessment ratings, the percent correct scores on the Year 2 Competency Exam, and the mean ratings on the Year 3 Clinical-Community Competency exam that includes a clinical training portfolio and an oral exam. As described in Domain B5, students whose scores on these indices fall below the minimum criteria are provided with remediation to assist them in reaching the criterion performance.

Additional outcome data are reported for the Year 2 Competency Exam in Supplemental Table 7. The passing criteria for part 1 of the exam is 70% across all domains. Students who do not earn a passing score are required to retake the portions of the exam until they reach the criterion, and are provided with feedback and remediation in the content areas in which they have not yet reached the criterion.. The passing criterion for the part 2 written vignette is 80% across the two raters, and students who do not reach that criterion are required to remediate their essay until it reaches a passing score. All students who have received remediation on either parts of the exam successfully reach the criterion scores following the remediation process.

Additional outcome data for the Year 3 Clinical-Community Competency oral exam appears in Supplemental Table 8. Almost all of the students who have taken this exam have obtained passing scores in the eight domain of the oral exam. The few who did not were provided with appropriate remediation so that they reached the criterion level of performance in those areas.

Other outcome data are available from the practicum supervisor ratings of supervisees that are completed by all clinical supervisors at the end of each semester of the practicum courses. The students are rated in five areas of clinical competence: case management skills, use of supervision, and engagement with clients, observation and diagnostic skills, and interventions and termination. The competencies are rated on a five-point scale with 5 being excellent, 4 being well developed, 3 being a good grasp,

2 being beginning grasp, and 1 needing development. The data for these supervisors' ratings are reported in Supplemental Table 9, and include data from each of the four practicum courses. A copy of this rating form appears in Appendix F1.

The supervisor's ratings indicate that our students are performing at least at a good level or higher on practically all aspects of the five skill categories. Inspection of differences of the mean scores between the first and last practicum course reflect consistent increases in average ratings. Given the limitations of these data (different supervisors have evaluated students from the first to the second practicum years and the number of different ratings is small), these preliminary analyses indicate solid development of our student's clinical skills at their practicum sites.

Table 7 is not applicable yet since the first cohort of students who are still completing their dissertations and internship are entering the sixth year of the program. Table 8 reports the current student's internship status and dissertation topics. Although the students listed in Table 8 have not yet completed the program, we believe it is important to document at this point in the program's development both the types of internships our students have obtained and the nature of the current dissertations. As seen in Table 8, four students are completing their internships in a variety of settings including a nationally recognized medical center, an in-patient psychiatric hospital, a community mental health agency and a well-known center for research and treatment for people with developmental disabilities. The next cohort of seven students who are starting their internships in Fall 2002 include one APPIC and 2 CAPIC internships. Several of the other internship sites are currently pursuing CAPIC membership.

The dissertation titles for the two cohorts of students who have successfully completed their dissertation proposal defense appear in Table 8. Several of these dissertations are being conducted in cooperation with Tri-City Community Mental Health Center, and many of the dissertations involve participants from a variety of ethnic groups and ages. The first dissertation oral defense was completed in May 2002.

There are no data to report yet for Table 9 since our program has not yet officially graduated any students. The first student who will graduate (her degree will probably be posted in October 2002) is currently employed full-time at a community mental health agency and plans to continue her employment at that site upon completion of the program. The program will systematically monitor all professional activities of its graduates as this occurs.

F2: Self-assessment of the program

The program administered a student satisfaction survey in Fall 2001 to all currently enrolled students in the program. A copy of this survey is included in Appendix F2, and the results of this survey are reported in Supplemental Table 10. The survey evaluated six aspects of the program: curriculum, clinical training, dissertation, program resources and support activities, university resources and departmental graduate assistantships. There was also an opportunity for additional comments. These aspects

were rated on a five point scale ranging from very satisfied (5) to neutral (3) to very dissatisfied (1).

As seen in Supplemental Table 10, a majority of the students are satisfied with the various aspects of the curriculum. The strongest areas of satisfaction are in the integration of clinical and community psychology, and the infusion of multicultural issues. Students also appear quite satisfied with course sequencing, the writing assessment process, and elective options. Students are moderately satisfied with the Year 2 and Year 3 competency exams and the course schedules. With regard to the clinical training aspect of the program, the data suggest that the students are quite satisfied with the clinical training and practicum placement process, but less satisfied with the internship placement process. There has been a change in the DCT since this survey was collected. The data concerning the dissertation portion of the program indicate high satisfaction with the dissertation handbook but less satisfaction with the dissertation-related seminars. The majority of students are quite satisfied with the program resources and activities, especially in the availability of the program chair and instructors, the admissions and new student orientation process, the program's academic policies handbook, and peer support. With regard to various ULV resources, students are highly satisfied with the Wilson Library, but less satisfied with the registration and student accounts resources, and dissatisfied with the financial aid services. These concerns are institutional and systemic in nature, and the university has developed a three-year plan to address these campus-wide concerns. Finally, the ratings concerning the department's graduate assistantships indicate that students are moderately satisfied with these resources. The program is striving to both increase the number and amount of these awards, as well as the application process.

Domain G: Public Disclosure

The university catalog is enclosed, as well as the Psy.D program's brochure, poster, pamphlet, advertisements, and information meeting announcement in Appendix G. These materials are mailed to prospective students, psychology departments, and available on campus. The OIT office maintains the university's web page and program web page. The student academic policies handbook is updated annually and distributed to all students every fall. All full-time faculty receive an updated copy of the university's faculty handbook upon their initial hire and when updated by the university.

Domain H: Relationship with Accrediting Body

The University of La Verne abides by all APA published policies and procedures, and the program agrees to inform APA in a timely manner of any program changes.

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