

Pacifica Graduate Institute

M.A./Ph.D. in Depth Psychology with Emphasis in Community Psychology, Liberation Psychology, & Ecopsychology (CLE) **Program Goals and Student Learning Outcomes**

1. Critically analyze, integrate, and effectively communicate (orally and in scholarly writing) multiple theoretical and applied approaches to depth psychology. *
2. Apply, evaluate, integrate and create various depth psychological research methodologies to address intrapsychic, interpersonal, somatic, group, cultural, community, and/or ecological issues, integrating diversity considerations. *
3. Critically apply depth psychological sensibilities: capacity to identify, analyze, and interpret images, symbols, metaphors, somatic states, psychological complexes and other unconscious dynamics; capacity for self-reflection and engagement in intrapsychic, interpersonal, and collaborative dialogues. *
4. Critically analyze, integrate, and evaluate diverse community psychology, liberation psychology, and ecopsychology theories and methodologies with regard to improving and sustaining holistic individual, community, cultural, and ecological well-being.
5. Practice participatory action research, program and organizational evaluation, group approaches to cultural and ecological fieldwork, and community counseling and advocacy skills, applying ethical considerations that address social justice and responsibility, including issues of power and privilege.
6. Utilize effective scholarly and diverse popular education communication and dissemination venues to engage diverse audiences in order to contribute to the solution of community, cultural, and ecological problems and the creation of sustainable and holistic individual, community, cultural, and ecological well-being.

** These goals are common to all Depth Psychology specializations.*

Time to Completion is a measure that is monitored by the Department of Education (DOE) to ensure that students are completing the requirements of the degree in a reasonable time frame. The analysis and summary are updated annually.

[MA/PhD Completion Rates 2012-2013](#)

Capstones with Transition Points

Capstone evaluations and any gateway transition points provide key evaluations throughout the program. Here students demonstrate individual achievement of the learning outcomes.

1. Written Comprehensive Exam - Spring Year 2
2. Oral Comprehensive Exam - Spring Year 3
3. Concept Paper - Summer Year 3
4. Dissertation Proposal - Year 4+
5. Dissertation Final - Year 4+

Faculty Council members evaluate the effectiveness of the program through Capstone Review Reports that aggregate individual scores into an annual summary. Planning that may include curriculum or teaching adjustments is then developed from any areas that indicate the need for more attention.

NB: The first cohort for CLE entered in 2010; these students were evaluated with their first capstone at the end of year 2 (with some of the 2012-13 results presented below). The remainder of the capstones will not start to be administered until 2014.

CLE Written Exam 2012-2013

Seventeen students took the CLE Written Exam in 2013. Fourteen students took the CLE Written Exam in 2012.

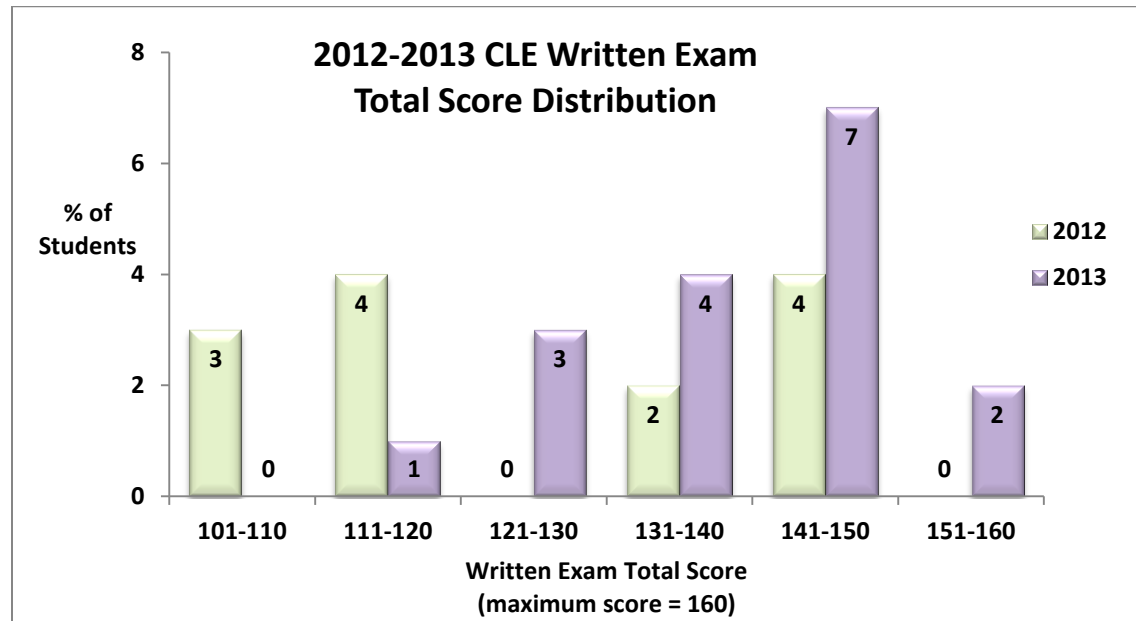
The examination consisted of 4 questions each worth a maximum of 40 points. The total score for the examination was calculated by adding together the scores from the 4 questions. The maximum possible total score for the examination was 160 points.

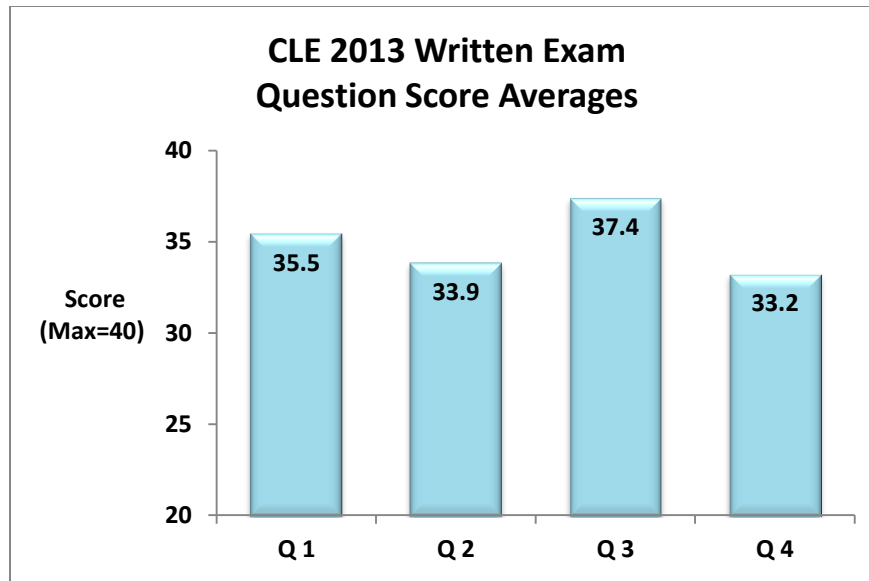
Students are required to pass all 4 questions in order to continue in the program. A minimum score of 26 (out of 40) is required for a Ph.D.-pass. A minimum score of 18 is required for an M.A.-pass.

In 2013, 16 of the 17 students passed at the Ph.D. level; one student passed at the M.A. level. Six students needed to retake the examination in order to pass at the Ph.D.-level. Following successful completion of the initial or subsequent retake exam, all students, including six students who failed one or more questions on the first round of exams, were able to demonstrate knowledge and competence in meeting the specified program learning outcomes.

In 2012, 6 students passed at the Ph.D. level; 6 students passed at the M.A. level; 2 students did not pass the exam.

In 2013, the average total score for the examination equaled 140 (out of 160), a substantial improvement over the 2012 average total score of 126.3, indicating solid individual and program-wide achievement of student learning outcomes.





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