

Pacifica Graduate Institute

M.A. Counseling Psychology with Emphasis in Depth Psychology

Program Mission Statement

The M.A. Counseling Psychology Program is dedicated to offering students unique and evidenced-based comprehensive training in the art of marriage, family, and individual psychotherapy and professional clinical counseling with an appreciation for the systemic and immeasurable dimensions of the psyche.

As preparation for licensure in **both** Marriage and Family Therapy and Professional Clinical Counseling, this rigorous academic program emphasizes both theoretical understanding and experiential training in clinical skills. Research studies prepare students to explore and contribute to the practice of scholarship within the depth psychological tradition in order to further Pacifica's dedication to tending the soul of the world.

Program Goals for Student Learning Outcomes, 2012-15

The program's goals are reflected in its 12 Learning Outcomes, which are clustered into the three curricular domains pertaining to marriage and family therapy and professional clinical counseling:

Theory and Praxis:

Theory: Development and proficiency with a wide range of theoretical orientations that offers psychological perspective and provides meaning to systemic patterns and human behavior. Evaluate the contemporary debates originating within various theoretical perspectives.

Legal and Ethical: Application of current legal and ethical standards and guidelines to diverse clinical populations and community systems.

Diversity: Understanding of individual, systemic, community, political, and biologic aspects of diversity as they relate to the resilience of a multi-cultural society, addressing issues of power, privilege, marginalization, and oppression, inclusive of advocacy, referrals, and community strengths.

General Systems Theory: Clinical application of archetypal, developmental, and multi-generational processes, in contextual and systemic dynamics, utilizing evidence-based research to promote resiliency and healthy adaptation to life cycle stressors.

Professional Clinical Counseling and Marriage, Family, Therapy

Process and Relationship: Demonstrate process and clinical skills including personal responsibility, insight, self-awareness of one's internal process, and responsive listening skills related to diverse interpersonal dynamics within the practice of marriage and family therapy and professional clinical counseling.

Clinical Assessment: Understand and apply evidence-based assessment procedures relevant to clinical presenting problems. Identify underlying psychological and systemic dynamics of human interaction inclusive of clinical, biological, contextual, community, and diversity-related considerations in order to foster recovery and resilience.

Clinical Skills and Interventions: Development and implementation of a variety of co-created evidence-based treatment plans congruent with evidence-based assessment, diagnosis, and theoretical orientation that best meets the needs of diverse clients and community systems.

Substance Use, Abuse, and Dependence: Assess, diagnose, and treat, using evidence-based recovery orientations, the symptoms and characteristics of behavioral addictions, substance use, and dependence in theoretical, individual, systemic, community, and cultural contexts.

Resources and Community Mental Health: Multi-culturally sensitive adjunctive networking to enhance the functioning and well-being of the client, including referrals with an emphasis on recovery and resilience within the public and private systems of care. Understand how the depth psychological traditions enhance community mental health service delivery and the theories and skills required in contemporary community mental health settings to achieve a collaborative evidence-based approach to treatment, and knowledge of community resources.

Self-Assessment: Students will demonstrate an evolving capacity to discriminate and articulate one's own strengths and growing edges in the areas of psychotherapeutic readiness and practice.

Humanities and the Depth Tradition

Research: Evaluate, integrate, and apply evidence based, recovery oriented, and depth psychological approaches to scholarly research and writing inclusive of researcher reflexivity; ethical considerations; diversity; professional development; identification and comprehension of intrapsychic, somatic, interpersonal, group, community, cultural, ecological, and archetypal perspectives.

Depth: Appraise and apply symbolic, mythopoetic, and archetypal perspectives to theoretical, systemic, individual, and cultural contexts. Interpret psychological meaning in cultural expressions of myth, literature, and religious traditions.

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 Completion Rates 2012-2013](#)

Capstones , Gateway Transition Point

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

Gateway, end of year 1

1. Process of Psychotherapy quarterly sequence. Students must pass all three quarters to proceed to Year 2 Clinical Practice quarterly sequence.

Capstones

1. A. Comprehensive Oral Exam, end of year 2.
1. B. Comprehensive Written Exam, Clinical Vignette, end of year 3.
2. Thesis, progressive assessments with final evaluation at end of 3 years.

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.

Counseling Psychology Comprehensive Oral Exams 2010-2013

The Counseling Psychology Comprehensive Oral Exam, administered in the spring quarter of the second year, is a program capstone that involves assessment of the program's clinically-oriented goals/learning outcomes. Four hundred sixteen students in the Counseling program took the Comprehensive Oral Exam during the 2010-2013 academic years.

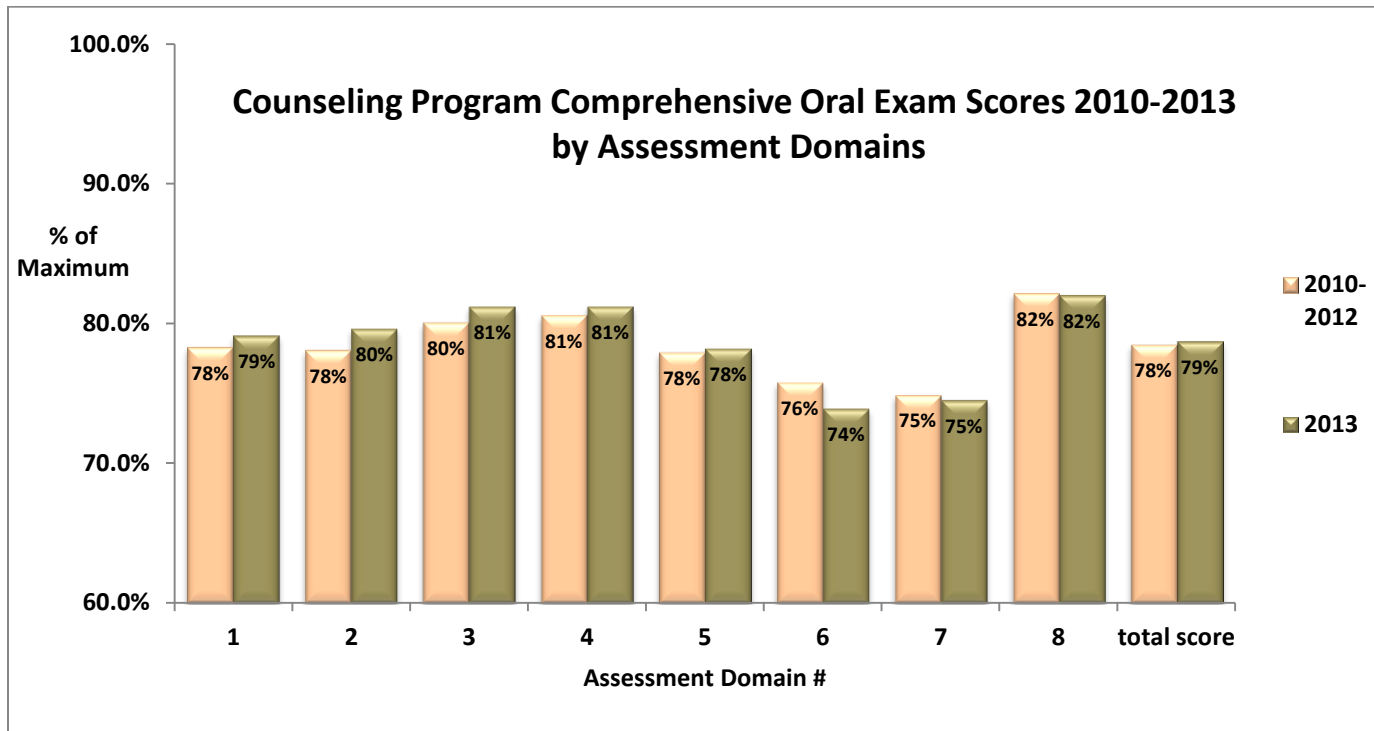
The maximum score possible was 75 points. The minimum passing grade was 45 points (60% of the maximum score). Students who did not pass the exam on the first attempt were allowed to retake the exam.

Year	# Students Taking Exam	# Students Needing Retakes	# Students Passing Exam
2010	110	8	110
2011	105	7	105
2012	99	1	98
2013	102	9	102

Following successful completion of the initial or subsequent retake exam, 415 of the 416 students, including those 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.

The Comprehensive Oral Exam scoring is broken down into 8 assessment topics ("Assessment Domains 1 - 8"), all of which are aligned with Program Learning Goals. The Assessment Domains cover the following topics:

1. Presentation style
2. Crisis Management
3. Law
4. Ethics
5. Diversity
6. Clinical Assessment
7. Treatment
8. Self- Reflection.



Counseling Program Thesis Evaluations 2010-2013

The Master's thesis is one of the three capstone requirements for the Counseling Psychology program.

Each thesis is evaluated on the basis of 8 different considerations (which hereafter are referred to as Questions):

- Q1 Overall Quality of Thought and Expression
- Q2 Significance of Topic
- Q3 Introduction to Topic
- Q4 Research Question
- Q5 Literature Review

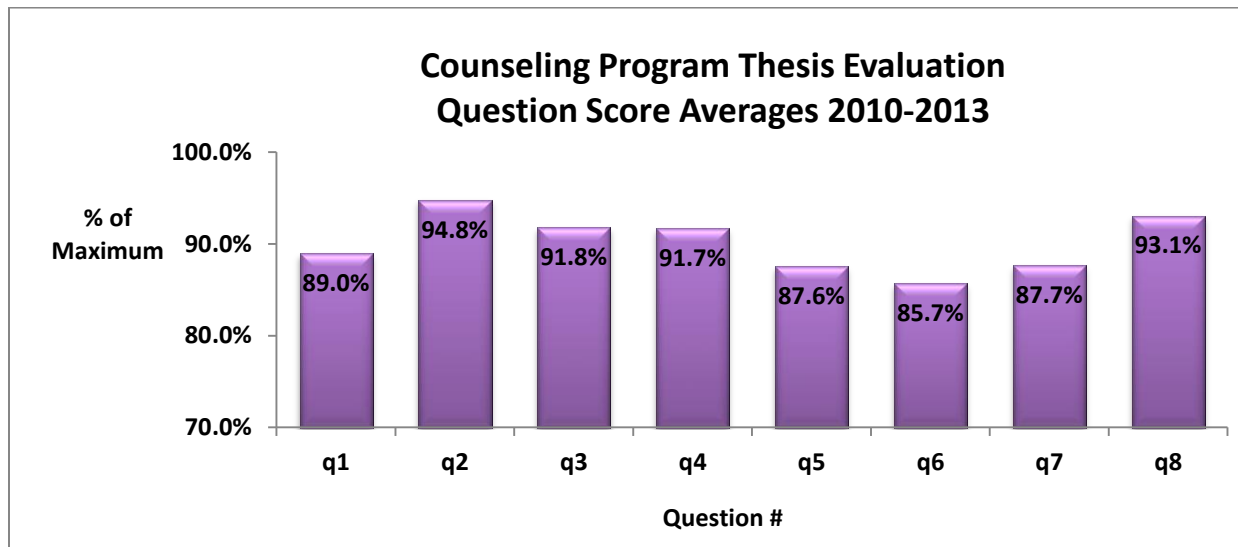
- Q6 Methodology, Ethics & Research Design
- Q7 Analysis and Conclusion
- Q8 Formatting.

The above questions are evaluated individually. No summary score is calculated. There were 3 possible ratings in the rubric for each question:

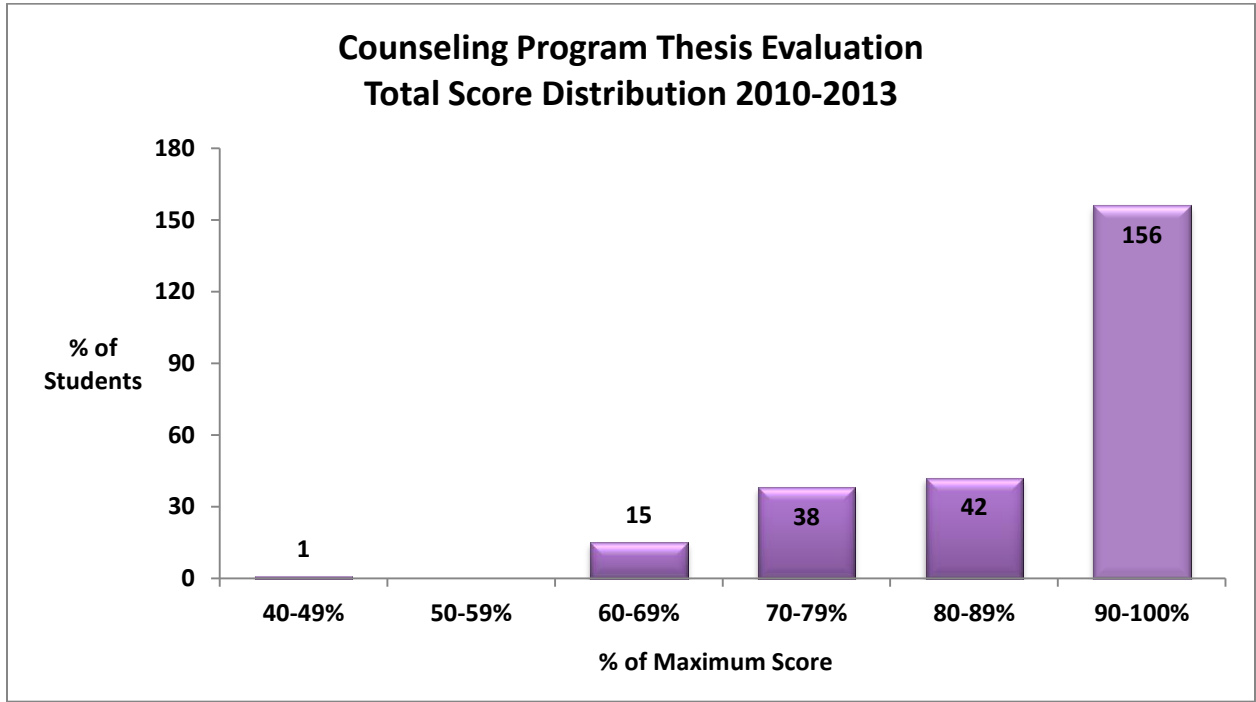
- Excellent
- Acceptable
- Poor.

Following the process of oversight and evaluation provided by a thesis advisor and research associate for each student individually, two hundred fifty-one Counseling students turned in a thesis between 2010-11 and 2011-2013. All 251 student theses were accepted in final form and published in the academic database Proquest, indicating solid individual and program-wide achievement of specified learning outcomes. Theses titles and authors can be accessed on the Pacifica website link:

http://pacific.edu/Counseling_Psychology_Archives.aspx



The average Thesis Evaluation Total Score from 2010-2013 was a robust 90.2%. Most students (62%) had Total Scores greater than 90%, indicating solid individual and program-wide achievement of student learning outcomes.



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