

## **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**

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 2015-2016](#)

## **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.

**M.A. Counseling Psychology Program  
 Licensure Examination Pass Rates 2015-2016**

The California Board of Behavioral Sciences (BBS) is responsible for consumer protection through the regulation of Licensed Marriage and Family Therapists (LMFT). The Board oversees the administration of two licensing examinations for prospective Licensed Marriage and Family Therapists: the LMFT Standard Examination and the LMFT Clinical Vignettes examination.

**For the calendar years 2015 and 2016, BBS data on exam performance was available only for the period 1/1/2015 through 6/30/2015.**

|                                    |                     | Pacifica Takers | Pacifica Passed | Pacifica Not-Pass | Pass Rate |
|------------------------------------|---------------------|-----------------|-----------------|-------------------|-----------|
| MFT Standard Written Examination   | 1/1/15 thru 6/30/15 | 39              | 33              | 6                 | 85%       |
| MFT Clinical Vignettes Examination | 1/1/15 thru 6/30/15 | 24              | 22              | 2                 | 92%       |

Sources:

- MFT Exam pass rate stats general: [http://www.bbs.ca.gov/exams/exam\\_stats.shtml](http://www.bbs.ca.gov/exams/exam_stats.shtml)
- MFT Written Exam pass rate by school: [http://www.bbs.ca.gov/pdf/exam\\_stats/mftwbs.pdf](http://www.bbs.ca.gov/pdf/exam_stats/mftwbs.pdf)
- MFT Clinical Written Exam pass rate by school: [http://www.bbs.ca.gov/pdf/exam\\_stats/mft-cbs.pdf](http://www.bbs.ca.gov/pdf/exam_stats/mft-cbs.pdf)

## Counseling Psychology Overall Retention As of 11/13/2017

|                       |            | Entering (Matriculation) Year |     |           |      |           |      |           |      |           |      |           |      |           |      |       |      |      |      |
|-----------------------|------------|-------------------------------|-----|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|-----------|------|-------|------|------|------|
|                       |            | 2010-2011                     |     | 2011-2012 |      | 2012-2013 |      | 2013-2014 |      | 2014-2015 |      | 2015-2016 |      | 2016-2017 |      | Total |      |      |      |
|                       |            | Num                           | %   | Num       | %    | Num       | %    | Num       | %    | Num       | %    | Num       | %    | Num       | %    | Num   | %    |      |      |
| Counseling Psychology | Enrollment | 126                           |     | 121       |      | 113       |      | 96        |      | 121       |      | 109       |      | 116       |      | 802   |      |      |      |
|                       | Attrition  | Total Attrition               |     | 23        | 18.3 | 32        | 26.4 | 21        | 18.6 | 22        | 22.9 | 34        | 28.1 | 23        | 21.1 | 19    | 16.4 | 174  | 21.7 |
|                       | Retention  | Graduated                     | 66  | 52.4      | 47   | 38.8      | 91   | 80.5      | 72   | 75.0      | 71   | 58.7      | 0    | 0.0       | 0    | 0.0   | 347  | 43.3 |      |
|                       |            | Still In Program              | 37  | 29.4      | 42   | 34.7      | 1    | 0.9       | 2    | 2.1       | 16   | 13.2      | 86   | 78.9      | 97   | 83.6  | 281  | 35.0 |      |
|                       |            | Total Retention               | 103 | 81.7      | 89   | 73.6      | 92   | 81.4      | 74   | 77.1      | 87   | 71.9      | 86   | 78.9      | 97   | 83.6  | 628  | 78.3 |      |

## Counseling Psychology Comprehensive Exams 2010-2015

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. Seventy-eight students in the Counseling program took the Comprehensive Exam during the 2014-15 academic year. The 2013-14 and 2014-15 exams were taken by students in the new 93-unit curriculum; previous years reflect the 73-unit curriculum.

Students who did not pass the exam on the first round of testing were allowed to retake the exam. In 2015, of the 78 students who took the exam, 4 needed a retake to pass. One student did not pass the exam and chose not to retake it.

|                           | 2015 | 2014 | 2013 | 2012 | 2011 | 2010 |
|---------------------------|------|------|------|------|------|------|
| # students taking exam    | 78   | 100  | 102  | 99   | 105  | 110  |
| # passed                  | 77   | 100  | 102  | 98   | 105  | 110  |
| # needing retakes to pass | 4    | 1    | 0    | 4    | 7    | 8    |

Eight assessment domains - all of which are aligned with Program Learning Goals - are used to score the examination. They are:

1. **Presentation Style:** Clarity and presentation of ideas
2. **Crisis Management:** Assessment and management of crisis
3. **Law:** Recognition of legal obligations, management of legal issues
4. **Ethics:** Knowledge & clinical management of ethical responsibilities
5. **Diversity:** Identification & incorporation of diversity issues
6. **Clinical Assessment:** Identification of theoretical model; diagnostic impressions
7. **Treatment:** Appropriate goals & interventions; depth psychology
8. **Self-Reflection:** Insight into significant challenges; use of the Imaginal

The maximum examination score possible was 75 points (5 points for the Treatment assessment domain and 10 points for each of the other assessment domains). The minimum passing score was 45 points (60% of the maximum score).

The scores used in the following analyses were the exam scores achieved by the students converted to percentages of the maximum possible score for each assessment domain and for the total score.

The 2015 average scores for the 8 assessment domains across all tracks are compared to the averages of the 5 previous years in Figure 1. In general, the examination scores indicate student mastery of the exam material. The average scores hover around 80%, well above the pass-criterion of 60%.

Over the previous 5 years, the scores for the first five assessment domains yielded averages within a very narrow range. The average scores for assessment domains #1 - #5 ranged between 78% and 81%. Three assessment domains diverged from this pattern. Assessment domains #6 (Clinical Assessment) and #7 (Treatment) had substantially lower average scores than the other assessment domains (both 75%) while assessment domain #8 (Self Reflection) yielded a somewhat higher average than the other assessment domains (83%).

The 2015 score averages were nearly identical to those from 2010-2014.

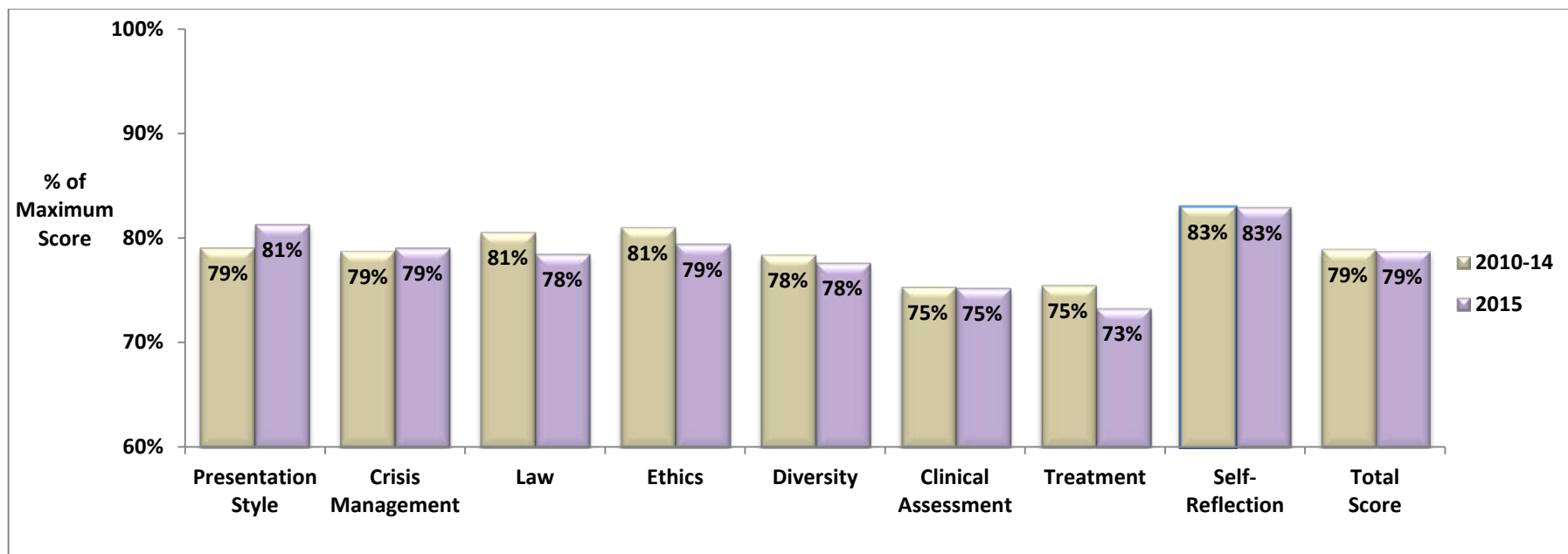


Figure 1: Comprehensive Exam scores by Assessment Domains 2010-2015

The 2015 Comprehensive Exam score averages for each of the Assessment Domains by track are presented below and displayed in Figure 2.

| 2015 Exam Data by Assessment Domain and Track | 1. Presentation Style | 2. Crisis Management | 3. Law | 4. Ethics | 5. Diversity | 6. Clinical Assessment | 7. Treatment | 8. Self Reflection | Total Score | N  |
|---|-----------------------|----------------------|--------|-----------|--------------|------------------------|--------------|--------------------|-------------|----|
| D Track                                       | 79%                   | 78%                  | 77%    | 79%       | 77%          | 76%                    | 73%          | 82%                | 78%         | 27 |
| L Track                                       | 79%                   | 77%                  | 76%    | 75%       | 74%          | 72%                    | 71%          | 78%                | 76%         | 17 |
| W Track                                       | 86%                   | 83%                  | 83%    | 83%       | 72%          | 75%                    | 73%          | 86%                | 80%         | 8  |
| C Track                                       | 84%                   | 80%                  | 81%    | 82%       | 82%          | 76%                    | 75%          | 87%                | 81%         | 25 |

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