

MA/PhD in Depth Psychology with Emphasis in Somatic Studies (DPS)

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. Analyze, interpret, correlate, and synthesize diverse depth psychological theories and practices across historical and cultural contexts, and articulate an ongoing critical and scholarly revision of the field through the application of somatic studies.
5. Critically analyze and apply a variety of theories, practices, and therapies that bridge depth psychology, somatic therapies, and neuroscience, and integrate critical awareness of the wider cultural contexts of pathology and healing, in constructing appropriate models of complex, multi-disciplinary casework.
6. Critically apply diverse and appropriate methodologies to conceive, propose, and complete scholarly projects in writing, research, and oral presentation that make original contributions to the field of somatic depth psychology.

** 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 2015-16:](#)

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 – Spring 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 Somatic Studies began 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.

Somatic Studies Overall Retention

As of 11/10/2017

		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	%		
Depth Psych Emphasis in Somatic Studies	Enrollment	22		22		22		25		17		25		17		150			
	Attrition	Total Attrition		9	40.9	11	50.0	8	36.4	8	32.0	6	35.3	11	44.0	2	11.8	55	36.7
	Retention	Graduated	9	40.9	2	9.1	1	4.5	0	0.0	0	0.0	0	0.0	0	0.0	12	8.0	
		Still In Program	4	18.2	9	40.9	13	59.1	17	68.0	11	64.7	14	56.0	15	88.2	83	55.3	
		Total Retention	13	59.1	11	50.0	14	63.6	17	68.0	11	64.7	14	56.0	15	88.2	95	63.3	

Depth Psychology, Somatic Studies Specialization Written Comprehensive Exam 2016

The Somatics Studies Specialization's Second Year Exam is a program capstone which involves assessment of the program's goals and learning outcomes.

The exam is comprised of three questions. Each question was graded on a 40-point scale by a faculty member on the basis of (1) Knowledge and Understanding of Material (24 points), (2) Thoroughness of Response (8 points), and (3) Organization and Clarity (8 points). Students needed to achieve a passing score of at least 26 out of 40 points on each of the three questions in order to pass the exam and proceed toward a Ph.D. Scoring between 18 and 25 points on a question is considered to be an MA-pass with the student qualifying for an M.A. but not a Ph.D.. Scoring less than 18 points on a question is considered to be a no-pass.

Fifteen students took the Somatics Studies Written Comprehensive Exam in 2016. Fourteen achieved a Ph.D.-pass score on all three of the exam questions on the first take of the exam. One student achieved an M.A.-pass score on one of the exam questions and no-pass scores on the other two questions on the first take of the exam. A second-reading of the student's exam did not change the student's results.

The average scores for the assessment categories for all three examination questions – expressed as percentages of the maximum possible scores – fell within a narrow range (between 83% and 91% of the maximum possible score) and were all well above the minimum Ph.D.-pass score (65% of the maximum possible score).

	Knowledge and Understanding of Material	Thoroughness of Response	Organization and Clarity	Total Score
Q1	85%	83%	85%	85%
Q2	89%	83%	89%	88%
Q3	88%	85%	91%	88%

2016 Somatics Studies Written Comp Exam Score Averages by Assessment Category
(cell entries are the percentages of the maximum possible scores)

In addition to the scoring of the examination, the examinations were also assessed for the mastery of the Somatics Studies Program Goals relevant to the written examination. One of the program's goals was associated with each of the three exam questions as follows:

Exam Question # 1 **Program Goal #1:** Critically analyze, integrate and effectively communicate (orally and in scholarly writing) multiple theoretical and applied approaches to depth psychology.

- Exam Question #2** **Program Goal #5:** Critically analyze and apply a variety of theories, practices and therapies that bridge depth psychology, somatic therapies, and neuroscience, and integrate critical awareness of the wider cultural contexts of pathology and healing, in constructing appropriate models of complex, multi-disciplinary casework.
- Exam Question #3** **Program Goal #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.

The Program Goals were assessed directly using a three-point scale ranging from below average (=1 point) to above average (=3 points). The Program Goal score averages (expressed as percentages of the maximum possible score) were:

- Program Goal #1:** 82%
- Program Goal #5:** 80%
- Program Goal #2:** 78%

The Program Goal score averages fell within a narrow range and were substantially higher than the minimum Ph.D.-pass score(65%) indicating that this cohort had satisfactorily mastered the program's goals.

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