

**Master of Arts Program in Counseling Psychology  
Department of Psychology  
University of Hawai'i at Hilo**

**A SELF-STUDY TO MOVE FROM PROVISIONAL TO ESTABLISHED STATUS**

**1. IS THE PROGRAM ORGANIZED TO MEET ITS OBJECTIVES?**

**Program Description:**

The Master of Arts in Counseling Psychology program is administered by the Department of Psychology in the College of Arts and Sciences at the University of Hawai'i at Hilo. The program was established in 2005 with the full approval and support of the Hawaii State Legislature and the University of Hawai'i System. It is a 60 semester hour program designed to provide multicultural, student-centered training in counseling psychology and meets the curricular requirements for licensure as a Mental Health Counselor in Hawai'i. The program currently is the only one in the University of Hawai'i System that is designed to train Mental Health Counselors at the master's degree level. The program admitted its first cohort of students in the Fall semester of 2005 and produced its first graduates (8 students) in May of 2007.

Counseling psychology as a psychological specialty aims at facilitating personal and interpersonal functioning across the life span with a focus on emotional, social, vocational, educational, health-related, developmental, and organizational concerns. Through the integration of theory, research, and practice, and with sensitivity to multicultural issues, this specialty encompasses a broad range of practices that help people improve their well-being, alleviate distress and maladjustment, resolve crises, and increase their ability to live more highly functioning lives. Counseling psychology is unique in its attention both to normal developmental issues and to problems associated with physical, emotional, and mental disorders. (Society of Counseling Psychology, Division 17 of the American Psychological Association, <http://www.div17.org/>)

**Mission Statement:**

The mission of the Master of Arts program in counseling psychology is to provide multicultural, student-centered, graduate training in counseling psychology. The program is designed to train students to become knowledgeable, skillful, ethical counselors who will be able to help people in need of professional counseling services. For students who may wish to pursue a doctoral degree in psychology later, the program provides training in advanced statistics and research methodology. It also offers opportunities for students to gain research experience by participating in ongoing projects and/or by initiating their own research projects or by completing a master's thesis project. The program assigns a high priority to meeting the educational and personal needs of its students and is based on a scientist-practitioner model, with an emphasis on empirical research and evidence-based practices.

**Program Goals:**

The goals of the program are:

1. to provide students with the knowledge and skills to counsel clients from different ethnic, socio-economic, and educational backgrounds;
2. to provide students with a broad understanding of general counseling theory and practice, within a scientist-practitioner framework;
3. to provide students with the knowledge of the social, psychological, health, and economic problems that residents of Hawai'i face, along with the professional skills to help people cope with and manage these problems in the future;
4. to offer research training opportunities to students who are interested in pursuing a doctoral degree in counseling psychology or a related field.

### **Prospects for Graduates:**

Graduates of the program will be able to seek employment as professional counselors. Employment prospects for professional counselors are currently good in Hawai'i and in many other areas of the United States. Employment opportunities in this field are expected to grow at a faster than average rate over the coming years. Professional counselors may find employment in a wide variety of settings, including the following:

- Community mental health clinics
- Public and private elementary and secondary schools
- Colleges and universities
- Correctional facilities
- Vocational rehabilitation centers
- Job training and career counseling centers
- Residential care facilities
- Drug and alcohol rehabilitation programs and agencies
- Private practice settings
- Mental hospitals and psychiatric wards
- General medical hospitals, clinics, and other healthcare facilities
- Employee Assistance Programs
- Child welfare and other family assistance agencies
- Military settings

### **Licensure**

The program curriculum meets the educational requirements for licensure as a Mental Health Counselor in the state of Hawai'i. Additional information can be obtained from the Hawai'i Department of Commerce and Consumer Affairs (<http://hawaii.gov/dcca/areas/pvl/programs/mental/>). Please note that in addition to completing the M.A. program, the current law has other requirements, including earning a passing score on the National Counselor Examination for Licensure and Certification and accruing at least 3000 hours of post-graduate experience in the practice of mental health counseling.

### **Admission Requirements:**

To be eligible for admission to the Master of Arts in Counseling Psychology program, students must meet the following minimum requirements:

1. A baccalaureate degree from a regionally-accredited institution;
2. A cumulative GPA of 3.0 on a 4.0 scale;
3. A strong background in psychology or a closely related field, with a minimum of 15 semester hours of course work in psychology, strongly recommended are an introductory or survey of psychology, statistical techniques, research methods, and at least two 300-level or higher psychology courses. For these 15 semester hours, similar courses in closely related fields of study may also be acceptable;
4. At least one 3-credit course in statistics and one 3-credit course in research methods from any discipline;
5. A score of 550 on the TOEFL (required of applicants for whom English is not their native language and whose undergraduate degree was earned in a non-English speaking country).

Meeting the minimum requirements does not guarantee admission. Eligible applications are reviewed by the Psychology Graduate Admissions Committee which uses multiple criteria for the assessment of applicants. Admission is selective. Priority is given to students applying for full-time enrollment. Depending on program needs, a few outstanding applicants for part-time enrollment may be admitted.

### **Application Procedure:**

The priority application deadline for Fall admission is February 1. Applications received in the UH Hilo Graduate Office of Admissions after the deadline are considered on a space available basis. Students who submit applications after the February 1 deadline may be ineligible for certain types of financial aid.

Complete applications that meet the minimum admission requirements are forwarded to the Department of Psychology's Graduate Admissions Committee, which reviews each application. Admission decisions are made by this committee and forwarded to the UH Hilo Graduate Office of Admissions.

The UH Hilo Graduate Office of Admissions receives applications and supporting documents and maintains the applications through final notification. In general, for applications received by the priority deadline, the Graduate Office of Admissions notifies each applicant of acceptance or rejection by March 1. Applicants must submit all of the following items:

1. UH Hilo Graduate application form;
2. Application fee;
3. Official transcripts from all colleges or universities attended (must be received directly from the institution or in a sealed envelope if submitted with your application);
4. Personal statement (see the program website);
5. Resume;

6. Three professional recommendation letters, which may use the special recommendation forms (not required, however) included with the application materials. The recommendations should be sent directly to the UH Hilo Graduate Office of Admissions by the referees;
7. GRE general test scores (sent to UH Hilo directly by the testing service).

In addition, international applicants must submit the following items:

- Supplementary Information Form for Foreign Students (<http://www.uhh.hawaii.edu/forms/index.php>);
- TOEFL scores (if English is not the applicant's native language);
- Official college transcripts in the original language accompanied by official translations into English.

Applications are considered only when all of the above documents have been received. For more detailed information and to download application forms, students may use the program website. Application forms also may be obtained from the UH Hilo Graduate Office of Admissions.

### **Transfer of Credits:**

Requests for transfer of credits must be made during the first semester in which the student is enrolled in the program. Students need to obtain departmental approval for all credit transfers. Only credit hours with a grade of B or better from accredited universities are transferable. Credit hours for practicum and internship courses are not transferable. Transfer credit hours must have been completed within five years prior to admission.

### **Course Substitutions:**

Up to two 400-level courses can be used to substitute 600-level courses.

### **Program Curriculum (Mental Health Counseling track):**

In addition to meeting the State of Hawai'i licensure requirements as noted above on p. 2, the curriculum also was designed to meet the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP; <http://www.cacrep.org/>) for a Mental Health Counseling specialization. Hence, the number of required credits (60) is similar to other programs of its kind. Furthermore, identified below are the program goals (described on p. 2) that are addressed by each of the courses.

Total semester hours required: 60

Required courses (50 semester hours):

- PSY 601 (4) Applied Multivariate Statistics (Goal 4)
- PSY 602 (3) Research Methodology and Program Evaluation (Goal 4)
- PSY 603 (3) Psychological Assessment (Goals 1, 2, 3, and 4)
- PSY 604 (3) Professional Identity, Ethics, and Legal Issues (Goals 1, 2, and 3)

- PSY 611 (3) Lifespan Human Development (Goals 1, 2, and 3)
- PSY 612 (3) Career Development (Goals 1, 2, and 3)
- PSY 613 (3) Psychopathology over the Lifespan (Goals 1, 2, and 3)
- PSY 620 (3) Counseling Theory (Goals 1, 2, and 3)
- PSY 622 (4) Group Work and Counseling (Goals 1, 2, and 3)
- PSY 623 (3) Social and Cultural Foundations (Goals 1, 2, and 3)
- PSY 624 (3) Counseling Skills (Goals 1, 2, and 3)
- PSY 640 (6) Counseling Practicum (Goals 1, 2, and 3)
- PSY 659 (9) Internship (Goals 1, 2, and 3)

Electives (10 semester hours required):

- PSY 614 (3) Family System (Goals 1, 2, and 3)
- PSY 641 (3) School Behavior, Adjustment, and Problems (Goals 1, 2, and 3)
- PSY 642 (3) Educational and Vocational Assessment (Goals 1, 2, and 3)
- PSY 643 (3) School and Career Guidance and Consultation (Goals 1, 2, and 3)
- PSY 644 (1) Person-Centered Therapy (Goals 1, 2, and 3)
- PSY 651 (3) Theories of Family Counseling (Goals 1, 2, and 3)
- PSY 652 (3) Couple Counseling (Goals 1, 2, and 3)
- PSY 656 (3) Child Maltreatment (Goals 1, 2, and 3)
- PSY 694 (3) Advanced Topics
- PSY 699 (3) Directed Studies (Goal 4)
- PSY 700 (3) Thesis Research (repeatable) (Goal 4)

### **Practicum/Internship Sites:**

Below is a list of local agencies that recently have provided practicum and internship placements for the students:

The Bay Clinic  
Child and Family Services (Hilo and Kona)  
Hamakua Health Center  
Hilo High School  
Kamehameha Schools  
Ka'u High School  
Ke Ala Pono Recovery Center  
Kua O Ka La Public Charter School  
The Institute for Family Enrichment (TIFFE)  
University of Hawai'i at Hilo Counseling Center  
Waiakea Elementary School  
Waiakea Intermediate School

## **2. IS THE PROGRAM MEETING ITS LEARNING OBJECTIVES FOR STUDENTS?**

### **Perspectives of the Graduates:**

The primary goal of the program is to train students to become knowledgeable, skillful, ethical counselors who will be able to help people in need of professional counseling services. To assess whether this goal was being met with the students, 14 members of the first two cohorts who graduated in either May of 2007 or May of 2008 were surveyed. The survey consisted of two parts. Part One asked for the graduate's cumulative grade point average (GPA) at the end of their tenure in the program. Part Two asked students to rate the degree to which they believe the program accomplished its four stated objectives and two additional items regarding the quality of the instructors and overall satisfaction with the program. All 14 graduates completed the survey.

For Part One, the graduates reported cumulative GPAs ranging from 3.80 to 4.00, with a mean of 3.91, on a 4-point scale. Results of Part Two are presented in Table 1.

Table 1: Survey of Graduates (N = 14):

Respondents were asked to rate the following items in terms of their agreement with the statement regarding the Counseling Psychology Program at UHH.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Rating Average
The Program provided me with the knowledge and skills to counsel clients from different ethnic, socio-economic, and educational backgrounds.	64.3% (9)	35.7% (5)	0.0% (0)	0.0% (0)	0.0% (0)	4.64
The Program provided me with a broad understanding of general counseling theory and practice, within a scientist-practitioner framework.	85.7% (12)	14.3% (2)	0.0% (0)	0.0% (0)	0.0% (0)	4.86
The Program provided me with the knowledge of the social, psychological, health, and economic problems that residents of Hawai'i face, along with the professional skills to help people cope with and manage these problems in the future.	28.6% (4)	57.1% (8)	14.3% (2)	0.0% (0)	0.0% (0)	4.14

The Program offered research training opportunities to students who are interested in pursuing a doctoral degree in counseling psychology or a related field.	35.7% (5)	42.9% (6)	14.3% (2)	7.1% (1)	0.0% (0)	4.07
I am satisfied with the quality of the instructors in the Program.	57.1% (8)	35.7% (5)	0.0% (0)	7.1% (1)	0.0% (0)	4.43
Overall, I am satisfied with what I gained from the Program.	50.0% (7)	42.9% (6)	7.1% (1)	0.0% (0)	0.0% (0)	4.43

These results indicate that the graduates have successfully completed their courses with good grades and for the most part believed that the program objectives have been met. Most of the respondents strongly agreed or agreed that the four objectives were met (79% to 100% endorsement across the objectives) and that they were satisfied with the instructors (93% endorsement) and the program overall (93% endorsement).

However, attention also needs to be paid to the area that received less favorable ratings. Two respondents reported being unsure about whether the third objective was met and three respondents reported being either unsure or disagreed that the fourth objective was met. In addition, one respondent disagreed about the quality of the instructors and one respondent was unsure about being satisfied with the program overall. While the program can be satisfied with the positive ratings from most of the graduates, these uncertain and negative ratings also need to be addressed. As the program moves forward with hiring two more permanent faculty (and as a result become less dependent on outside lecturers), it will maintain a high level of vigilance to ensure that these objectives are being better met. For instance in terms of research training opportunities, having more faculty will likely increase these opportunities as there will be more studies in which to participate as research assistants. In addition, we will continue to encourage our students to choose the Plan A (thesis) option. In terms of becoming more knowledgeable about the issues facing residents of Hawai'i, the program's faculty will place increased attention on this issue, as well as work with our community training sites to attend to this issue during clinical practicum and internship experiences. Furthermore, we will continue to work toward ensuring that students are satisfied with the instructors and the program as a whole.

### **Perspectives of the Program's Faculty and Clinical Supervisors:**

After having had two cohorts of students who graduated in May of 2007 and May of 2008, the consensus among the faculty members is that the program is meeting its learning objectives. The faculty members believe that the graduates have been trained to be effective mental health counselors who fully possess the requisite skills and abilities for entry-level positions. In particular, the faculty members believe that the students have gained the

multicultural awareness, knowledge, and skills to effectively meet the mental health needs of the diversity population in Hawai'i. In support of this assessment, below are some of the evaluative feedback taken verbatim from the comments section of trainee evaluations that were completed by each student's clinical supervisor at the end of their training.

- “[The student] has been an outstanding intern. She quickly developed a good working relationship with staff in order to be more effective in working with students. She allowed time to build a good relationship with students and then implemented appropriate interventions. She has been appropriately engaging with parents. [The student] has also gone the extra mile to understand Department of Education's policies and paperwork needed to do her job as an intern.”
- “[The student] has been a joy to work with. She has created her niche in the team with persistence & a positive attitude. She has good skills to bring to any setting she may choose. Her future is bright.”
- “[The student] has been exceptional as a student and demonstrated skills and abilities that are rare and surpass what would be expected of someone beginning in the field.”
- “As a therapist, she has been able to develop therapeutic relationships with her genuineness and ability to generate trust. She has demonstrated excellent skills in teaching her clients new ways of thinking by generating alternatives.”
- “[The student] is a professional beyond her years and she stands heads above other interns we have employed at the [agency]. Her ability to work in an integrated setting collaborating with medical professionals: M.D.s, nurses, social workers, outreach, community professionals and staff has been professional and energetic.”
- “[The student] is a very skilled, compassionate and empathic counselor!”
- “[The student] is of a character many will want to confide in. Her presence, her openness, & her empathic demeanor are qualities highly desired for creating & developing relationships essential in the counseling session. She maintains an astute quality for getting clients to share & disclose themselves & their issues. With these assets @ the forefront of her manner of being, she will be an effective counselor for helping others help themselves.”
- “Excellent clinical/personal skills. Always well presented, involved and caring. Empathy and relationship skills are assets in mental health working environments. Mature, forthright and sensitive to clients and client issues.”
- “I wholeheartedly believe that [the student] will be an asset to our community working in the field of mental health. It was a pleasure supervising her!”
- “[The student] is an excellent addition to our team. She is a pleasure to supervise. She is organized thorough and respectful towards clients, colleagues and collateral professionals.”
- “I admire [the student's] professionalism, her ability to put clients at ease and her level of ethical standards. As [the student] continues to grow personally and professionally, her natural abilities will blend with her professional knowledge even more and our community will have access to a mature, competent therapist/counselor.”
- “[The student] has done a good job in her tasks with the Intensive Case Management program. She is bright and enthusiastic, brings energy and a positive attitude to her work. Her work has been timely and accurate. She has a good future in human services field.”

### **3. ARE PROGRAM RESOURCES ADEQUATE?**

When the program began in 2005, the department hired an interim director and a tenure-track assistant professor. In 2006, a permanent director was hired at the rank of a full professor in addition to another faculty member at the rank of an associate professor. Currently, the program has three core faculty members whose main responsibilities are with the program but who also contribute to the undergraduate psychology program. To meet all of the teaching needs of the program during the last three years, other department faculty members and outside lecturers have participated in the program's curriculum.

In terms of professional backgrounds of the three core faculty members, two of them identify as counseling psychologists and one identifies as a clinical psychologist. In addition, two of the faculty members are licensed psychologists and one is a licensed a mental health counselor (additional information about the areas of expertise of these three faculty members are presented on p. 11 under #5, Evidence of Program Quality).

The program is currently in the process of hiring two tenure-track assistant professors whose core instructional responsibilities will be with the graduate program, while also contributing to the undergraduate psychology program. Once these hires are made, the combination of the new faculty and the existing core faculty, in addition to the support of other departmental faculty, should lead to a more stable program in terms of meeting the program's instructional needs and reaching a stable number of students that are admitted.

Beginning Fall 2009, one of the core faculty members, Dr. Chris Frueh, will serve as the Chair of the Social Sciences Division. Nonetheless, Dr. Frueh will continue to teach in the program and be available to support it in other ways as necessary. Given this arrangement and the planned addition of two new faculty members, it is anticipated that the transition of Dr. Frueh to the Division Office will not cause significant disruptions for the program. In addition, as the Division Chair, Dr. Frueh will be able to provide helpful support for and oversight of the program.

Despite these personnel assets however, the program continues to be in need of a Program Coordinator, a position that was originally assigned to the program by the Hawaii State Legislature when it began. It was envisioned that the duties of this position would include, but would not be limited to, (1) coordinating community practicum and internship placements; (2) managing the admission process; (3) assisting with accreditation/certification processes; (4) preparing and processing fiscal documents; and (5) program marketing. Although a permission to search for this position was not granted this year, it is hoped that the position will be allowed to be filled next year.

In terms of financial support, the program is supported by general funds of the College of Arts and Sciences. With respect to other needs, the program, as well as the department in general, continues to be challenged by the lack of research and teaching space.

#### **4. IS THE PROGRAM EFFICIENT?**

An analysis of revenue and cost for the program was conducted in collaboration with the UH Hilo's Office of Institutional Research. Presented in Appendix 1 are the results of this analysis for the years between 2005 and 2009 that was completed by the UH Hilo Institutional Research Analyst. The method with which the numbers were derived is described in Appendix 2. In addition to the data from 2005 to 2009, the table in Appendix 1 contains projected figures for years 2009 to 2013. An explanation of these figures is presented below.

To better understand the figures for 2005 to 2009, it is first helpful to consider the relationships among the counseling psychology graduate program, the larger Department of Psychology, and the psychology undergraduate program. As a graduate program embedded within the larger Department of Psychology, a portion of FTE (approximately one course per semester) for each core graduate faculty member was used to help support the undergraduate program. This sharing of faculty members between the graduate and undergraduate programs was necessitated by the fact that the Department of Psychology has the largest number of undergraduate majors at UHH with 339 students as of Spring 2009, and the number is growing. (In comparison, the numbers of undergraduate psychology majors between 2004 and 2007 ranged between 285 and 290.) In contrast, the number of regular faculty in the undergraduate program has remained stable at 11 (this number does not include the graduate faculty members.) The sharing of the faculty also has been mutually beneficial in that the availability of counseling/clinical psychology faculty in the undergraduate program has allowed for an expanded coverage of applied areas in psychology. This has served as a useful pipeline for the graduate program. As evidence, eight of the 15 students admitted for Fall 2009 consist of students who have completed or are completing their psychology undergraduate degree from the Department. It is also pertinent to mention that given the relatively large number of undergraduate majors in the Department, the amount of revenue generated from these students can be, theoretically, used to balance the deficit in the graduate program. Using the resident tuition rate for 2008-09 of \$4,056 per year, the revenue generated by the undergraduate program is \$1,374,984. (This figure is actually higher given the inclusion of non-resident majors whose tuition rate is \$12,576.) To summarize, the current relationship between the graduate and the undergraduate programs has led to a healthy and robust psychology department both in terms of size and quality.

As for the projected years, below is an explanation of how the numbers were derived.

A. Headcount enrollment: These numbers are based on first enrolling 15 students per year and gradually increasing it to 20 students per year. Already for 2009-10, the program admitted 15 applicants and all of these applicants have submitted their completed Intent to Enroll forms. However, one limiting factor continues to be the lack of quality practicum/intern training placements in the community for all of the projected numbers of students.

B: Annual SSH: To estimate the annual SSH for the projected years, an average annual SSH was calculated by dividing the total annual SSH between 2005 and 2009 by the total number of students between 2005 and 2009. This yielded an average annual SSH of 27 per student. Then, for the projected years from 2009 to 2013, the SSH figures were determined by multiplying the

average SSH per student by the projected numbers of students. For example, for 2009-2010, the annual SSH of 702 was calculated by multiplying 27 SSH per student by 26 students.

C: Instructional Cost without Fringe: These figures were calculated based on the graduate faculty's percentage of instructional contribution to the program and their current salary plus the 4% inflation adjustment for subsequent years. For the two faculty members yet to be hired, the salary was based on the figure offered to a recently hired assistant professor. For years 2011-2013, the total FTE was increased by 0.5 to account for the larger numbers of students. The corresponding instruction cost was calculated based on the average salary of the five faculty members.

In terms of percentage of instructional contribution, for each faculty member's 1 FTE of 24 credits per year, 18 credits are available for instructional purposes and 6 credits are devoted to research endeavors. Among the 18 credits, 6 credits will be used to support the undergraduate psychology program, as noted above. This leaves 12 credits available per year for each graduate faculty member to contribute to the graduate program. Given that we have five faculty members (although two are yet to be hired), this leads to 60 total credits (5 faculty x 12 credits) available per year, which translates to 2.5 total FTEs of instruction (60 total credits divided by 24 credits per year per FTE). Incidentally, the 60 credits per year coincide with the number of course credits that need to be offered per year to two separate cohorts of students (i.e., first-year students and second-year students) for each to finish the program in two years.

D: Other Personnel Costs: These figures include costs for clerical support, administrative support from the Department Chair, and a course release for the program's director.

E: Unique Program Costs: These figures include costs for equipment and supplies.

G: Tuition: These figures were based on the projected increases in tuition rate at UH Hilo. However, these figures are underestimates as they do not account for the higher tuition paid by non-resident students who will be in the program.

In terms of a comparison program, the Institutional Research Analyst obtained information on the cost per SSH for the UH Manoa's School of Social Work's graduate program. This information is presented in line O. The figures for the counseling psychology program during the past and future years (see line K) are generally less than those of the Social Work's graduate program. Based on these figures, it appears that the counseling psychology program is operating in an efficient manner.

## **5. EVIDENCE OF PROGRAM QUALITY**

### **Program's Students:**

Evidence of program quality can be explored through several indices and one of these indices is the quality of the program's students. Below is a list of the students' scholarly accomplishments in the form of master's theses. Please note that the students who did not complete a master's thesis finished the required 60 credits via the Plan B (non-thesis) option.

### **Completed Master's Theses:**

- Tiffany Freitas: "Child Maltreatment in Hawai'i: Cultural Issues in Assessment and Treatment" (defended April 2007)
- Olga Archambeau: "Interpersonal Violence and Mental Health Outcomes among College Students in Rural Hawai'i" (defended April 2008)
- Tamia McKeague: "Problematic relationships, depression and anxiety during the transition to adulthood" (defended April 2008)
- Lovina H. Moevao: "Alternative Education with At Risk Adolescents in Hawai'i: A Follow-up Study on Lanakila Learning Center Students" (defended April 2008)
- Aimee Deliramich: "Childhood Physical and Sexual Violence and Adult Mental Health Outcomes" (defended April 2009)
- Clarissa Fernandes: "Acculturation, Internalization of Western Appearance Norms, and the Development of Eating Disorders among College Students in Rural Hawai'i" (defended April 2009)
- Edward Johns: "Drag Families In Hawai'i: Exploration of Mahuwahine Social Support Systems" (defended April 2009)

We are pleased to add that Aimee Deliramich was recently accepted into the Ph.D. program in Clinical Psychology at the University of South Dakota.

Also, below is a list of awards and honors received by the students.

- Tiffany Freitas: "Outstanding Graduate Student 2007," UH Hilo, Department of Psychology
- Darissa Kekuawela: Imi Na'auao scholarship from Kamehameha Schools (\$12,000 each academic year from 2006-08)
- Olga Lozhkina: "A. Robert Iverson Scholarship Award" Hawai'i Counseling Association scholarship (\$500) (2007)
- Tamia McKeague: Student Representative, Graduate Council (elected position, 2006-07)
- Lovina Moevao: Imi Na'auao scholarship from Kamehameha Schools (\$12,000 each academic year from 2006-08), Alu Like (\$788), Liko A'e (\$1000) (2006-2008)
- Aulii Canencia: Association for the Development of the Person-Centered Approach conference travel award (\$250) (2008)
- Kahealani Wright: Imi Na'auao scholarship from Kamehameha Schools for the past academic year (\$12,000), Liko A'e Scholarship (\$8,000), Ho'omaka Hou (\$3,000), Rosemary and Nellie Ebrie Fund (\$1,000) (2007-08)

Edward Johns: “Ka Lama Ku Student Leadership Award,” University of Hawai‘i at Hilo (2009)

Furthermore in terms of academic achievements, the survey of program’s graduates that was described above showed that they had cumulative GPAs ranging from 3.80 to 4.00, with a mean of 3.91, on a 4-point scale.

### **Core Program Faculty**

In addition to student achievement in these various forms, evidence of program quality can also be obtained by examining faculty achievements. Below are descriptions of the three core faculty members’ backgrounds and their accomplishments.

Dr. Bryan S. K. Kim joined the program in August 2006 as an associate professor and was promoted to full professor with tenure in 2008. Also in 2008, he was appointed as the Director of MA Program in Counseling Psychology. Dr. Kim received the Ph.D. in Counseling, Clinical, and School Psychology with an emphasis in Counseling Psychology from the University of California, Santa Barbara in June of 2000. He has a Master of Education in School Counseling (1995) and a Bachelor of Education in Secondary Science Education (1992), both from the University of Hawai‘i at Manoa. Dr. Kim also is a Licensed Mental Health Counselor in Hawai‘i. In terms of previous academic positions, Dr. Kim was a tenure-track assistant professor of Counseling Psychology in the Department of Psychology at the University of Maryland, College Park between 2000 and 2002. In Fall of 2002, he returned to the University of California, Santa Barbara as a tenure-track assistant professor. He was tenured and promoted to associate professor in May of 2005 and remained at UCSB until June of 2006. Dr. Kim currently has over 60 publications and has received over \$440,000 in extramural research funding. His research focuses on multicultural counseling process and outcome, measurement of cultural constructs, counselor education and supervision, and immigrant experiences. His current research examines the effects of culture-specific counseling interventions and client enculturation/acclimation (e.g., cultural values) on counseling process and outcome. Dr. Kim is currently Associate Editor of three peer-reviewed journals: *The Counseling Psychologist*, *Cultural Diversity and Ethnic Minority Psychology*, and *Measurement and Evaluation in Counseling and Development*. He also serves on the editorial boards of the *Journal of Counseling Psychology*, *Psychotherapy Theory, Research, Practice, and Training*, and *Educational Researcher*. In 2008, Dr. Kim was awarded “Fellow” status from the American Psychological Association (via Division of Psychotherapy, Div 29) and received the “Emerging Professional Award” from the Society for the Psychological Study of Ethnic Minority Issues (Division 45) of the American Psychological Association. In 2006, Dr. Kim received “The Fritz and Linn Kuder Early Career Scientist/Practitioner Award” from the Society of Counseling Psychology (Division 17) of the American Psychological Association. In 2005, Dr. Kim received the “ACA Research Award” from the American Counseling Association and “The MECED [Measurement and Evaluation in Counseling and Development] Editor's Award” from the Association for Assessment in Counseling and Development. In 2003, Dr. Kim received the "Early Career Award for Distinguished Contributions" from the Asian American Psychological Association.

Dr. B. Christopher Frueh joined our faculty in August 2006 as professor and program director. He received his Ph.D. in Clinical Psychology from the University of South Florida in 1992. His research focuses on clinical trials and mental health service delivery in a variety of medical and mental health settings. Over the past 17-years, Dr. Frueh has been Principal Investigator on 12 federally-funded research grants and Co-Investigator on 15 others, from funding agencies like National Institute of Mental Health (NIMH), Agency for Healthcare Quality and Research (AHRQ), Veterans Affairs (VA), and Department of Defense (DOD). In 2006 he was awarded an NIMH Mid-Career Development (K24-MH074468) grant titled “Mentoring/Career Development in PTSD Services Research”—to expand knowledge of community violence in rural areas, improve services, and examine the impact of traumatic exposure on a range of relevant mental health, health and economic variables. He has authored over 150 professional scientific publications, held an endowed research position at Baylor College of Medicine, attained the rank of tenured professor at 3 different universities (Medical University of South Carolina, Baylor College of Medicine, University of Hawaii at Hilo), and held academic administrative appointments each of these universities. He reviews regularly for several different federally funding agencies (NIMH, DOD, VA) and about 25 different scientific journals.

Dr. Steve Herman joined our faculty in August 2005. He received his Ph.D. in Counseling Psychology from Stanford University in 1998 and is licensed to practice as a psychologist in Hawai‘i. His areas of clinical and research interest include the study of professional judgments about the validity of allegations of child sexual abuse evaluations, juror decision making in criminal trials, behavioral medicine (especially psychosocial interventions for cancer and heart disease patients), mitigating the impact of financial catastrophes such as foreclosure and bankruptcy on mental health, career counseling, group counseling, the use of the computers and the Internet to facilitate psychological research and interventions, and positive psychology. He has two major current research projects focusing on a) mental health professionals' judgments about the validity of child sexual abuse allegations and b) the accuracy of jury verdicts in criminal trials. At UH Hilo, Dr. Herman teaches courses on ethics, counseling theories and skills, career counseling, group counseling, child maltreatment, and psychological assessment. He also supervises our master's students' practicum and internship experiences. In August 2008, Dr. Herman organized and co-presented a one-day continuing education workshop entitled "Forensic Child Sexual Abuse Evaluations: Research and Practice" at the annual convention of the American Psychological Association. He also organized a research symposium on the same topic at that convention.

For more information about each of these faculty members, their curriculum vitae can be accessed at the following website: <http://counseling.uhh.hawaii.edu/faculty.htm>. In addition to these faculty members, several high quality Ph.D.-level instructors from within the department and in the community have taught courses for the program.

Furthermore in terms of quality of instruction, the survey of graduates as noted above showed the following average ratings (5 = strong agree; 1 = strongly disagree).

“I am satisfied with the quality of the instructors in the Program.” – 4:43

“Overall, I am satisfied with what I gained from the Program.” – 4.43

These ratings further attest to the overall quality of the instructors and the program as a whole.

**6. ARE PROGRAM OUTCOMES COMPATIBLE WITH THE OBJECTIVES?**

An important way to assess whether the program outcomes are compatible with the objectives is to examine the marketability of the graduates of the program. Thirteen of the 14 graduates in our survey provided the name of their current employers; the remaining graduate did not provide this information. As can be seen below, the results revealed that the graduates are employed with mental health or closely related agencies. The results also suggest that the graduates of the program are readily able to find positions that match well with their training and suggest that the program outcomes are compatible with its objectives.

- CARE Hawaii (Hilo) – Two graduates were hired as Case Managers for Severely Mentally Ill Clients.
- Child and Family Services (Hilo) – Two graduates were hired as Sexual Abuse Treatment Services Therapists.
- Child and Family Service (Waimea) – One graduate was hired as a Sexual Abuse Treatment Services Therapist.
- Hawai‘i Department of Education: Lanakila Learning Center - One graduate was hired as a therapist.
- Hawai‘i Department of Education – One graduate was hired as a School-based Behavioral Health Specialist/ Educational Aid.
- Kanu o ka `Aina New Century Public Charter School – One graduate was hired as a School-based Behavioral Health Specialist.
- Kua O Ka La Public Charter School – One graduate was hired as a School Counselor.
- Kamehameha Schools - One graduate was hired as a Community Based Early Childhood Education Specialist.
- Kamehameha Schools Extension Education Services Division - One graduate was hired as a East Hawai‘i Program Coordinator/Counselor for Kamehameha Scholars
- The Institute for Family Enrichment (Hilo) - Two graduates were hired as Functional Family Therapists.

## **7. ARE PROGRAM OBJECTIVES STILL APPROPRIATE FUNCTIONS OF THE COLLEGE AND UNIVERSITY?**

When the MA Program in Counseling Psychology was initiated, it was based on the premise that it would help to meet the significant mental health service needs on the Big Island, as well as the rest of the State and the nation. The need for mental health service providers have been documented recently in several ways. In terms of the needs in the State of Hawai‘i, a status report on the behavioral health workforce in Hawai‘i that was prepared by the Western Interstate Commission for Higher Education (WICHE) Mental Health Program in January 2008 stated:

In largely rural states, such as Hawai‘i, there have been historical difficulties in recruiting and retaining an effective behavioral health workforce. Additionally, the recent report of the President’s *New Freedom Commission on Mental Health* described in detail the significant problems facing mental or behavioral health systems throughout the country, particularly in rural areas. These include critical gaps in accessibility to services, critical shortages in the availability of providers and programs, impaired acceptability of care due to urban-based models and strategies, and establishing mental health policy without consideration of its rural impact.

The national, regional, and state efforts currently underway indicate significant momentum behind behavioral health workforce development, particularly in rural areas. Specifically, the creation of a national behavioral health workforce development strategy is being spearheaded by the Annapolis Coalition on Behavioral Health Workforce. Rural workforce development is a major component of this effort. Regionally, western states such as Alaska, Arizona, Nevada, and North Dakota have undertaken their own state-level workforce initiatives with the help of the Western Interstate Commission for Higher Education (WICHE) Mental Health Program. These activities provide a context in which the State of Hawai‘i is now undertaking its own workforce development project. (p. 2)

This report noted that “[v]irtually the entire state is designated as a federal Mental Health Shortage Area” and called for, among other things, collaboration between the State government and the University of Hawai‘i System to increase the workforce in professional mental health service. The initiation and development of the MA Program in Counseling Psychology at the UH Hilo through the support and funding by the UH System and the State legislature can be viewed as a very promising outcome of this collaboration.

At the national level, the needs for mental health counselors are similar to those described for the State of Hawai‘i. According to the Occupational Outlook Handbook (2008-09 Edition) from the Bureau of Labor Statistics of the U.S. Department of Labor,

Employment of mental health counselors is expected to grow by 30 percent [through 2016], which is much faster than the average or all occupations. Mental health counselors will be needed to staff statewide networks that are being

established to improve services for children and adolescents with serious emotional disturbances and for their families. Under managed care systems, insurance companies are increasingly providing for reimbursement of counselors as a less costly alternative to psychiatrists and psychologists.  
(<http://www.bls.gov/oco/ocos067.htm#outlook>)

Based on these data, the MA Program in Counseling Psychology at UH Hilo can play a significant role in meeting the mental health needs of the State and nation. As mentioned above, the recent closing of the Department of Counselor Education at UH Manoa has left the program as the only one in the UH System that is designed to train Mental Health Counselors at the master's degree level. Also, the program's specialization on training multiculturally competent mental health counselors could become an attractive role model for other training programs across the nation and in other countries. For all of these reasons, moving the MA program from provisional to established status would be a critical key in the efforts to boost mental health service providers in the State of Hawai'i and the nation.