

Psychology
 Faculty of Humanities and Social Sciences
 Comprehensive Program Review
 Submitted July 9, 2021
 Recommendations (excerpted)

Program Self-Study Excerpted (Recommendations Only)

Recomm. Number	Related Report Component	Recommendation	Status / Timeline
1.	1. Content/ Curriculum	a. Add second-year prerequisites to third and fourth-year Psychology courses where warranted.	Implemented as of Fall 2022 for PSYC 3320, PSYC 3321, PSYC 3330 (three of the courses most commonly completed by students without a second-year PSYC course).
		b. Make admission into one of the BA Applied Psychology programs a requirement for registration into mandatory Psychology BA courses.	Implemented as of Summer 2022 for PSYC 3309, PSYC 3300, PSYC 3301, and PSYC 4360.
2.	2. Core Competencies	a. Highlight the unique, applied, community-engaged features of our BA program that map onto these core competencies, especially elements that contribute to graduate employability.	Information sessions have been refined to focus on the applied nature of the program and elements (e.g. concentrations, service-learning practicum) that allow students to develop particularly employable competencies. Coordinators collaborated with marketing department to refine list of career paths for new customized viewbook.
		b. Invite all department faculty to suggest refinements to the competencies map.	Planned for Fall 2022, likely in collaboration with service-learning practicum students
		c. Involve students (pre-program, program, post-program) and employers in refining these core competencies.	Completed interviewing project asking people in various professions who studied psychology about the competencies they find most important for graduates entering their area of work.

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			<p>Completed survey of alumni regarding the extent to which they use the program competencies in their job, and the extent to which they attribute those competencies to the BA program.</p> <p>Currently running current-student focus groups to discuss competencies associated with the BA degree and to refine core competencies list.</p>
		d. Find ways to allow students to showcase these competencies upon graduation, perhaps through portfolio/resume projects.	Discussions have begun with Service-learning Coordinator regarding development of portfolio/resume project as an element of PSYC 3390 curriculum.
3.	3. Experiential Learning Opportunities	a. Explore options to add Co-op to BA programs.	Coordinator team has met with Business Development to discuss addition of Co-op option for pre-BA and BA students in Psychology. A proposal for the department will be developed in Fall 2022.
		b. Increase Service Learning sections and Service Learning coordinator time-release.	Temporary increase in Service-Learning capacity was accomplished for 2020-22 (from 2-3 to 5 sections annually). Enrolments are stabilizing again at closer to prior rates, so a return to 3-4 sections is anticipated for 2022-23.
		c. Continue to encourage Faculty and Lab Staff to collaborate on developing new experiential learning modules, including fieldtrips and labs to enhance their courses.	<p>Procurement of human physiology teaching kit, software, and coding of experimental platform has allowed for potential development of labs integrating psychophysiological measurement.</p> <p>Field trips have been limited due to COVID-19, but addition of field trip or STEP-UP project option to upper-level</p>

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			courses is a promising avenue for the future.
4.	4. Program and Course Delivery	a. Continue to offer the majority of courses in person (daytime), but where possible offer a greater variety of course delivery options (evening, online, hybrid).	The first hybrid courses were delivered, and a greater variety of courses were delivered online in 2020-22. Many psychology courses have experimented with hy-flex course delivery for in-person courses.
		b. Consider adding midterm performance review criteria (e.g., 80% to continue with the placement) to the Curriculum Guideline for successful completion of PSYC 3390.	Discussions are underway regarding the revision of PSYC 3390 curriculum.
		c. Improve/clarify pathways from the Associate of Science to the BA degrees in collaboration with Faculty of Science and Technology.	Associate of Science with a specialization in Psychology was developed and proposed in 2022; however, the provincial definition of psychology as arts posed a challenge to an appropriately flexible curriculum. Coordinators aim to add particular psychology courses (esp. PSYC 2315) to both arts and science course lists and make the entrance requirements to the BA in Applied Psychology (as they apply to Associate of Science students) better known to Science and Technology administration, faculty, staff, and students.
5.	5. Student Outcomes	a. Need to enhance sense of community (e.g., Psyc Society, invited talks, common areas, job fairs, mentorship systems etc.)	Coordinators collaborated with Business Development to design a career panel event and fair, which was delivered in March 2022. It was very successful, and the model will be replicated in future years. Psych society facilitated some virtual events and advising, but COVID-19

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			<p>precluded in-person elements. Faculty and staff will be collaborating with student leaders to re-invigorate the society in Fall 2022.</p> <p>A virtual student research conference was held in 2021 in an interactive digital space, with the support of an innovative technology grant and paid student assistants. It was a very successful pilot program, and the HSS Faculty hopes to replicate the event in future. A formal research committee has now been struck, offering a venue for organizing such events.</p>
6.	6. Admissions, Enrollments and FTE	a. Continue to explore ways to support growth of the BA programs.	<p>As noted above, efforts have been made to enhance marketing and information sessions. Steady growth as a percentage of lower-level enrolments is anticipated. Modest trends of university students transferring into Douglas for the BA program are also likely to continue, due to costs and perceived quality, student support, and employability.</p> <p>A new staff position to support BA programs and a revised faculty coordinator role have led to the capacity to generate proactive, customized outreach campaigns to current students who appear to be taking psychology requirements. This has been well-received by students and advising staff, and has greatly improved timeliness of application to the BA program.</p>
		b. Continue to liaise with the International Office to facilitate pathways into our programs for international students.	<p>Meetings with International advising and admissions have led to greater clarity on processes and needs for international students seeking to complete the BA program. Our program outreach materials are now</p>

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			customized to be accurate for international students. There is a growth in prospective student interest in psychology programs, facilitated by online information sessions.
7.	7. Pathways	a. Address older/out-of-date articulation agreements.	This project is planned for 2022-24, a timeline that aligns with the mass renumbering of UBC courses.
		b. Discuss with Administration the creation of a post degree diploma in pre-counselling due to continued interest in our Counseling courses from post-degree students.	This discussion was not prioritized during COVID, but remains of interest in the 2022-25 timeframe, if sufficient support can be allocated to a faculty member who will pursue program development.
8.	8. Faculty and Faculty Development	a. Administration should continue to be proactive in creating new regular faculty positions in areas of high demand (and/or to replace retirements).	One regular faculty position was created and filled in 2020-21 in an area of high demand. Retirements are anticipated in a 3-year horizon, and faculty will advocate for swift replacement.
9.	9. DDP Operations	a. Reinstate deadlines for applications.	Completed Summer 2021

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External Reviewer Report Excerpted (Recommendations Only)

External Reviewers:

Professor Deborah Hunt Matheson, Chair, Department of Psychology, Vancouver Island University, Nanaimo, BC

Dr. Christopher Newitt, Member Department of Psychology, Out-going Chair Education Council, Okanagan College, Kelowna, BC

Douglas College Psychology Department /

Programs: Associate of Arts Degree in
Psychology Bachelor of Arts in Applied
Psychology Bachelor of Arts in Applied
Psychology Honours

Date: July 22, 2022

As part of the review process a Self-Study Report was completed by the Department of Psychology faculty at Douglas College. ... We were impressed with the comprehensiveness and level of detail in the Self-Study Report. It was clear to us that the faculty members who created this report put a great deal of time and effort into the self-study document and they should be commended for their work. The report provided the review panel with a comprehensive overview of the department, its students, faculty and resources.

Our visit to the campus was well organized and informative. ... The opportunity to meet with students and faculty from the Department of Psychology on the day of our visit was invaluable for the composition of this report and we appreciate their willingness to meet with us and the candor of their discussions.

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1. Audit of Self-study

Self-Study Recommendations		External Reviewer Assessment			
No.	Content	Agree ✓	Disagree ✓	Other ✓	Comments / Rationale
1	Content/Curriculum	X			<p>a) Adding prerequisites to courses makes good sense for student preparedness and to encourage degree planning, however it will increase work for the chair, coordinators, and faculty to process the inevitable prerequisite waiver requests. Limitations may affect enrollment by non-psychology students, need to ensure that prerequisite laddering patterns focus on Psychology degree students and not courses used for breadth or electives in other programs.</p> <p>b) Adding prerequisites to BA required courses should encourage students to apply for their intended program.</p>
2	Core Competencies	X			Perhaps translating core competencies into the language of learning outcomes (i.e., a student who develops their core competency of critical thinking will be able to...) would be a useful next step in highlighting the practical skills developed by students. This would also be useful for outcome mapping in programs to determine how these skills are assessed within courses.

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3	Experiential Learning Opportunities	X		<p>Student feedback suggests that experiential learning opportunities are among the most popular components of the degree programs.</p> <p>a) The labs that are included as part of the curriculum in courses from 1st year through 4th are exemplary and Douglas College’s reputation for these labs has been in existence for decades. One notable example, the Brain Dissection Lab which involves dissection of an actual sheep brain in Psychology 1100 was mentioned by the students as one of the highlights of their degree. Every effort should be made to ensure that these experiential activities continue and that the lab space needed to provide said lab activities remains accessible to the Department.</p> <p>b) The environmental scan suggests that the duration of hours required at a placement is on the lower end of the spectrum. Consider increasing the expected minimum hours. If it is not feasible to increase contact hours for the service learning course then the addition of potential co-op opportunities is even more important.</p>
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4	Program and course delivery	X		<p>a) As mentioned in the self-study, program delivery has changed since the pandemic and although most courses have returned to face to face delivery, there continue to be on-line options and the first hybrid courses were delivered resulting in greater flexibility for both students and faculty. Monitoring course enrollments and adjusting the mix of delivery options will be needed to determine what is optimal to maximize enrolment. Once student residences are built, there may be greater uptake in evening classes as student commuting will be less of an issue.</p> <p>b) The students in the honours program are currently conducting high quality research as indicated by the student presentations and posters we witnessed. We applaud the efforts of students and faculty to date. At the same time, we acknowledge that conducting basic research in psychology can be costly and this is particularly true if resources are required specifically for student experiments. We note that faculty members do not generally have ongoing research programs and, thus, student research projects are stand alone projects. Given that the psychology program at Douglas College is an applied program we encourage greater applied research projects by the</p>
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					<p>Honours students. Perhaps there is an opportunity for a symbiotic relationship between organizations where student placement occurs and where research might be conducted.</p> <p>c) Creation of an unofficial program of study that will allow students to enter a BSc in psychology would be helpful to students. Something along the lines of a flexible pre-major; not transcribed, but available to advisors to pass onto interested students.</p>
5	Building Student Community (titled Student Outcomes in the Self Study)	X			<p>a) Connect students to local psychology student conventions such as Connecting Minds at KPU and even the Canadian Psychological Association’s annual convention. Travelling and partaking in this and other events is often a bonding experience for students. The fund-raising efforts required for travel can also lead to greater student connection. The fund-raising efforts can be both fun and educational e.g., hosting movie nights (perhaps with a moderator for discussion afterwards) and selling popcorn.</p> <p>b) Increase funding to encourage colloquia and networking. There are a number of research institutions in the area, connecting with those institutions and inviting graduate students to i. present their research, and ii. share their experiences applying to and partaking in graduate school would likely be mutually beneficial (a CV builder for graduate students). Connecting Douglas College students with invitees in advance and giving</p>

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					<p>them the role of introducing the invitee would aid in networking.</p> <p>c) There is a lack of a common area for psychology students to congregate for group work, independent study and socializing. A designated area would facilitate student community; however, perhaps this is something that will be addressed in the space that Psychology will inhabit in the new building.</p>
6	Admissions, enrollments and FTE	X			<p>Both faculty and students indicate that students do not know when or how to apply to the various program options. Further, students don't feel that they are necessarily given correct or complete information from advising staff. This seems to have been a bit of a puzzle which has been met with the creation of a new staff position to support BA programs, as well as a revised faculty coordinator role. Providing information to students early and often regarding application to the various programs is showing promise.</p>
7	Pathways	X			<p>It was acknowledged that articulation agreements must consistently be updated and that as UBC is redesigning or, at least, renumbering its courses that re-articulation of courses is expected.</p>
8	Faculty and Faculty Development	X			<p>Current faculty are actively engaged in professional activities. Given the fill rates of courses in Psychology we support increasing or maintaining the existing faculty complement.</p>
9	DDP Operations	X			<p>Reinstatement of deadlines for applications was completed in 2021.</p>

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2. Additional Context, Recommendations or other Conclusions

Douglas College's Psychology Programs serve their students well and students report being satisfied with the program whether that be the BA program (Average 7.2/10; n = 37), the BA Honours Program (Average 8.4/10; n = 13) or the PSR Practicum placement (Average 6.6/10; n = 7). The service learning course which one might consider to be the hallmark of the Douglas College program garnered the greatest variation in satisfaction ratings from a low of 1 to a high of 10 (Average 7.7/10; n=38) . We do note; however; that these results are based on a very small sample size and, thus, may not be reflective of the opinion of the majority of students. Perhaps involving Institutional Research and Planning in the collection of student data will allow for the accumulation of a more generalizable sample of student feedback as well as concrete data regarding student progression and transfers. Greater access to student data including that for students in programs outside of HSS (e.g., Associate of Science) would facilitate student outreach and course planning.

We had the opportunity to interact with five enthusiastic members of the Psychology Department (which is comprised of 35 or more faculty members) and five students. In future, we suggest that site visits be undertaken during the regular academic year when reviewers are able to meet with a greater number of faculty and students whereby reviewers would be exposed to a greater breadth of views.

**DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)
 RESPONSE FROM THE
 OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST**

Douglas College Administration policy A38: *Program Review* requires a follow-up plan be developed by the Vice President, Academic and Provost, in response to the Self-Study and External Report.

FACULTY (Lead Dean/Associate Dean)	<i>Language, Literature and Performing Arts</i>	
Department / Program	Psychology	
Date Submitted	July 2022	
External Review Panel (ERP)	1. Deborah Hunt Matheson 2. Christopher Newitt	Chair, Department of Psychology, Vancouver Island University, Nanaimo, BC Department of Psychology, Out- going Chair Education Council, Okanagan College, Kelowna, BC
Reason for Timing of Comprehensive Review	<input checked="" type="checkbox"/> Schedule (routine) or <input type="checkbox"/> Off-cycle, due to emergent concerns (<i>specify below</i>) <ul style="list-style-type: none"> <input type="checkbox"/> Changes in discipline/field/licensing <input type="checkbox"/> New program development <input type="checkbox"/> Demand/enrolment/budget concerns <input type="checkbox"/> Other (<i>specify</i>) 	
Date of last Comprehensive Review	2013	
RESPONSE/RECOMMENDATIONS		
SUMMARY RESPONSE	<p>The VPA&P observes that the external reviewers were impressed with the “<i>comprehensiveness and level of detail in the Self-Study report.</i>” Further, the reviewers stated that “<i>the faculty members who created this report ... should be commended for their work.</i>” The VPA&P concurs – and notes that this is a well-organized, thoughtful and thorough review.</p> <p>The authors of the Self-Study made 9 major recommendations concerning curriculum, experiential learning opportunities and course delivery among other educational and operational matters.</p> <p>The external reviewers indicated their agreement to all 9 of the Self-study recommendations, and contributed additional context and advice concerning service learning, indigenization, the collection of student data and processes for future reviews. For example, while not being prescriptive, the external reviewers ask the Department to consider</p>	

	<p>adding more hours of service learning to the program and consider the development of a course in Indigenous Psychology.</p> <p>The VPA&P supports the recommendations of both the self-study report and external reviewers with some qualifications.</p>
All Self-Study recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No [The VPA offers general support for all of the recommendations.]
All External Report recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No [The VPA offers general support for all of the recommendations.]
<p>VPA's RECOMMENDATIONS</p> <p>In particular, TESL should focus on the following:</p>	<p>The VPA&P requests that the Faculty Dean and/or Associate Dean work with the Department Chair and Program Coordinators on the implementation of recommendation that have resource, time-release and/or space implications. For example, the reviewers recommend that the Department seek dedicated 'common' space for students to <i>"congregate for group work independent study and socializing."</i> While it is unlikely that this recommendation can be fulfilled within the footprint of the current campus at 700 Royal Avenue, such space is likely to come available upon completion of the new academic building at 808 Royal Avenue.</p> <p>The VPA&P also requests that the Dean's office work with the Department to implement recommendations concerning <i>'mode of course/program delivery'</i>. While the VPA&P encourages the development of diverse delivery options for student learning, the department needs to consider the operational and pedagogical impact of changes to the balance of face-to-face versus online courses. Changes in this balance can have Faculty-wide operational implications and/or potentially disadvantage certain groups of students.</p> <p>As per the College's routine follow-up to comprehensive program reviews, the Department is to submit its Implementation and Action Plan (IAP) to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.</p>
Next scheduled PR (5 – 7 years):	2027

Vice President, Academic and Provost

September 27, 2022

Date