

Student Learning Outcomes for Master of Arts in Clinical Mental Health Counseling

2020-2021

This report is based on findings from an annual review of comprehensive examination results, follow-up surveys of constituent groups (current students, recent graduates, site supervisors, and employers) and program evaluation meetings in which course-based assessments and focus-group comments are reviewed. This evaluation process informs program-based and curricular changes, which are outlined below.

Program Actions/Improvements:

- Errors in APA format were evident in multiple assignments across different courses. Faculty and students will work to understand changes in the 7th edition of the *APA Manual*.
- Based on focus group comments, faculty became aware of interpersonal conflict among a small sub-group of students in this “cohort” and added a statement to course syllabi that addresses respectful behavior in the classroom. Students’ interpersonal relationships and interactions in the classroom have improved.
- Based on focus group comments, faculty will continue to search for appropriate videos and incorporate role plays and other experiential activities into coursework.
- Because of increased enrollment in the Clinical Mental Health Counseling (CMHC) program, CHD 656 Contemporary Practices in Clinical Mental Health Counseling is now offered yearly (it was previously offered every other year), and CMHC students are advised to take it later in their programs of study. This change allows for a more appropriate developmental sequence.
- Based on focus group comments and faculty observation, faculty have begun advising students to take CHD 645 Child and Adolescent Counseling earlier in their programs of study, if they were interested in counseling children. Course sequence recommendations have been revised to reflect this change.
- Based on enrollment increases and student feedback, faculty continue to add and update clinical sites.

Outcome 1: Professional Orientation and Ethics

Description: Develop an understanding of the professional roles and ethical responsibilities of clinical mental health counselors in order to document and provide direct services and referrals in an ethical, professional manner.

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 1).
- Rubric-based assessments in CHD 600 Professional Identity and Ethics for Clinical Mental Health Counselors that evaluate the Case Study and Presentation and Chapter Reading Quizzes.
- Rubric-based assessment in CHD 634 Wellness Counseling that evaluates the Personal Wellness and Self-Care Plan.
- Rubric-based assessment, Interview Report/Observation Project, in CHD 645 Child and Adolescent Counseling, which involves a description of the professional roles of community professionals who serve children/adolescents.
- Rubric-based assessments in CHD 656 Contemporary Practices in Clinical Mental Health that evaluate the Treatment Planning Project and the CMHC Identity Paper.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Professional Role,” “Ethical and Legal Practices,” Treatment Planning,” and “Documentation.”

- Rubric-based assessments in CHD 690 Advanced Applications in Clinical Mental Health Counseling, which evaluate Peer Group Collaboration and Supervision and the Treatment Plan Project.

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical Mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- Clinical Mental Health Counseling students are achieving scores on the Professional Orientation and Ethics Subtest of the CPCE that compare highly favorably with national norms.
- On the rubric-based assessment, Case Study and Presentation, in CHD 600 Professional Identity and Ethics for Clinical Mental Health Counseling, all students received "Target" ratings.
- On the rubric-based assessment, Chapter Reading Quizzes, in CHD 600 Professional Identity and Ethics in Clinical Mental Health Counseling, all students received "Target" or "Acceptable" ratings.
- On the rubric-based assessment in CHD 634 Wellness Counseling, which evaluates the Personal Wellness Assessment and Self-Care Plan, students complete assessments related to wellness models and identify areas of strength and areas for improvement. They identify three long-term goals and related short-term measurable objectives and design an intervention plan for each short-term goal. Except for one "Unacceptable" rating, all students scored "Target" or "Acceptable" ratings.
- On the rubric-based assessment, Interview Report/Observation Project, in CHD 645 Child and Adolescent Counseling, which involves a description of the professional roles of community professionals who serve children/adolescents, except for four "Acceptable" ratings in one area, all students scored "Target" ratings.
- On the rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, which evaluates the Treatment Planning Project, except for two "Unacceptable" ratings, all students scored "Target" or "Acceptable" ratings.
- On the rubric-based assessment, CMHC Identity Paper in CHD 656, in which students describe their professional identity development, all students scored "Target" ratings.
- On the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections "Professional Role," "Ethical and Legal Practices," Treatment Planning," and "Documentation," all interns scored "Target" or "Acceptable" ratings. Most scores were "Target" ratings.
- On the rubric-based assessment in CHD 690, which evaluates Peer Group Collaboration and Supervision, all students scored "Target" ratings.
- On the rubric-based assessment in CHD 690, which evaluates the Treatment Plan Project, all students scored "Target" or "Acceptable" ratings in all areas.
- Survey results did not identify areas for further development (Numbers 1, 10, 18, and 24 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- To improve course sequencing for CMHC student development, the Department began offering CHD 656 Contemporary Practices in Clinical Mental Health Counseling every year, so that students can take CHD 600 earlier and CHD 656 later in their programs of study.

Outcome 2: Human Growth and Career Development

Description: Develop knowledge of human growth and career development in order to design and deliver prevention, educational, and support-based programming in response to community needs.

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Tables 2 & 3).
- Rubric-based assessments in CHD 604 Human Growth & Development, which evaluate the Autobiography, Examinations, Power Point Presentation Project, and the Semester Project.
- Rubric-based assessments, Midterm/Final Exams and Childhood Disorder Research Project, in CHD 645, which evaluate developmental knowledge and common disorders related to children and adolescents.
- Rubric-based assessment, Final Exam, in CHD 661 Family Counseling.
- Rubric-based assessments in CHD 631 Counseling for Career Development, which evaluate the Chapter Readings and Quizzes, the Midterm Exam, and the Life Design Project.

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical Mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- Clinical Mental Health Counseling students are achieving scores on the Human Growth and Development Subtest of the CPCE that compare highly favorably to national norms and scores on the Career and Lifestyle Development Subtest of the CPCE that compare favorably with national norms.
- On the rubric-based assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, except for three "Unacceptable" ratings, all students scored "Target" or "Acceptable" ratings.
- On the rubric-based assessment of the Midterm Examination in CHD 604, most students scored "Target" ratings.
- On the rubric-based assessment of the Final Examination in CHD 604, most students scored "Target" ratings.
- On the rubric-based assessment of the PowerPoint Presentation Project in CHD 604, in which students present an overview of a developmental theorist/theory, except for three "Unacceptable" ratings, all students scored "Target" or "Acceptable" ratings.

- On the rubric-based assessment of the Semester Project in CHD 604, a creative endeavor in which students apply five theories to trace the human lifespan from birth to late adulthood, most students scored “Target” ratings. Six students scored “Unacceptable” ratings in APA format.
- On the rubric-based assessments, Midterm/Final Exams, in CHD 645, which evaluate developmental knowledge related to children and adolescents, except for two ratings of “Unacceptable,” all other students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Childhood Disorder Research Project in CHD 645, in which disorders common to children and adolescents are the focus, except for a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Final Exam, in CHD 661, which assesses students’ knowledge of theories of individual and family development and transitions across the life span, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Chapter Readings and Quizzes in CHD 631, which assesses student knowledge of career development theories, labor market information and media, programing and planning, interrelationship of career and other life roles, assessment instruments, career counseling processes, cultural and diversity issues, K-12 career planning, and post-secondary career planning, all scores were “Target” or “Acceptable” ratings except for two “Unacceptable” ratings.
- On the rubric-based assessment of the Midterm Exam in CHD 631, which assesses student understanding and application of career theories in various settings (including K-12), and detailed aspects of critical career development and counseling theories, all ratings were “Target” or “Acceptable.”
- On the rubric-based assessment of the Life Design Project in CHD 631, (Students are required to engage an adolescent or adult in a career interview and two career assessments; students perform a second interview providing the appropriate interpretations of the assessments; and students prepare a detailed case summary for class presentation providing relevant case information including ethical and cultural issues.), all students scored “Target” or “Acceptable” ratings.
- Survey results did not identify areas for further development (Numbers 2, 3, and 11 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

Results of the CPCE, assessments, and surveys do not reveal a need for curriculum changes at this time.

Outcome 3: Helping Relationships

Description: Develop theoretical and applied knowledge of helping relationships at the personal, group, and systemic levels in order to develop treatment plans, properly document services, provide consultation, and implement individual, group, and family counseling interventions.

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Tables 4 & 5).
- Rubric-based assessments, Counseling Skills Videos, Reflections Assignment, Midterm Exam, and Final Exam, in CHD 602 Fundamentals of Counseling.
- Rubric-based assessments, Case Study Assignment and Midterm/Final Exams, in CHD 606 Theories and Techniques of Counseling.
- Rubric-based assessments, Article Summaries, Group Journal, Midterm, and Final Exam, in CHD 608 Group Counseling.

- Rubric-based assessments, Midterm Exam, Final Exam, Abstinence Reflection, Literature Review, and Motivational Interviewing Video, in CHD 625 Addictions Counseling.
- Rubric-based assessments, Demonstration/Video Project, Midterm and Final Exams, in CHD 634 Wellness Counseling.
- Rubric-based assessments, Midterm and Final Exams and Crisis Research Paper, in CHD 638 Crisis Intervention in Counseling.
- Rubric-based assessment, Intervention Project, in CHD 645 Child and Adolescent Counseling.
- Rubric-based assessments, Evidence-Based Treatments Literature Review Presentation, Final Exam, and Genogram, in CHD 661 Family Counseling.
- Rubric-based assessments, Individual Counseling Session and Self-Evaluation, in CHD 678 Counseling Practicum.
- Rubric-based assessment, Personal Model of Counseling, in CHD 689 Counseling Internship.
- Rubric-based assessment, Personal Model of Consultation, in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Individual Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Group Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Group Counseling,” “Family/Systemic Counseling,” “Crisis Intervention,” and “Consultation.”
- Rubric-based assessment in CHD 690, Advanced Applications in Clinical Mental Health Counseling, which evaluates Intervention Techniques.

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical Mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- Clinical Mental Health Counseling students are achieving scores on the Helping Relationships Subtest of the CPCE that compare favorably to national norms and scores on the Group Work Subtest of the CPCE that compare highly favorably to national norms.
- On the rubric-based assessment of the Counseling Skills Video in CHD 602, except for a few students who scored “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings, including a large majority who scored “Target” ratings.
- On the rubric-based assessment of the Reflections Assignment in CHD 602, in which students read the book, *How to Fail as a Therapist*, and write reflections on what they learned, except for one “Unacceptable” rating, all students scored “Target” or “Acceptable” ratings in all areas. Most students scored “Target” ratings in all areas.
- On the rubric-based assessment of the Midterm Exam in CHD 602, a few students scored “Acceptable” ratings, and all other students scored “Target” ratings.

- On the rubric-based assessment of the Final Exam in CHD 602, although a few students scored “Unacceptable” or “Acceptable” ratings, most students scored “Target” ratings.
- On the rubric-based assessment, Case Study Assignment in CHD 606 Theories and Techniques of Counseling, most students scored “Target” or “Acceptable” ratings in all areas. Two to four “Unacceptable” ratings were given in each area.
- On the rubric-based assessment, Midterm/Final Exams, in CHD 606 Theories and Techniques of Counseling, most students scored “Target” or “Acceptable” ratings. Some students scored “Unacceptable” ratings, the majority of which were in the area of Family Systems.
- On the rubric-based assessment, Article Summaries, in CHD 608 Group Counseling, students completed summaries of articles related to group counseling. Most students scored “Target” or “Acceptable” in all areas.
- On the rubric-based assessment, Group Journal, in CHD 608 Group Counseling, students participate in a group and reflect on that experience. All students scored “Target” or “Acceptable” ratings except one student who scored an “Unacceptable” rating.
- On the rubric-based assessment, Midterm Exam, in CHD 608 Group Counseling, most students scored “Target” or “Acceptable” ratings. “Unacceptable” ratings occurred in two areas, including an ethics short answer question.
- On the rubric-based assessment, Final Exam, in CHD 608 Group Counseling, all students scored “Target” or “Acceptable” ratings with the majority of ratings falling in the “Target” range.
- On the rubric-based assessment, Midterm Exam, in CHD 625 Addictions Counseling, except for one “Acceptable” score, all other students scored “Target” ratings.
- On the rubric-based assessment, Final Exam, in CHD 625 Addictions Counseling, except for two “Unacceptable” scores, all other students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Abstinence Reflection, in CHD 625 Addictions Counseling, except for a few “Unacceptable” scores, all other students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Literature Review, in CHD 625 Addictions Counseling, except for a few “Unacceptable” scores, all other students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Motivational Interviewing Video, in CHD 625 Addictions Counseling, students role-play motivational interviewing with a mock client. Except for a few “Acceptable” ratings, all other students scored “Target” ratings.
- On the rubric-based assessment, Demonstration/Video Project, in CHD 634 Wellness Counseling, most students scored “Target” or “Acceptable” ratings. One student received an “Unacceptable” rating in the deep breathing technique, and one student scored an “Unacceptable” rating in the progressive muscle relaxation technique.
- On the rubric-based assessment, Midterm and Final Exams, in CHD 634 Wellness Counseling, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessments, Midterm and Final Exams and Crisis Research Paper, in CHD 638 Crisis Intervention in Counseling, most students scored “Target” and “Acceptable” ratings.
- On the rubric-based assessment, Intervention Project, in CHD 645 Child and Adolescent Counseling, in which students describe and demonstrate interventions suitable for working with children, all students scored “Target” ratings.
- On the rubric-based assessment, Evidence-Based Treatments Literature Review Presentation, in CHD 661, which requires students to prepare a detailed presentation on a specific evidenced-based treatment (EBT) in family therapy, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment, Final Exam, in CHD 661, which assesses students’ knowledge of family and other systems theories; and knowledge of the importance of family, social networks, and community systems in the treatment of mental and emotional disorders, all students scored “Target” or “Acceptable” ratings in all areas.

- On the rubric-based assessment, Genogram, in CHD 661, which assesses students' knowledge of family and other systems theories and major models of family and related interventions, all students scored "Target" or "Acceptable" ratings in all areas.
- On the rubric-based assessment, Individual Counseling Session in CHD 678, in which the instructor evaluates students' performances in conducting individual counseling sessions, all students scored "Target" or "Acceptable" in all areas.
- On the rubric-based assessment of Self-Evaluation in CHD 678, in which students are evaluated on their self-reflections in practicum, all students scored "Target" or "Acceptable" in all areas, and most scores were "Target" ratings.
- On the rubric-based assessment of the Personal Model of Counseling in CHD 689, except for one "Unacceptable" rating in APA Format and Writing, all students scored "Target" or "Acceptable" ratings in all areas.
- On the rubric-based assessment of the Personal Model of Consultation in CHD 689, all students scored "Target" or "Acceptable" ratings in all areas.
- On the rubric-based assessment, Observation of Individual Counseling Session in CHD 689, all students scored "Target" or "Acceptable" ratings in all areas. Most scores were "Target" ratings.
- On the rubric-based assessment, Observation of Group Counseling Session in CHD 689, all students scored "Target" or "Acceptable" ratings in all areas. Most scores were "Target" ratings.
- On the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections "Individual Counseling," "Group Counseling," "Family/Systemic Counseling," "Crisis Intervention," and "Consultation," all students scored "Target" or "Acceptable" ratings in these areas.
- On the rubric-based assessment, Intervention Technique/Demonstration Video Project, in CHD 690, except for one "Unacceptable" score in "self-assessment," all students scored "Target" or "Acceptable" ratings in all areas.
- Survey results did not identify areas for further development (Numbers 4, 5, 12, 13, 14, 15, 17 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- CHD 606 Case Study—Data reflect two courses with different instructors. Faculty will monitor these scores for trends to see if they are related to revised admission standards, specifically the waiver of test scores due to Covid-19.
- CHD 606 Final Exam (Family Systems section)—Family Systems tests scores are lower because extensive concepts and techniques are covered in one chapter. Family systems are covered more extensively in CHD 645 Child and Adolescent Counseling and CHD 661 Family Counseling.
- CHD 608 Midterm Exam (summer 2020)—The course was taught completely online due to COVID-19, and several students were absent for group discussions of ethics scenarios.
- CHD 608 Midterm Exam (spring 2021)—Due to the unacceptable rating on the Ethics question, a pattern from previous classes, the instructor is spending more class time engaging cooperative learning groups in working through a variety of ethics scenarios and discussing their findings with the entire class.
- A section regarding medications was added to an assignment in CHD 645 Child and Adolescent Counseling.
- Students in practicum and internship responded more effectively to silences (compared to previous data) on all session rubrics. Faculty have focused on tolerating silence and using it therapeutically in several skills-based courses.

Outcome 4: Social and Cultural Diversity

Description: Develop an understanding and appreciation of social and cultural diversity in order to provide culturally sensitive services to all clients and to advocate for equity in other community-based services.

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 6).
- Rubric-based assessments in CHD 615, Social & Cultural Diversity in Counseling, during the spring semester, in which students were evaluated on the Activity Plan, the Advocacy Project, the Interaction Plans, the Literature Review, and the Personal Assessment paper.
- Rubric-based assessment, Diversity Report, in CHD 688 Counseling Internship.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical Mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- Clinical Mental Health Counseling students are achieving scores on the Social and Cultural Foundations Subtest of the CPCE that compare highly favorably to national norms.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, students used the literature review to develop a cultural diversity activity plan or curriculum that addresses cultural issues relevant to this population. CMHC students developed a small group counseling curriculum or a workshop, and SC students developed a classroom guidance program or an in-service program. Except for one student who scored an “Unacceptable” rating, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Advocacy Project, students in groups of three to five, designed an advocacy project for either an underrepresented or oppressed group or a social justice topic. Except for one student who scored an “Unacceptable rating, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Interaction Plans, students participated in a series of multicultural activities (observation and cognitive understanding, personal interviews, and direct participation) and discussed these activities, including their reactions. Except for one student who scored “Unacceptable” ratings, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Literature Review, except for one student who scored “Unacceptable” ratings, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Personal Assessment, students wrote a paper describing their ethnic and cultural background by exploring behavior, expectations, and values that one has regarding the following variables: family values and behaviors both now and while growing up; nationality; ethnicity; religion; language; geographic region; gender; socioeconomic status; educational status; and political orientation. Students included an outline

of their ethnic identity development, determined their stage of development, and provided examples of traits and behaviors they see in themselves. Except for one student who scored “Unacceptable” ratings, all other students scored “Target” ratings.

- On the rubric-based assessment in CHD 688 Internship in Counseling, Diversity Report, students report on various types of diversity on their sites, develop equity-focused interventions that might improve access to mental health/school counseling services for clients/students, and describe diverse content that could be used in educational materials to meet the needs of clients/students. A few CMHC interns scored “Unacceptable” ratings in the summer term, which was conducted online. In fall and spring terms, all scores were “Target” or “Acceptable” ratings.
- On the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy,” all students scored “Target” or “Acceptable” ratings, and most scores were “Target” ratings.
- Survey results did not identify areas for further development (see numbers 6, 16, and 19 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- CHD 688 Diversity Report—Students struggled to follow directions with the project, and most students were engaging remotely on their internship sites (summer 2020). Instructor will engage students in discussions of different types of diversity and how to design appropriate interventions and educational materials. Scores improved in subsequent semesters.

Outcome 5: Assessment

Description: Develop knowledge of assessment principles, test instruments, and interview practices in order to provide responsible test administration and interpretation, case conceptualization, and diagnosis.

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 7).
- Rubric-based assessments in CHD 621 Group Presentation, Homework Assignments, and Chapter Quizzes.
- Rubric-based assessments, Midterm Exam and Final Exam, Case Studies 1-3 sections, in CHD 655 Diagnosis and Treatment Planning in Counseling in which students provide differential diagnoses for three case studies on each exam.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Assessment” and “Diagnosis.”
- Rubric-based assessments, Assessment Interviews Demonstration/Video, Assessment Technique/Video Demonstration Project, and Case Conceptualization Project in CHD 690 Advanced Applications in Clinical Mental Health Counseling, which evaluates students’ performance in conducting and documenting an intake assessment, a mental status evaluation, and a psychosocial history.

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical Mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- Clinical Mental Health Counseling students are achieving scores on the Assessment Subtest of the CPCE that are comparable to national norms and trending toward favorable for students who have taken the course with the core faculty member.
- On the rubric-based assessment of the Group Presentation in CHD 621, students are required to collect, analyze, and interpret assessment data; read assessment research; and present data through the lens of assessment concepts (i.e., reliability, test construction, etc.). Except for one student who scored an “Unacceptable” rating, all other students scored “Target” ratings.
- On the rubric-based assessment, Homework Rubric in CHD 621, which requires students to use data analysis skills to complete assignments involving basic data presentation, statistical analysis, and data interpretation skills, except for a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of Chapter Quizzes in CHD 621, which reviewed student knowledge acquisition of key areas (e.g., cultural, ethical, administration, scoring, educational, career, clinical) concerning assessment, except for a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Case Group Discussion in CHD 655 Diagnosis and Treatment Planning in Counseling, in which students practice differential diagnosing, except for one “Unacceptable” rating and one “Acceptable” rating, all students scored “Target” ratings.
- On the rubric-based assessments Midterm Exam and Final Exam, Case Studies 1-3 sections, in CHD 655 Diagnosis and Treatment Planning in Counseling in which students provide differential diagnoses for three case studies on each exam, except for a few “Unacceptable” scores, all students scored “Target” ratings.
- On the rubric-based assessment, Article Summaries Project in CHD 655 Diagnosis and Treatment Planning in Counseling, in which students summarize literature related to the assessment and treatment of mental disorders, except for a few “Unacceptable” scores, all students scored “Target” ratings.
- In the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, sections “Assessment” and “Diagnosis,” all students scored “Target” or “Acceptable” ratings, and most scores were “Target” ratings.
- On the rubric-based assessment, Assessment Interviews Demonstration/Video Project in CHD 690 Advanced Applications in Clinical Mental Health Counseling, which evaluates students’ performance in conducting and documenting an intake assessment, a mental status evaluation, and a psychosocial history, except for a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings for all areas.
- On the rubric-based assessment, Assessment Technique Demonstration/Video Project in CHD 690 Advanced Applications in Clinical Mental Health Counseling, which evaluates students’ performance in conducting an assessment technique, describing the technique, including evidence-based citations, and conducting a self-evaluation, except for a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings for all areas.
- On the rubric-based assessment, Case Conceptualization Project in CHD 690 Advanced Applications in Clinical Mental Health Counseling, in which students complete a comprehensive assessment of a typical client that incorporates multiple assessments and three or more theoretical approaches in conducting and documenting an intake assessment, a mental status evaluation, and a psychosocial history, all students scored “Target” or “Acceptable” ratings for all areas.
- Survey results did not identify areas for further development (see numbers 7, 20, and 21 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- Results of the rubric-based assessments and surveys do not reveal a need for curriculum changes at this time. **Note:** CPCE scores are trending upward for students who have taken CHD 621 with a core faculty member.

Outcome 6: Research

Description: Develop theoretical and applied knowledge of research and evaluation practices in order to perform community needs assessments, program evaluation, and quality assurance.

Direct Assessments:

- Counselor Preparation Comprehensive Examination (CPCE) (Appendix A, Table 8).
- Rubric-Based assessments in CHD 601 Research Methods & Program Evaluation in Counseling, in which students are evaluated on the Midterm Examination and Research Article Presentation.
- Rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, in which students are evaluated on the Clinical Mental Health Counseling Project.

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical Mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- Clinical Mental Health Counseling students are achieving scores on the Research and Program Evaluation Subtests of the CPCE that compare favorably with national norms.
- On the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Research Article Presentation (Students review & study selected evidenced-based research articles for presentation and teaching of study constructs and results to the class. Students review and teach the importance of research, types of research used, statistical analyses used, and models of research used to evaluate critically and explore evidenced-based practices and their applications to ethical and culturally relevant research in counseling.), all students scored "Target" or "Acceptable" ratings.
- On the rubric-based assessment in CHD 601 Research Methods and Program Evaluation in Counseling the Midterm Examination, which assesses student acquisition of basic designs and use of research and evaluation models, basic statistical analyses, the importance of advancing research, various methods of research, ethical and culturally relevant research strategies, and knowledge of program evaluation, all students scored "Target" or "Acceptable" ratings.
- On the rubric-based assessment in CHD 656 Contemporary Practices in Clinical Mental Health, the Clinical Mental Health Counseling Project, students are required to (a) serve as consultants to local mental health counseling agencies; (b) design a group intervention program to meet the agencies' specific counseling/prevention needs; (c) develop a means of evaluating the intervention program's outcomes; and (d) present the intervention program to peers, instructor, faculty, and agency counselors. All students scored "Target" ratings.

- Survey results did not identify areas for further development (see numbers 8 and 22 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- Errors in APA format were evident in multiple assignments across different courses. Faculty and students will work to understand changes in the 7th edition of the *APA Manual*.

Outcome 7: Technology

Description: Develop practical knowledge of technology in order to use technological resources in planning, evaluating, and documenting services.

Direct Assessments:

- Rubric-based assessment in CHD 688 Internship, Technology Project.
- Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, section “Technology.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of clinical mental health counseling interns (Appendix B, Table 1).
- Current Clinical Mental Health Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent Clinical Mental Health Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employer Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- On the Rubric-based assessment in CHD 688 Internship, Technology Project, students describe the site’s policy regarding technology and/or social media; describe how technology is used to engage clients in program delivery; consult with the site supervisor and explore the technology system that is used to document treatment plans and client progress; and describe what was learned. Except for one “Acceptable” rating, all students scored “Target” ratings.
- On the Clinical Mental Health Intern Assessment done by Site Supervisors in CHD 689, section “Technology,” all students scored “Target” or “Acceptable” ratings, and most scores were “Target” ratings.
- Survey results did not identify areas for further development (See numbers 9 and 23 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- Results of the rubric-based assessments and surveys do not reveal a need for curriculum changes at this time.

Appendix A

Counselor Preparation Comprehensive Examination

Results Redacted

Appendix B

Table 1
Survey of the Site Supervisors of Clinical Mental Health Counseling Interns
Summer 2020 – Spring 2021

(11 completed)

On a scale of 1 (poor) to 4 (excellent) please check (x) the number indicating your perception of the preparation your UNA Counselor Education intern(s) have received in the following areas.

| | 1 | 2 | 3 | 4 | Mean |
|--|---|---|---|---|------|
| 1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors. | 0 | 0 | 2 | 9 | 3.82 |
| 2. Knowledge of human development across the life span. | 0 | 0 | 7 | 4 | 3.36 |
| 3. Knowledge of career development across the life span. | 0 | 1 | 3 | 7 | 3.55 |
| 4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels. | 0 | 1 | 4 | 6 | 3.45 |
| 5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels. | 0 | 1 | 5 | 5 | 3.36 |
| 6. Understanding and appreciation of social and cultural diversity and pluralistic trends. | 0 | 1 | 3 | 7 | 3.55 |
| 7. Knowledge of assessment principles, instruments, and interview practices. | 0 | 3 | 3 | 5 | 3.18 |
| 8. Knowledge of research and evaluation practices. | 0 | 2 | 5 | 3 | 3.10 |
| 9. Knowledge of available technology. | 0 | 0 | 5 | 6 | 3.55 |
| 10. Ability to document and provide direct services and referrals in an ethical, professional manner. | 0 | 1 | 6 | 4 | 3.27 |
| 11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs. | 0 | 0 | 3 | 8 | 3.73 |
| 12. Ability to provide individual counseling. | 0 | 0 | 5 | 6 | 3.55 |
| 13. Ability to provide group counseling. | 0 | 0 | 5 | 6 | 3.55 |
| 14. Ability to provide family counseling. | 0 | 3 | 4 | 3 | 3.00 |
| 15. Ability to provide consultation. | 0 | 1 | 6 | 4 | 3.27 |
| 16. Ability to engage in advocacy. | 0 | 0 | 3 | 8 | 3.73 |
| 17. Ability to intervene/respond appropriately in crisis/emergency situations. | 0 | 3 | 4 | 4 | 3.09 |
| 18. Ability to develop holistic treatment plans and properly document services. | 0 | 1 | 6 | 4 | 3.27 |
| 19. Ability to provide age-appropriate, culturally sensitive services to all clients. | 0 | 0 | 5 | 6 | 3.55 |
| 20. Ability to administer and interpret assessments. | 0 | 2 | 3 | 6 | 3.36 |
| 21. Ability to diagnose clients and conceptualize cases. | 0 | 2 | 4 | 5 | 3.27 |

| | | | | | |
|---|---|---|---|---|------|
| 22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations. | 0 | 0 | 5 | 6 | 3.55 |
| 23. Ability to use technological resources in planning, providing, evaluating, and documenting services. | 0 | 0 | 8 | 3 | 3.27 |
| 24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor. | 0 | 0 | 2 | 9 | 3.82 |

Comments:

I've had a great experience with our interns, and feel they have been very well prepared for practice!

I have had very good experiences with UNA interns as a whole. I will note that because there seems to be a lack of education regarding trauma modalities, we often have to train for a significant period of time before students can work with trauma victims. However, UNA interns are far enough above other interns, I have decided to only work with UNA interns as I feel like they are the best fit for my practice.

[name redacted] was an excellent intern and grew immensely.

[name redacted] was an excellent intern at [site name redacted].

Table 2
Current Clinical Mental Health Counseling Majors
Summer 2020 – Spring 2021

(9 completed)

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your perception of the preparation you have received in the following areas.

| | 1 | 2 | 3 | 4 | Mean |
|--|----------|----------|----------|----------|-------------|
| 1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors. | 0 | 0 | 0 | 9 | 4.00 |
| 2. Knowledge of human development across the life span. | 0 | 0 | 0 | 9 | 4.00 |
| 3. Knowledge of career development across the life span. | 0 | 0 | 1 | 8 | 3.89 |
| 4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels. | 0 | 0 | 0 | 9 | 4.00 |
| 5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels. | 0 | 0 | 1 | 8 | 3.89 |
| 6. Understanding and appreciation of social and cultural diversity and pluralistic trends. | 0 | 0 | 1 | 8 | 3.89 |
| 7. Knowledge of assessment principles, instruments, and interview practices. | 0 | 0 | 1 | 8 | 3.89 |
| 8. Knowledge of research and evaluation practices. | 0 | 0 | 2 | 7 | 3.78 |
| 9. Knowledge of available technology. | 0 | 1 | 0 | 8 | 3.78 |
| 10. Ability to document and provide direct services and referrals in an ethical, professional manner. | 0 | 0 | 1 | 8 | 3.89 |
| 11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs. | 0 | 0 | 0 | 9 | 4.00 |
| 12. Ability to provide individual counseling. | 0 | 0 | 0 | 9 | 4.00 |
| 13. Ability to provide group counseling. | 0 | 0 | 2 | 7 | 3.78 |
| 14. Ability to provide family counseling. | 0 | 2 | 0 | 7 | 3.56 |
| 15. Ability to provide consultation. | 0 | 0 | 2 | 7 | 3.78 |
| 16. Ability to engage in advocacy. | 0 | 0 | 3 | 6 | 3.67 |
| 17. Ability to intervene/respond appropriately in crisis/emergency situations. | 0 | 1 | 2 | 6 | 3.56 |
| 18. Ability to develop holistic treatment plans and properly document services. | 0 | 0 | 1 | 8 | 3.89 |
| 19. Ability to provide age-appropriate, culturally sensitive services to all clients. | 0 | 0 | 0 | 9 | 4.00 |
| 20. Ability to administer and interpret assessments. | 0 | 0 | 2 | 7 | 3.78 |
| 21. Ability to diagnose clients and conceptualize cases. | 0 | 0 | 2 | 7 | 3.78 |

| | | | | | |
|---|---|---|---|---|------|
| 22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations. | 0 | 0 | 3 | 6 | 3.67 |
| 23. Ability to use technological resources in planning, providing, evaluating, and documenting services. | 0 | 0 | 2 | 7 | 3.78 |
| 24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor. | 0 | 0 | 0 | 9 | 4.00 |

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your evaluation of the activities of the Counselor Education Department.

| | 1 | 2 | 3 | 4 | Mean |
|--|----------|----------|----------|----------|-------------|
| 25. Admission Interview | 0 | 0 | 3 | 6 | 3.67 |
| 26. New Student Orientation | 0 | 0 | 2 | 7 | 3.78 |
| 27. Academic Advising | 0 | 0 | 2 | 7 | 3.78 |
| 28. Practicum & Internship Information | 0 | 0 | 2 | 6 | 3.75 |
| 29. Career/Licensure Support | 0 | 0 | 3 | 6 | 3.67 |

Comments:

This program has been essential in helping me develop as a counselor. I feel confident going into a professional setting to provide services. I do think that some of the classes were not helpful (crisis intervention and wellness counseling). I think these skills and knowledge were developed through internship. These classes could be replaced with other classes such as psychopharmacology or an additional class in applications.

This has been a great program with caring staff, and I would recommend it to others.

Table 3
Recent Clinical Mental Health Counseling Graduates
Summer 2020 – Spring 2021

(9 completed)

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your perception of the preparation you have received in the following areas.

| | 1 | 2 | 3 | 4 | Mean |
|--|----------|----------|----------|----------|-------------|
| 1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors. | 0 | 0 | 1 | 8 | 3.89 |
| 2. Knowledge of human development across the life span. | 0 | 1 | 3 | 5 | 3.44 |
| 3. Knowledge of career development across the life span. | 0 | 1 | 2 | 6 | 3.56 |
| 4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels. | 0 | 0 | 3 | 6 | 3.67 |
| 5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels. | 0 | 0 | 3 | 6 | 3.67 |
| 6. Understanding and appreciation of social and cultural diversity and pluralistic trends. | 0 | 0 | 3 | 6 | 3.67 |
| 7. Knowledge of assessment principles, instruments, and interview practices. | 1 | 1 | 3 | 4 | 3.11 |
| 8. Knowledge of research and evaluation practices. | 0 | 1 | 2 | 6 | 3.56 |
| 9. Knowledge of available technology. | 0 | 0 | 5 | 4 | 3.44 |
| 10. Ability to document and provide direct services and referrals in an ethical, professional manner. | 0 | 1 | 1 | 7 | 3.67 |
| 11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs. | 0 | 1 | 2 | 6 | 3.56 |
| 12. Ability to provide individual counseling. | 0 | 0 | 2 | 7 | 3.78 |
| 13. Ability to provide group counseling. | 0 | 0 | 3 | 6 | 3.67 |
| 14. Ability to provide family counseling. | 0 | 1 | 4 | 4 | 3.33 |
| 15. Ability to provide consultation. | 0 | 1 | 2 | 6 | 3.56 |
| 16. Ability to engage in advocacy. | 0 | 0 | 3 | 6 | 3.67 |
| 17. Ability to intervene/respond appropriately in crisis/emergency situations. | 1 | 1 | 3 | 4 | 3.11 |
| 18. Ability to develop holistic treatment plans and properly document services. | 0 | 1 | 2 | 6 | 3.56 |
| 19. Ability to provide age-appropriate, culturally sensitive services to all clients. | 0 | 0 | 2 | 7 | 3.78 |
| 20. Ability to administer and interpret assessments. | 1 | 1 | 2 | 5 | 3.22 |
| 21. Ability to diagnose clients and conceptualize cases. | 0 | 0 | 2 | 7 | 3.78 |
| 22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations. | 0 | 2 | 1 | 6 | 3.44 |

| | | | | | |
|---|---|---|---|---|------|
| 23. Ability to use technological resources in planning, providing, evaluating, and documenting services. | 1 | 0 | 2 | 6 | 3.44 |
| 24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor. | 0 | 0 | 2 | 7 | 3.78 |

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your evaluation of the activities of the Counselor Education Department.

| | 1 | 2 | 3 | 4 | Mean |
|--|---|---|---|---|------|
| 25. Admission Interview | 0 | 0 | 5 | 4 | 3.44 |
| 26. New Student Orientation | 0 | 0 | 4 | 5 | 3.56 |
| 27. Academic Advising | 0 | 0 | 5 | 4 | 3.44 |
| 28. Practicum & Internship Information | 0 | 0 | 2 | 7 | 3.78 |
| 29. Career/Licensure Support | 0 | 1 | 4 | 4 | 3.33 |

Comments:

The Counselor Education faculty are dedicated to the success of their students. The program provides rigorous training in all aspects needed to be an effective mental health counselor.

I enjoyed my time in UNA's counseling program. I came away with some great experiences, interventions, and understanding of theories. I liked the way practicum and internship classes were set up where I could collaborate with other students if I was struggling with a client. I do think I could have benefitted from some more focus on consultation. That has been a big part of my job. Also, I took Contemporary Practices my first semester and I would suggest that students take that later in the program. Overall, I'm satisfied with my experience in the program.

I extremely enjoyed the counseling program at UNA. While working in the field, I have seen first hand how much UNA prepared me to do my job. I value my time spent at UNA in the program. I am grateful for all that I learned throughout my time within the program.

The professors in this program are dedicated to student development and success. They are willing to provide assistance and truly care about the well being of their students. Their instruction is stimulating and challenging. I enjoyed all my years in the program and value all the experience I gained in each course. Thank you for providing such an amazing opportunity for me to gain quality education.

The Counseling Program was amazing and really prepared me for my career in the field.

There should definitely be more information on billing, insurance, Medicaid/Medicare and what services are billable. It is covered in contemporary practice and [name redacted] does an excellent job, there should be more than one class that this information is covered that breaks down billing codes and what is billable and Medicaid eligibility, etc. this was my biggest hurdle in beginning a career in the field as there was little training on this topic. There should also be more case management training because in many therapist jobs we end up delving deeper into this than I would have expected.

Very well rounded program

Table 4
Survey of the Employers of Clinical Mental Health Counseling Graduates
Summer 2020 – Spring 2021

(8 completed)

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your perception of the preparation your UNA Counselor Education employee(s) have received in the following areas.

| | 1 | 2 | 3 | 4 | Mean |
|--|----------|----------|----------|----------|-------------|
| 1. Understanding of the professional roles and ethical responsibilities (e.g. privacy) of clinical mental health counselors. | 0 | 0 | 0 | 8 | 4.00 |
| 2. Knowledge of human development across the life span. | 0 | 0 | 0 | 7 | 4.00 |
| 3. Knowledge of career development across the life span. | 0 | 0 | 2 | 6 | 3.75 |
| 4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and couples) levels. | 0 | 0 | 1 | 7 | 3.88 |
| 5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and couples) levels. | 0 | 0 | 1 | 7 | 3.88 |
| 6. Understanding and appreciation of social and cultural diversity and pluralistic trends. | 0 | 0 | 1 | 7 | 3.88 |
| 7. Knowledge of assessment principles, instruments, and interview practices. | 0 | 0 | 3 | 4 | 3.57 |
| 8. Knowledge of research and evaluation practices. | 0 | 0 | 1 | 7 | 3.88 |
| 9. Knowledge of available technology. | 0 | 0 | 0 | 8 | 4.00 |
| 10. Ability to document and provide direct services and referrals in an ethical, professional manner. | 0 | 0 | 1 | 7 | 3.88 |
| 11. Ability to design and/or deliver developmentally appropriate prevention, education, and support-based programming in response to client and community needs. | 0 | 0 | 1 | 7 | 3.88 |
| 12. Ability to provide individual counseling. | 0 | 0 | 0 | 8 | 4.00 |
| 13. Ability to provide group counseling. | 0 | 0 | 3 | 5 | 3.63 |
| 14. Ability to provide family counseling. | 0 | 1 | 2 | 5 | 3.50 |
| 15. Ability to provide consultation. | 0 | 0 | 2 | 6 | 3.75 |
| 16. Ability to engage in advocacy. | 0 | 0 | 0 | 8 | 4.00 |
| 17. Ability to intervene/respond appropriately in crisis/emergency situations. | 0 | 1 | 1 | 6 | 3.63 |
| 18. Ability to develop holistic treatment plans and properly document services. | 0 | 1 | 2 | 5 | 3.50 |
| 19. Ability to provide age-appropriate, culturally sensitive services to all clients. | 0 | 0 | 0 | 8 | 4.00 |
| 20. Ability to administer and interpret assessments. | 0 | 0 | 2 | 6 | 3.75 |
| 21. Ability to diagnose clients and conceptualize cases. | 0 | 0 | 1 | 7 | 3.88 |

| | | | | | |
|---|---|---|---|---|------|
| 22. Ability to perform needs assessments, measure outcomes, and conduct program evaluations. | 0 | 0 | 1 | 7 | 3.88 |
| 23. Ability to use technological resources in planning, providing, evaluating, and documenting services. | 0 | 1 | 0 | 7 | 3.75 |
| 24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor. | 0 | 0 | 0 | 8 | 4.00 |

Comments:

Our employee from the UNA Counseling graduate program has been an asset to our practice. She came with good, fundamental understanding of clinical diagnosis and treatment.

We are always extremely happy to obtain counseling students from UNA. They are the most prepared of any students we accept. Also having students who attend class in person are better prepared than those who attend other universities on-line which other than this time of the pandemic they would normally be doing.

The UNA Counselor Education Program is by far one of the best programs! Staff that I have that come from this program are always more prepared than staff from any other program and I appreciate the time and effort that UNA puts into their students to make them a success!

I think the areas that could use some improvement are in teaching counseling students about how to write a treatment plan and complete documentation. Additionally, the crisis class does provide an overview of crisis counseling however, it could provide additional training in providing crisis counseling in a more trauma informed way.

Appendix C
Focus Groups
Summer 2020 – Spring 2021

Internship CHD 688 Focus Group Comments
Summer 2020

- “I enjoy the collaboration that happens in classrooms – discussions and activities.”
- “I enjoy when we are in class as a group and do dyads and role playing. Being able to do that gives us more hands-on experience and we are better prepared when we go to practicum and internship.”
- Several agreed that they liked the hands-on experiences.
- “There was a lot of unknown that wasn’t upfront when we joined the program. I didn’t know about the licensure thing – I was under the impression that when we graduate that we get our license because this was a CACREP program.” Another student seconded this saying, “I was unaware about the process until Contemporary Practices in CMHC.”
- “In certain classes I have felt that we were all here for professional reasons, and I felt that I could not ask some uncomfortable questions and be taken seriously. Some other students made it hard to share personal stuff because it did not feel like a safe environment. This was a small handful of students which made me feel self-conscious about what I shared.”
- “I have always appreciated and respected the majority of the professors. If I have something going on in my personal life and I have to miss more class, I can share that and they respond with empathy.”
- “A handful of the instructors get right back to students via email, and grade assignments ASAP, and this semester there has been a problem with one instructor concerning this.” Another student added that “during the summer when there are few weeks, assignments not being graded quickly is a concern and frustrating.”
- “It is frustrating that there is not an alternative to summer classes. The material seems rushed in the summer.” Another student seconded this.
- “Some of the professors and some of the adjuncts honestly present the field and tell us how it is. This helps prepare us for the reality of the profession.”
- “I have appreciated how students have been encouraged to develop their own professional identity within the bounds of standards and ethics.”
- “I wish that there was a better emphasis on medications in the field.”
- “I wish the demonstration videos we watched in class were more current.” Another student added, “Some of the ways that we apply theories need to be updated with more modern examples.”
- “I really enjoyed ethics and advanced applications and the practical activities done in those classes.”
- “My favorite course was DSM and the case studies that we did in the class.”
- “My favorite course was family counseling.”
- “I feel like all throughout the program that all of the teachers have been willing to help with any concerns that I have had, and I have appreciated that. They have been thoughtful, too.” Another student added, “I feel like starting out I had some idea of what counseling was and the professors have helped instill what counseling is and the essence of different types of counseling, different ways to be a counselor and different exercises that I can do with clients. This has boosted my confidence in being a

counselor.” Another student agreed, “I feel confident, too. Having people that I respect listening to me and acknowledging that I have done good things in sessions has instilled a lot of confidence.”

- “Being in this program has changed my world views on some things. It has increased my empathy, made me a more mindful parents, improved my listening skills, and encouraged me to work on myself and my own anxiety. This has improved my life in general.”

Internship CHD 688 Focus Group—Fall 2020

Two groups—Each group had one CMHC intern

- No criticisms or recommendations for improvement (both interns)
- Love the program—glad to be a part, been an honor, been enjoyable
- Program is designed for students to excel; it brings out the best in students
- Value the professors—interactions with students, demonstrations of techniques/interventions, answering practical questions
- Faculty supported students during COVID-19
- Internship is a wonderful experience.
- Inspired to continue learning.

Internship CHD 688 Focus Group—Spring 2021

Two groups (4 students & 6 students, 9 CMHC & 1 SC)

- Interns enjoy attending class and in-class discussions.
- Faculty and staff are supportive, accessible, and responsive.
- Feedback from peers, who represent diverse counseling experiences, is helpful in practicum and internship.
- Video assignments are useful in helping students learn various counseling skills. Several students said that seeing other students’ videos or watching students conduct sessions in class would enhance their learning.
- Students cited several activities as useful including “Atoms” kits in CHD 602, sand trays in CHD 678, activities in CHD 645, and “Psych-Out” in CHD 655.
- CHD 641 Development and Management of School Counseling programs was extremely helpful for school counseling majors, especially Track 2 majors.
- CHD 656 should be taken later in the program, when students are taking practicum or internship.
- CHD 645 should be taken earlier by CMHC majors, if they plan to work with children in practicum and/or internship.
- Because CHD 642 is offered every other year, it delays some Track-2 school counseling students’ eligibility to take the NCE.
- The list of practicum and internship sites needs to be expanded to include more clinical sites that do not focus on addictions.
- Several interns would like more networking opportunities, something that was limited during the pandemic.

- Individual interns endorsed wanting more information on a variety of topics: psychopharmacology, play therapy, mandated clients, and specific counseling skills/approaches.
- More information on local resources would be useful for referral and advocacy purposes.

Student Learning Outcomes for Master of Arts in Education - School Counseling P-12

2020-2021

This report is based on findings from an annual review of comprehensive examination results, follow-up surveys of constituent groups (current students, recent graduates, site supervisors, and employers) and program evaluation meetings in which course-based assessments and focus-group comments are reviewed. This evaluation process informs program-based and curricular changes, which are outlined below.

Program Actions/Improvements:

- Errors in APA format were evident in multiple assignments across different courses. Faculty and students will work to understand changes in the 7th edition of the *APA Manual*.
- Based on focus group comments, faculty became aware of interpersonal conflict among a small sub-group of students in this “cohort” and added a statement to course syllabi that addresses respectful behavior in the classroom. Students’ interpersonal relationships and interactions in the classroom have improved.
- Based on focus group comments, faculty will continue to search for appropriate videos and incorporate role plays and other experiential activities into coursework.

Outcome 1: Professional Orientation and Ethics

Description: Develop an understanding of the professional roles and ethical responsibilities of a school counselor in order to perform their multiple duties in an ethical, professional manner.

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessments in CHD 641 Development and Management of School Counseling Programs in which students are evaluated on the Classroom Guidance Rubric, Exams—Data Project and Substance Abuse Module, Group Plan, and Portfolio. No assessments occurred because CHD 641 is offered every other spring in even years.
- Rubric-based assessments in CHD 642 Professional Orientation & Ethics for School Counselors in which students are evaluated on the Classroom Guidance Rubric, Midterm Exam, Final Exam, Interview Report/Observation, Literature Review, and Portfolio.
- Rubric-based assessment, Interview Report/Observation Project, in CHD 645 Child and Adolescent Counseling, which involves a description of the professional roles of community professionals who serve children/adolescents.
- Rubric-based assessment in CHD 689 Counseling Internship in which interns submit a portfolio that has been developed over several semesters.
- Rubric-based assessment in CHD 689 Counseling Internship in which interns are evaluated by site supervisors, sections “Planning a Comprehensive School Counseling Program,” “Managing Time & Resources,” “Consultation & Leadership,” “Advocacy—Student and Systemic,” “Advocacy—Profession of School Counseling,” and “Ethical & Legal Practices.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).

- Current School Counseling Majors' Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employers' Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- All students who took the PRAXIS II Professional School Counselor exam received scores at the top of the Average Performance Range in the area of "Foundations," which includes History & Role of the Professional School Counselor, Ethics, and Legal Issues. All students received scores that met the average performance range in the area of "Delivery of Services."
- On the rubric-based assessment Classroom Guidance in CHD 641, in which students demonstrate the ability to do three classroom guidance sessions including lesson plan, no assessments occurred because CHD 641 is offered every other spring in even years.
- On the rubric-based assessment Exams—Data Project and Substance Abuse Module in CHD 641, in which students are post-tested after a module on substance abuse, and in which students analyze data related to student outcomes, no assessments occurred because CHD 641 is offered every other spring in even years.
- On the rubric-based assessment Group Plan in CHD 641, in which students develop a plan for a group in a school using current research, no assessments occurred because CHD 641 is offered every other spring in even years.
- On the rubric-based assessment Portfolio in CHD 641, in which students assemble a portfolio that shows professional development and contains resources for use as school counselors, no assessments occurred because CHD 641 is offered every other spring in even years.
- In the rubric-based assessment Classroom Guidance in CHD 642, in which students demonstrate the ability to do three classroom guidance sessions including lesson plans, all students scored "Target" ratings in all areas.
- On the rubric-based assessment Midterm Exam in CHD 642, in which students demonstrate knowledge of competencies related to effective school-based counseling on a midterm exam, all students scored "Target" ratings in all areas.
- In the rubric-based assessment Final Exam in CHD 642, in which students demonstrate knowledge of competencies related to effective school-based counseling, except for two "Acceptable" ratings, all other students scored "Target" ratings.
- The rubric-based assessment, Interview/Observation report in CHD 642, requires students to interview a professional school counselor, spend time observing/shadowing the school counselor, and write a report that reflects the experience and their learning. Except for one "Unacceptable" rating and two "Acceptable" ratings, all other students scored "Target" ratings.
- The rubric-based assessment, Literature Review Project in CHD 642, requires students to read five (5) recent professional journal articles relevant to school counseling and write an article summary for each. Except for a few "Unacceptable" ratings, all students scored "Target" or "Acceptable" ratings.
- On the rubric-based assessment Portfolio in CHD 642, in which students assemble a portfolio that shows professional development and contains resources for use as school counselors, except for one "Acceptable" rating, all other students scored "Target" ratings.
- On the rubric-based assessment, Interview Report/Observation Project, in CHD 645 Child and Adolescent Counseling, which involves a description of the professional roles of community professionals who serve children/adolescents, except for four "Acceptable" ratings in one area, all students scored "Target" ratings.

- On the rubric-based assessment Portfolio in CHD 689, in which interns are required to submit a portfolio that has been developed over several semesters, suggesting that they demonstrated a connection between portfolio items and CACREP standards, State standards, and their professional development, all students received scores of “Target” in all areas.
- Except for one “Acceptable” score, all school counseling interns received scores of “Target” on the elements of “Planning a Comprehensive School Counseling Program,” “Managing Time & Resources,” “Consultation & Leadership,” “Advocacy—Student and Systemic,” “Advocacy—Profession of School Counseling,” and “Ethical & Legal Practices” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify areas for further development (see numbers 1, 10, 12, 20, and 24 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- No action needed at this time based upon Praxis II, rubric-based assessments, and survey results.

Outcome 2: Human Growth and Career Development

Description: Develop knowledge of human growth and career development in order to provide and document comprehensive programming to meet the academic, career, and personal/social needs of all students.

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessments in CHD 604, Human Growth & Development, which evaluate the Autobiography, Examinations, Power Point Presentation Project, and the Semester Project.
- Rubric-based assessments in CHD 631 Counseling for Career Development, which evaluate the Chapter Readings and Quizzes, the Midterm Exam, and the Life Design Project.
- Rubric-based assessments, Midterm/Final Exams and Childhood Disorder Research Project, in CHD 645, which evaluate developmental knowledge and common disorders related to children and adolescents.

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employers’ Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- All students who took the PRAXIS II Professional School Counselor exam received scores at the top of the Average Performance Range in the area of “Foundations,” which includes Human Growth & Development.
- On the rubric-based assessment of the Autobiography in CHD 604, which indicates an understanding and application of theories, except for three “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings;.

- On the rubric-based assessment of the Midterm Examination in CHD 604, most students scored “Target” ratings.
- On the rubric-based assessment of the Final Examination in CHD 604, most students scored “Target” ratings.
- On the rubric-based assessment of the PowerPoint Presentation Project in CHD 604, in which students present an overview of a developmental theorist/theory, except for three “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Semester Project in CHD 604, a creative endeavor in which students apply five theories to trace the human lifespan from birth to late adulthood, most students scored “Target” ratings. Six students scored “Unacceptable” ratings in APA format.
- On the rubric-based assessments, Midterm/Final Exams, in CHD 645, which evaluate developmental knowledge related to children and adolescents, except for two ratings of “Unacceptable,” all other students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment, Childhood Disorder Research Project in CHD 645, in which disorders common to children and adolescents are the focus, except for a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of the Chapter Readings and Quizzes in CHD 631, which assesses student knowledge of career development theories, labor market information and media, programing and planning, interrelationship of career and other life roles, assessment instruments, career counseling processes, cultural and diversity issues, K-12 career planning, and post-secondary career planning, all scores were “Target” or “Acceptable” ratings except for two “Unacceptable” ratings.
- On the rubric-based assessment of the Midterm Exam in CHD 631, which assesses student understanding and application of career theories in various settings (including K-12), and detailed aspects of critical career development and counseling theories, all ratings were “Target” or “Acceptable.”
- On the rubric-based assessment of the Life Design Project in CHD 631, (Students are required to engage an adolescent or adult in a career interview and two career assessments; students perform a second interview providing the appropriate interpretations of the assessments; and students prepare a detailed case summary for class presentation providing relevant case information including ethical and cultural issues.), all students scored “Target” or “Acceptable” ratings.
- Survey results did not identify areas for further development (Numbers 2 and 3 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- No action needed at this time based upon Praxis II, rubric-based assessments, and survey results.

Outcome 3: Helping Relationships

Description: Develop theoretical and applied knowledge of helping relationships and evidenced-based practices at the personal, group, and systemic levels in order to provide and document individual and group counseling, classroom guidance, advocacy, collaboration, consultation, and in-service programs in response to student, community, and overall safety needs.

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessment, Counseling Skills Videos, Reflections Assignment, Midterm Exam, and Final Exam in CHD 602, Fundamentals of Counseling.

- Rubric-based assessments, Case Study Assignment and Midterm/Final Exams, in CHD 606 Theories and Techniques of Counseling.
- Rubric-based assessments, Article Summaries, Group Journal, Midterm, and Final Exam, in CHD 608, Group Counseling.
- Rubric-based assessment, Intervention Project, in CHD 645 Child and Adolescent Counseling, in which students describe and demonstrate interventions suitable for working with children.
- Rubric-based assessments, Individual Counseling Session and Self-Evaluation, in CHD 678 Counseling Practicum.
- Rubric-based assessment, Personal Model of Counseling, in CHD 689 Counseling Internship.
- Rubric-based assessment, Personal Model of Consultation, in CHD 689 Counseling Internship.
- Rubric-based assessment, Portfolio, in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Individual Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Group Counseling Session, completed by site supervisor in CHD 689 Counseling Internship.
- Rubric-based assessment, Observation of Classroom Guidance Session, completed by site supervisor in CHD 689 Counseling Internship.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Small Group Counseling,” “Large Group Guidance,” “Crisis Intervention,” and “Consultation and Leadership.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employers’ Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- All students who took the PRAXIS II Professional School Counselor exam received scores that met the Average Performance Range in the area of “Delivery of Services,” which includes Guidance and Counseling, and Consultation and Collaboration.
- On the rubric-based assessment of the Counseling Skills Video in CHD 602, except for a few students who scored “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings, including a large majority who scored “Target” ratings.
- On the rubric-based assessment of the Reflections Assignment in CHD 602, in which students read the book, *How to Fail as a Therapist*, and write reflections on what they learned, except for one “Unacceptable” rating, all students scored “Target” or “Acceptable” ratings in all areas. Most students scored “Target” ratings in all areas.
- On the rubric-based assessment of the Midterm Exam in CHD 602, a few students scored “Acceptable” ratings, and all other students scored “Target” ratings.
- On the rubric-based assessment of the Final Exam in CHD 602, although a few students scored “Unacceptable” or “Acceptable” ratings, most students scored “Target” ratings.

- On the rubric-based assessment, Case Study Assignment in CHD 606 Theories and Techniques of Counseling, most students scored “Target” or “Acceptable” ratings in all areas. Two to four “Unacceptable” ratings were given in each area.
- On the rubric-based assessment, Midterm/Final Exams, in CHD 606 Theories and Techniques of Counseling, most students scored “Target” or “Acceptable” ratings. Some students scored “Unacceptable” ratings, the majority of which were in the area of Family Systems.
- On the rubric-based assessment, Article Summaries, in CHD 608 Group Counseling, students completed summaries of articles related to group counseling. Most students scored “Target” or “Acceptable” in all areas.
- On the rubric-based assessment, Group Journal, in CHD 608 Group Counseling, students participate in a group and reflect on that experience. All students scored “Target” or “Acceptable” ratings except one student who scored an “Unacceptable” rating.
- On the rubric-based assessment, Midterm Exam, in CHD 608 Group Counseling, most students scored “Target” or “Acceptable” ratings. “Unacceptable” ratings occurred in two areas, including an ethics short answer question.
- On the rubric-based assessment, Final Exam, in CHD 608 Group Counseling, all students scored “Target” or “Acceptable” ratings with the majority of ratings falling in the “Target” range.
- On the rubric-based assessment, Intervention Project, in CHD 645 Child and Adolescent Counseling, in which students describe and demonstrate interventions suitable for working with children, all students scored “Target” ratings.
- On the rubric-based assessment, Individual Counseling Session in CHD 678, in which the instructor evaluates students’ performances in conducting individual counseling sessions, all students scored “Target” or “Acceptable” in all areas.
- On the rubric-based assessment of Self-Evaluation in CHD 678, in which students are evaluated on their self-reflections in practicum, all students scored “Target” or “Acceptable” in all areas, and most scores were “Target” ratings.
- On the rubric-based assessment of the Personal Model of Counseling in CHD 689, except for one “Unacceptable” rating in APA Format and Writing, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment of the Personal Model of Consultation in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas.
- On the rubric-based assessment of the Portfolio, in CHD 689, all students scored “Target” ratings on all areas.
- On the rubric-based assessment, Observation of Individual Counseling Session in CHD 689, all students scored “Target” or “Acceptable” ratings in all areas. Most scores were “Target” ratings.
- On the rubric-based assessment, Observation of Group Counseling Session, in CHD 689 Counseling Internship all students scored “Target” or “Acceptable” ratings on all areas. Most scores were “Target” ratings.
- On the rubric-based assessment, Observation of Classroom Guidance Session, in CHD 689 Counseling Internship all students scored “Target” ratings on all areas.
- In the School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections “Individual Counseling,” “Small Group Counseling,” “Large-Group Guidance,” “Crisis Intervention,” and “Consultation and Leadership,” all students scored “Target” ratings on all areas.
- Survey results did not identify areas for further development (Numbers 4, 5, 13, 14, 15, 16 and 17 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- CHD 606 Case Study—Data reflect two courses with different instructors. Faculty will monitor these scores for trends to see if they are related to revised admission standards, specifically the waiver of test scores due to Covid-19.
- CHD 606 Final Exam (Family Systems section)—Family Systems tests scores are lower because extensive concepts and techniques are covered in one chapter. Family systems are covered more extensively in CHD 645 Child and Adolescent Counseling and CHD 661 Family Counseling.
- CHD 608 Midterm Exam (summer 2020)—The course was taught completely online due to COVID-19, and several students were absent for group discussions of ethics scenarios.
- CHD 608 Midterm Exam (spring 2021)—Due to the unacceptable rating on the Ethics question, a pattern from previous classes, the instructor is spending more class time engaging cooperative learning groups in working through a variety of ethics scenarios and discussing their findings with the entire class.
- A section regarding medications was added to an assignment in CHD 645 Child and Adolescent Counseling.
- Students in practicum and internship responded more effectively to silences (compared to previous data) on all session rubrics. Faculty have focused on tolerating silence and using it therapeutically in several skills-based courses.

Outcome 4: Social and Cultural Diversity

Description: Develop an understanding and appreciation of social and cultural diversity in order to provide culturally sensitive services to all students and to advocate for equity-focused school environments.

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessments in CHD 615, Social & Cultural Diversity in Counseling, during the spring semester, in which students were evaluated on the Activity Plan, the Advocacy Project, the Interaction Plans, the Literature Review, and the Personal Assessment paper.
- Rubric-based assessment, Diversity Report, in CHD 688 Counseling Internship.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, sections “Diversity” and “Advocacy—Student and Systemic,” and “Advocacy—Profession of School Counseling.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employers’ Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- All students who took the PRAXIS II Professional School Counselor exam received scores that met the Average Performance Range in the area of “Delivery of Services,” which includes Guidance and Counseling.

- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, students used the literature review to develop a cultural diversity activity plan or curriculum that addresses cultural issues relevant to this population. CMHC students developed a small group counseling curriculum or a workshop, and SC students developed a classroom guidance program or an in-service program. Except for one student who scored an “Unacceptable” rating, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, the Advocacy Project, students in groups of three to five, designed an advocacy project for either an underrepresented or oppressed group or a social justice topic. Except for one student who scored an “Unacceptable” rating, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Interaction Plans, students participated in a series of multicultural activities (observation and cognitive understanding, personal interviews, and direct participation) and discussed these activities, including their reactions. Except for one student who scored “Unacceptable” ratings, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Literature Review, except for one student who scored “Unacceptable” ratings, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 615 Social & Cultural Diversity in Counseling, Personal Assessment, students wrote a paper describing their ethnic and cultural background by exploring behavior, expectations, and values that one has regarding the following variables: family values and behaviors both now and while growing up; nationality; ethnicity; religion; language; geographic region; gender; socioeconomic status; educational status; and political orientation. Students included an outline of their ethnic identity development, determined their stage of development, and provided examples of traits and behaviors they see in themselves. Except for one student who scored “Unacceptable” ratings, all other students scored “Target” ratings.
- On the rubric-based assessment in CHD 688 Internship in Counseling, Diversity Report, students report on various types of diversity on their sites, develop equity-focused interventions that might improve access to mental health/school counseling services for clients/students, and describe diverse content that could be used in educational materials to meet the needs of clients/students. In fall and spring terms, all scores were “Target” or “Acceptable” ratings.
- All school counseling interns received scores of “Target” on the elements of “Diversity,” “Advocacy—Student and Systemic,” and “Advocacy—Profession of School Counseling,” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify areas for further development (see numbers 6, 18, and 19) on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- No action needed at this time based upon Praxis II, rubric-based assessments, and survey results

Outcome 5: Assessment

Description: Develop knowledge of testing principles and practices in order to provide and document responsible test administration and interpretation.

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessments in CHD 621 Group Presentation, Homework Assignments, and Chapter Quizzes.

- School Counselor Intern Assessment done by Site Supervisors in CHD 689, section “Test Administration & Interpretation.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employers’ Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- All students who took the PRAXIS II Professional School Counselor exam received scores that met the Average Performance Range in the area of “Accountability.”
- On the rubric-based assessment of the Group Presentation in CHD 621, students are required to collect, analyze, and interpret assessment data; read assessment research; and present data through the lens of assessment concepts (i.e., reliability, test construction, etc.). Except for one student who scored an “Unacceptable” rating, all other students scored “Target” ratings.
- On the rubric-based assessment, Homework Rubric in CHD 621, which requires students to use data analysis skills to complete assignments involving basic data presentation, statistical analysis, and data interpretation skills, except for a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment of Chapter Quizzes in CHD 621, which reviewed student knowledge acquisition of key areas (e.g., cultural, ethical, administration, scoring, educational, career, clinical) concerning assessment, except for a few “Unacceptable” ratings, all students scored “Target” or “Acceptable” ratings.
- School counseling interns received scores of “Target” on the element of “Test Administration & Interpretation” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results of site supervisors indicate this is a possible area (test administration and interpretation) for further development (see numbers 7 and 21 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- CHD 621 Assessment in Counseling is now being taught by a core faculty member, who is ensuring that core concepts such as test interpretation are covered in depth.

Outcome 6: Research

Description: Develop theoretical and applied knowledge of research and evaluation practices in order to perform comprehensive program evaluation.

Direct Assessments:

- Rubric-Based assessments in CHD 601 Research Methods & Program Evaluation in Counseling, in which students are evaluated on the Midterm Examination and Research Article Presentation.

- Rubric-based assessment—Performance Assessment, Use of the ASCA Model to Assess/Evaluate, Plan and Implement a School Counseling Program—in CHD 688 in which interns use data from the internship site and the ASCA model to identify needs and develop additional programming based on this assessment.
- Rubric-based assessment, Best Practices Project, in CHD 689 Counseling Internship in which interns are required to read literature and describe how they will apply it in each of the three domains: academic, career, and personal/social development.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, section “Evaluating a Comprehensive School Counseling Program.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employers’ Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- On the rubric-based assessment in CHD 601 Research Methods & Program Evaluation in Counseling, the Research Article Presentation (Students review & study selected evidenced-based research articles for presentation and teaching of study constructs and results to the class. Students review and teach the importance of research, types of research used, statistical analyses used, and models of research used to evaluate critically and explore evidenced-based practices and their applications to ethical and culturally relevant research in counseling.), all students scored “Target” or “Acceptable” ratings.
- On the rubric-based assessment in CHD 601 Research Methods and Program Evaluation in Counseling the Midterm Examination, which assesses student acquisition of basic designs and use of research and evaluation models, basic statistical analyses, the importance of advancing research, various methods of research, ethical and culturally relevant research strategies, and knowledge of program evaluation, all students scored “Target” or “Acceptable” ratings.
- On the rubric based assessment—Performance Assessment, Use of the ASCA Model to Assess/Evaluate, Plan and Implement a School Counseling Program—in CHD 688, interns use data from the internship site and the ASCA model to identify needs and develop additional programming based on this assessment. All students scored “Target” ratings in all areas.
- On the rubric-based assessment, Best Practices Project in CHD 689, all students scored “Target” ratings in all areas.
- All school counseling interns received scores of “Target” on the element of “Evaluating a Comprehensive School Counseling Program” in the rubric-based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify areas for further development (see numbers 8, 11, and 22 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- Errors in APA format were evident in multiple assignments across different courses. Faculty and students will work to understand changes in the 7th edition of the *APA Manual*.

Outcome 7: Technology

Description: Develop practical knowledge of technology in order to use technological resources in planning, providing, evaluating, and managing a comprehensive school counseling program.

Direct Assessments:

- Praxis II Professional School Counselor (Appendix A).
- Rubric-based assessment in CHD 688 Internship, Technology Project.
- School Counselor Intern Assessment done by Site Supervisors in CHD 689, section “Technology.”

Indirect Assessments:

- Site Supervisor Survey administered every semester to each site supervisor of school counseling interns (Appendix B, Table 1).
- Current School Counseling Majors’ Survey administered every semester in CHD 689 Counseling Internship (Appendix B, Table 2).
- Recent School Counseling Graduate Survey sent to graduates one year after graduation (Appendix B, Table 3).
- Employers’ Survey sent to employers of recent graduates (Appendix B, Table 4).
- Student Focus Group conducted every semester with CHD 688 interns (Appendix C).

Results:

- All students who took the PRAXIS II Professional School Counselor exam received scores that met the Average Performance Range in the area of “Management.”
- In the Rubric-based assessment in CHD 688, Internship, Technology Project, students describe the site’s policy regarding technology and/or social media; describe how technology is used to engage clients, students, parents, and other professionals in program delivery; consult with the site supervisor and explore the technology system that is used to track student grades, attendance, etc., and document treatment plans and client progress. All students scored “Target” ratings.
- All school counseling interns received scores of “Target” on the element of “Technology” in the Rubric-Based assessment in CHD 689, in which interns are given a final evaluation of overall performance by the site supervisor.
- Survey results did not identify areas for further development (see numbers 9 and 23 on Appendix B, Tables 1, 2, 3, & 4).

Curriculum Actions/Improvements:

- No curricular action needed at this time based upon Praxis, rubric-based assessments, and survey results.

Appendix A

2020-2021 Praxis II Professional School Counselor Exam Results

Results Redacted

Appendix B
Table 1
Survey of the Site Supervisors of School Counseling Interns
Summer 2020– Spring 2021

(3 completed)

On a scale of 1 (poor) to 4 (excellent) please check (x) the number indicating your perception of the preparation your UNA Counselor Education intern(s) have received in the following areas.

| | 1 | 2 | 3 | 4 | Mean |
|---|----------|----------|----------|----------|-------------|
| 1. Understanding of the professional roles and ethical responsibilities of school counselors. *Item was left blank. | | | 2 | | 3* |
| 2. Knowledge of human development across the life span. | | | 1 | 2 | 3.67 |
| 3. Knowledge of career development across the life span. | | | 1 | 2 | 3.67 |
| 4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels. | | | 2 | 1 | 3.33 |
| 5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels. | | | 2 | 1 | 3.33 |
| 6. Understanding and appreciation of social and cultural diversity and pluralistic trends. | | | 1 | 2 | 3.67 |
| 7. Knowledge of assessment principles, instruments, and interview practices. | | 1 | 1 | 1 | 3 |
| 8. Knowledge of research and evaluation practices. | | | 2 | 1 | 3.33 |
| 9. Knowledge of available technology. | | 1 | | 2 | 3.33 |
| 10. Ability to document and perform her or his multiple duties in an ethical, professional manner. | | 1 | 1 | 1 | 3 |
| 11. Ability to perform needs assessments. | | | 2 | 1 | 3.33 |
| 12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students. | | 1 | 1 | 1 | 3 |
| 13. Ability to provide individual counseling. | | 1 | | 2 | 3.33 |
| 14. Ability to provide group counseling. | | | 1 | 2 | 3.67 |

| | | | | | |
|---|--|---|---|---|------|
| 15. Ability to provide classroom guidance. | | | 1 | 2 | 3.67 |
| 16. Ability to engage in collaboration and consultation. | | | 1 | 2 | 3.67 |
| 17. Ability to provide inservice programming. | | | 2 | 1 | 3.33 |
| 18. Ability to provide culturally sensitive services to all students. | | | 1 | 2 | 3.67 |
| 19. Ability to advocate within the school environment and local community. | | | 2 | 1 | 3.33 |
| 20. Ability to coordinate test administration. | | 1 | 1 | 1 | 3 |
| 21. Ability to administer and interpret assessments. | | 2 | | 1 | 2.67 |
| 22. Ability to perform comprehensive program evaluation. | | 1 | 1 | 1 | 3 |
| 23. Ability to use technological resources in planning, providing, evaluating, and documenting services. | | | 1 | 2 | 3.67 |
| 24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor. | | 1 | 1 | 1 | 3 |

Comments:

UNA has an excellent Counselor Education Program. There isn't anything that I would change about it. Interns are extremely prepared when they leave this program.

This year was so atypical that trying to do anything by the textbook of what a guidance program should be wasn't quite possible.

Table 2
Current School Counseling Majors
Summer 2020– Spring 2021

(2 completed)

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your perception of the preparation you have received in the following areas.

| | 1 | 2 | 3 | 4 | Mean |
|---|----------|----------|----------|----------|-------------|
| 1. Understanding of the professional roles and ethical responsibilities of school counselors. | | | 2 | | 3 |
| 2. Knowledge of human development across the life span. | | | 1 | 1 | 3.5 |
| 3. Knowledge of career development across the life span. | | | 2 | | 3 |
| 4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels. | | | 2 | | 3 |
| 5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels. | | | 2 | | 3 |
| 6. Understanding and appreciation of social and cultural diversity and pluralistic trends. | | | 1 | 1 | 3.5 |
| 7. Knowledge of assessment principles, instruments, and interview practices. | | | 2 | | 3 |
| 8. Knowledge of research and evaluation practices. | | | 2 | | 3 |
| 9. Knowledge of available technology. | | | 1 | 1 | 3.5 |
| 10. Ability to document and perform her or his multiple duties in an ethical, professional manner. | | | 2 | | 3 |
| 11. Ability to perform needs assessments. | | | 1 | 1 | 3.5 |
| 12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students. | | | 1 | 1 | 3.5 |
| 13. Ability to provide individual counseling. | | | 2 | | 3 |
| 14. Ability to provide group counseling. | | | 2 | | 3 |
| 15. Ability to provide classroom guidance. | | | | 2 | 4 |
| 16. Ability to engage in collaboration and consultation. | | | 2 | | 3 |
| 17. Ability to provide inservice programming. | | | 2 | | 3 |
| 18. Ability to provide culturally sensitive services to all students. | | | 1 | 1 | 3.5 |
| 19. Ability to advocate within the school environment and local community. | | | 2 | | 3 |
| 20. Ability to coordinate test administration. | | | 2 | | 3 |
| 21. Ability to administer and interpret assessments. | | | 2 | | 3 |
| 22. Ability to perform comprehensive program evaluation. | | | 2 | | 3 |
| 23. Ability to use technological resources in planning, providing, evaluating, and documenting services. | | | 1 | 1 | 3.5 |
| 24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor. | | | 2 | | 3 |

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your evaluation of the activities of the Counselor Education Department.

| | 1 | 2 | 3 | 4 | Mean |
|--------------------------------------|----------|----------|----------|----------|-------------|
| 25. Admission Interview | | | 1 | 1 | 3.5 |
| 26. Orientation to Program | | | 2 | | 3 |
| 27. Academic Advising Program | | | 1 | 1 | 3.5 |
| 28. Practicum & Internship Selection | | | 1 | 1 | 3.5 |
| 29. Career Assistance | | | 1 | 1 | 3.5 |

Comments:

The 2 school counseling classes I took at UNA were great classes that were probably the most beneficial during Practicum and Internship. In internship, I completed needs assessment, use of time forms, attended RTI, PST, & 504 meetings, gave input about yearly calendars, and taught counseling lessons. It would have been great if there were elective classes geared toward school counseling that I could have taken.

This has been a great program where not only have I learned and develop skills for the school counseling profession, but I have learned about myself and have become equipped with skills to become better personally and professionally. The only thing change I would recommend is offering more courses to be hybrid or fully online during fall and spring. Although counseling is very much so better in person, with the technologically advancing world, I think it may be a benefit to be more flexible and offer just a few more courses in a non-traditional format as counseling is now being offered in telehealth formats.

Table 3
Recent School Counseling Graduates
Summer 2020 – Spring 2021

(9 completed)

On a scale of 1 (poor) to 4 (excellent) mark (x) the number indicating your perception of the preparation you have received in the following areas.

| | 1 | 2 | 3 | 4 | Mean |
|---|----------|----------|----------|----------|-------------|
| 1. Understanding of the professional roles and ethical responsibilities of school counselors. | | | | 9 | 4.00 |
| 2. Knowledge of human development across the life span. | | | 2 | 7 | 3.78 |
| 3. Knowledge of career development across the life span. | | | 2 | 7 | 3.78 |
| 4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels. | | | 3 | 6 | 3.67 |
| 5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels. | | | 3 | 6 | 3.67 |
| 6. Understanding and appreciation of social and cultural diversity and pluralistic trends. | | | 4 | 5 | 3.56 |
| 7. Knowledge of assessment principles, instruments, and interview practices. | | 1 | 3 | 5 | 3.44 |
| 8. Knowledge of research and evaluation practices. | | 2 | 3 | 4 | 3.22 |
| 9. Knowledge of available technology. | | | 2 | 7 | 3.78 |
| 10. Ability to document and perform her or his multiple duties in an ethical, professional manner. | | | 1 | 8 | 3.89 |
| 11. Ability to perform needs assessments. | | | 4 | 5 | 3.56 |
| 12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students. | | | 2 | 7 | 3.78 |
| 13. Ability to provide individual counseling. | | | 5 | 4 | 3.44 |
| 14. Ability to provide group counseling. | | | 5 | 4 | 3.44 |
| 15. Ability to provide classroom guidance. | | | | 9 | 4.00 |

| | | | | | |
|---|--|---|---|---|------|
| 16. Ability to engage in collaboration and consultation. | | | 1 | 8 | 3.89 |
| 17. Ability to provide inservice programming. | | 1 | 2 | 6 | 3.56 |
| 18. Ability to provide culturally sensitive services to all students. | | | 4 | 5 | 3.56 |
| 19. Ability to advocate within the school environment and local community. | | 1 | 3 | 5 | 3.44 |
| 20. Ability to coordinate test administration. | | | 3 | 6 | 3.67 |
| 21. Ability to administer and interpret assessments. | | 1 | 4 | 4 | 3.33 |
| 22. Ability to perform comprehensive program evaluation. | | | 4 | 5 | 3.56 |
| 23. Ability to use technological resources in planning, providing, evaluating, and documenting services. | | | 2 | 7 | 3.78 |
| 24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor. | | | 1 | 8 | 3.89 |

On a scale of 1 (poor) to 4 (excellent) check (x) the number indicating your evaluation of the activities of the Counselor Education Department.

| | 1 | 2 | 3 | 4 | Mean |
|--|----------|----------|----------|----------|-------------|
| 25. Admission Interview | | | 1 | 8 | 4.0 |
| 26. New Student Orientation | | | 1 | 8 | 4.0 |
| 27. Academic Advising | | | 1 | 8 | 3.75 |
| 28. Practicum & Internship Information | | | | 9 | 4.0 |
| 29. Career/Certification Support | | | 3 | 6 | 4.0 |

Comments:

Excellent program - very thorough in practice due to number of hours earned. I miss the support offered by classmates!

I cannot speak more highly about the program at UNA. I am currently serving as a high school counselor and refer daily to the lessons and words of wisdom I received in the program. I always advise anyone who is considering an online program to come to UNA where they will learn from a supportive faculty with hands-on experience.

UNA offers a very thorough counseling program! I do think that School Counseling majors who are not teachers need more training with IEP/504s, as it is often school counselors who are in charge of that. Also, I believe the diagnosis class should be mandatory for all counseling majors.

Table 4
Survey of the Employers of School Counseling Graduates
Summer 2020-Spring 2021

(0 completed, 5 surveys sent)

On a scale of 1 (poor) to 4 (excellent) mark (x) the number indicating your perception of the preparation your UNA Counselor Education employee(s) have received in the following areas.

| | 1 | 2 | 3 | 4 | Mean |
|---|----------|----------|----------|----------|-------------|
| 1. Understanding of the professional roles and ethical responsibilities of school counselors. | | | | | N/A |
| 2. Knowledge of human development across the life span. | | | | | N/A |
| 3. Knowledge of career development across the life span. | | | | | N/A |
| 4. Understanding of theoretical and applied knowledge of helping relationships at personal, group, and systemic (e.g., families and classrooms) levels. | | | | | N/A |
| 5. Understanding of evidence-based practices at personal, group, and systemic (e.g., families and classrooms) levels. | | | | | N/A |
| 6. Understanding and appreciation of social and cultural diversity and pluralistic trends. | | | | | N/A |
| 7. Knowledge of assessment principles, instruments, and interview practices. | | | | | N/A |
| 8. Knowledge of research and evaluation practices. | | | | | N/A |
| 9. Knowledge of available technology. | | | | | N/A |
| 10. Ability to document and perform her or his multiple duties in an ethical, professional manner. | | | | | N/A |
| 11. Ability to perform needs assessments. | | | | | N/A |
| 12. Ability to develop, deliver, and document comprehensive programming to meet the academic, career, and personal/social needs of all students. | | | | | N/A |
| 13. Ability to provide individual counseling. | | | | | N/A |
| 14. Ability to provide group counseling. | | | | | N/A |
| 15. Ability to provide classroom guidance. | | | | | N/A |

| | | | | | |
|---|--|--|--|--|-----|
| 16. Ability to engage in collaboration and consultation. | | | | | N/A |
| 17. Ability to provide inservice programming. | | | | | N/A |
| 18. Ability to provide culturally sensitive services to all students. | | | | | N/A |
| 19. Ability to advocate within the school environment and local community. | | | | | N/A |
| 20. Ability to coordinate test administration. | | | | | N/A |
| 21. Ability to administer and interpret assessments. | | | | | N/A |
| 22. Ability to perform comprehensive program evaluation. | | | | | N/A |
| 23. Ability to use technological resources in planning, providing, evaluating, and documenting services. | | | | | N/A |
| 24. Ability to engage in personal and professional self-reflection to enhance one's development as a counselor. | | | | | N/A |

Comments: N/A

Appendix C
Focus Groups
Summer 2020 – Spring 2021

Internship CHD 688 Focus Group—Fall 2020

Two groups—Each group had one CMHC intern

- No criticisms or recommendations for improvement (both interns)
- Love the program—glad to be a part, been an honor, been enjoyable
- Program is designed for students to excel; it brings out the best in students
- Value the professors—interactions with students, demonstrations of techniques/interventions, answering practical questions
- Faculty supported students during COVID-19
- Internship is a wonderful experience.
- Inspired to continue learning.

Internship CHD 688 Focus Group—Spring 2021

Two groups (4 students & 6 students, 9 CMHC & 1 SC)

- Interns enjoy attending class and in-class discussions.
- Faculty and staff are supportive, accessible, and responsive.
- Feedback from peers, who represent diverse counseling experiences, is helpful in practicum and internship.
- Video assignments are useful in helping students learn various counseling skills. Several students said that seeing other students' videos or watching students conduct sessions in class would enhance their learning.
- Students cited several activities as useful including “Atoms” kits in CHD 602, sand trays in CHD 678, activities in CHD 645, and “Psych-Out” in CHD 655.
- CHD 641 Development and Management of School Counseling programs was extremely helpful for school counseling majors, especially Track 2 majors.
- CHD 656 should be taken later in the program, when students are taking practicum or internship.
- CHD 645 should be taken earlier by CMHC majors, if they plan to work with children in practicum and/or internship.
- Because CHD 642 is offered every other year, it delays some Track-2 school counseling students' eligibility to take the NCE.
- The list of practicum and internship sites needs to be expanded to include more clinical sites that do not focus on addictions.
- Several interns would like more networking opportunities, something that was limited during the pandemic.
- Individual interns endorsed wanting more information on a variety of topics: psychopharmacology, play therapy, mandated clients, and specific counseling skills/approaches.

- More information on local resources would be useful for referral and advocacy purposes.