

Counseling Programs Annual Report 2018/19

MS Clinical Mental Health Counseling Program (CACREP accredited) Assessment, Review and Plan - 2018/19

1. Program Objectives

Table 1 Results of Evaluation of Program Objectives 2018/19

Content Area	<p>Results - recorded as raw scores</p> <p>Counselor Competency Scale (CCS) Part 2 - 5 point scale; spr 19</p> <p>Supervisor Evaluation of Students (SES) – 4 point scale - Spr 19</p> <p>Counselor Preparation Comprehensive Exam (CPCE) - 17 point scale; f 18 & spr 19</p> <p>Course objectives in CEP XYZ - 5 point scale; F/Sp 18 & 19</p> <p>Graduate Survey (GS) (not collected)</p> <p>Employer Survey (ES) (not collected)</p>
<p>Professional Orientation: To empower students in the development of a professional identity as counselors</p>	<p>CPCE = 12 spr 19; 13.2 f 18</p> <p>CCS 2H Prac IV= 4.64 spr 19</p> <p>CCS 2H Int = 4.89 spr 19</p> <p>CEP 611 (C9) =4.88 sp 19</p>
<p>Professional Orientation: To assist students in acquiring the necessary knowledge, skills, and dispositions to practice according to the NBCC Code of Ethics, legal precedence, and other appropriate standards</p>	<p>CCS 2A Prac IV II Spv = 4.58 spr 19</p> <p>CCS 2A Int Spv= 4.44 spr 19</p> <p>CEP 509 = CACREP A2 = 5/5 in Fall 18</p>
<p>Developmental, Social, and Cultural Foundations: To assist students to acquire the necessary knowledge, skills, and dispositions for working with individuals, families, and groups from a variety of racial,</p>	<p>SES Prac II = see note 1</p> <p>SES Prac IV = 3.36 spr 19</p> <p>SES Int = 3.33 spr 19</p>

<p>cultural, ethnic, experiential and linguistic backgrounds across the lifespan</p>	<p>CPCE = HD 9; DIV 6.7(spr1 19) HD 12.5; DIV 12.3 (F 18) CEP 531 = none collected 18/19. See note 2 CEP 612 = none collected 18/19. See note 2</p>
<p>Career Development To provide students with the knowledge, skills, and dispositions necessary for effective vocational counseling, understanding of career processes, and accessing career resources:</p>	<p>CPCE = 8.7 Spr 19; 9.3 F 18 CEP 535 = none collected 18/19. See note 2</p>
<p>Helping Relationships To assist students in developing a personal counseling orientation and style that is grounded in theoretical knowledge, evidence-based practice, systems theory, and attention to interpersonal process, and that is grounded in a wellness perspective:</p>	<p>SES Prac II = see note 1 SES F3 Prac IV = 3.4 spr 19 SES F3 INT – 3.44 spr 19 CPCE = 11 spr 19 ; 13 F 18 CEP 538= 4.63 f 18 CEP 683= 4.58 f 18</p>
<p>Group Work To provide students with theoretical and research-informed approaches to group work, and to supervise them in their experiential learning as group members and leaders</p>	<p>SES Prac 2 = see note 1 SES C3 Prac 4= 3.3 spr 19 SES C3 Int = 3.44 spr 19 CPCE = 10.3 spr 19; 11.8 F 18 CEP 537= 5 f18</p>
<p>Assessment: To provide students with the knowledge, skills, and dispositions necessary for selecting, administering, and interpreting assessment tools</p>	<p>SES Prac 2= see note 1 SES L1 Prac 4 = 3.2 spr 19 SES L1 Int= 3.44 spr 19 CPCE =9..3 spr 19; 11.2 F 18 CEP 534= none collected 18/19. See note 2</p>
<p>Research & Evaluation: To produce graduates who have an understanding of research methods, statistical procedures, needs assessment, and program evaluation and who utilize research to improve counselor effectiveness and client outcomes</p>	<p>CPCE = 10 spr 19; 13.8 F 18 CEP 554= none collected 18/19. See note 2</p>
<p>Diagnosis & Case Formulation: To produce students who are skilled in diagnostic</p>	<p>SES Prac 2=See note 1</p>

appraisal, mental status examinations, risk assessment, and bio-psycho-social case conceptualization, and are able to use these formulations to develop collaborative, evidenced-based treatment plans	SES H2 Prac 4= 3.66 spr 19 SES H2 Int= 3.56 spr 19 CEP 543(K2)= 4.5 spr 19 CEP 684 = standard not evaluated in 18/19 See note 3
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Note 1: Change in the way Prac II was piloted in spr 19 with most students completing their hours at The Providence Center strictly shadowing intake assessments made it unwieldy to utilize the CCS II in the field.

PLAN: Add CCS Part II-related questions to The Providence Center supervisor evaluation of student form. Consider CCS 2A and CCS 2H (professional behavior, orientation and dispositions) for consistency feedback we gather from faculty and supervisors across the program.

Note 2: Online, summer, and courses taught by adjunct (531, 612, 535, 534) do not consistently have course evaluations reported. This leaves gaps in assessing program objectives by student report. Consider how to handle this and determine best way to remedy going forward.

PLAN: Make the collection and storage process for all course evaluations more consistent. Faculty will check hard copies of evaluations from Summer sessions as well as electronic version (535 Sp 19) then we can backtrack to locate. Coordinate with dept admin for more consistent reporting of aggregate course evals.

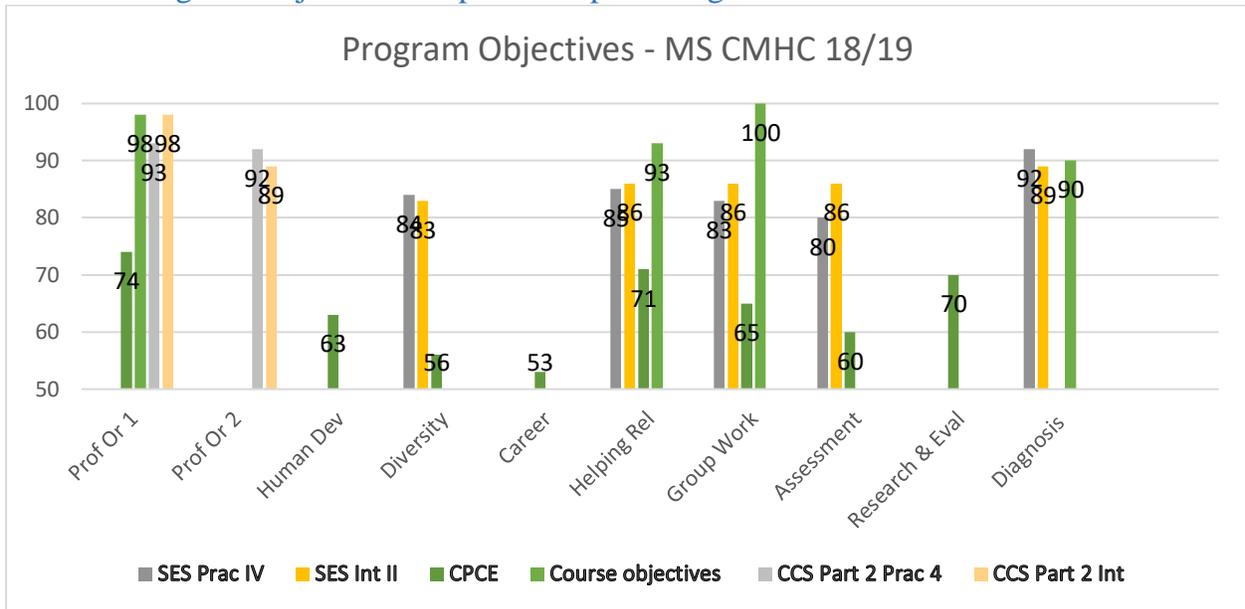
Note 3: When we create syllabi, it will be helpful to clarify which primary objectives to the course are CACREP standards or program objectives and label them. This will help when course evaluations are labeled and provide the information we need to more consistently include these as part of our program objectives.

PLAN: Tracking program objectives connected to course objectives can be remedied administratively by highlighting within syllabus which are the 5 objectives from the syllabus to be included in course evaluations; faculty will include CACREP Standards highlighted in course objectives.

Note 4: As we develop assessment plan under ‘16 standards, this multi-point process of checking on program objectives is cumbersome.

PLAN: As we reorganize the systematic evaluation system to address ‘16 standards, consider collection processes and design for analysis that enhances ease of review and capacity to draw conclusions.

Table 2: Program Objectives. Reported in percentage scores



OVERALL Review: Information gathered through various assessment processes across the program by students, faculty and site supervisor provides a robust look at ways in which program objectives are met. As depicted in above table, variations in scores appear to fluctuate in objectives. In particular the 18/19 CPCE scores when reported as percentage of the total score, appear as outliers. The CPCE scores (see below table for further review) do meet program expectations as they are compared to national mean scores. Additionally, faculty reporting on curriculum revisions have confidence that new approaches to teaching Career course and purposeful infusion of diversity across the curriculum will reflect in future test scores.

PLAN: For development of the '16 CACREP Systematic Program Evaluation plan, consider design aspects for both content (Key Performance Indicators) as well as analysis (z-score). Continue with course changes in career (theory, application and case studies) as well as Diversity Action Plan to infuse Multicultural and Social Justice Counseling Competencies across the curriculum.

2. Student Outcomes

The MS in Clinical Mental Health Counseling program has 6 Student Learning Outcomes (SLO). Item 4 was evaluated for 2018/9.

1. Students demonstrate ability to use counseling skills and a variety of therapeutic techniques typically employed in a range of clinical settings.
2. Students demonstrate professional counseling dispositions, professional self-awareness, an ongoing commitment to professional growth, motivation, openness to feedback, and maintenance of boundaries in their work as counselors.
3. Students demonstrate professional counseling behaviors and necessary skills to practice according to ethical codes and standards of practice.
- 4. Students demonstrate understanding of career development and interrelationships among work, family and other life factors**
5. Students demonstrate understanding of group development, dynamics and methods and the ability to design and conduct effective groups.
6. Students demonstrate the ability to assess, formulate diagnosis and create treatment plans to inform and guide evidence-based treatment.

Assessment of Items 2018/9 Students and Student Outcomes

Student Learning Objectives

Table 2A – Counselor Competency Scale: Counseling Skills and Dispositions – Cohort 4 (2019 graduates)

Table 2B: Counselor Competencies Scale - Counseling Dispositions - Cohort 4 (2019 graduates)

Table 2C: Counselor Self- Efficacy Scale – Cohort 4 (2019 graduates)

Table 2D - Counselor Preparation Comprehensive Exam (18/19)

Table 2D.1 CPCE Scores - Differences in means – MS CMHC students and National Mean

Table 2E – Supervisor Evaluation of Students - Comparison of Cohort 4 Practicum and Internship and Cohort 4 to Cohort 5

Table 2A: Counselor Competencies Scale - Counseling Skills - Cohort 4 (2019 graduates)

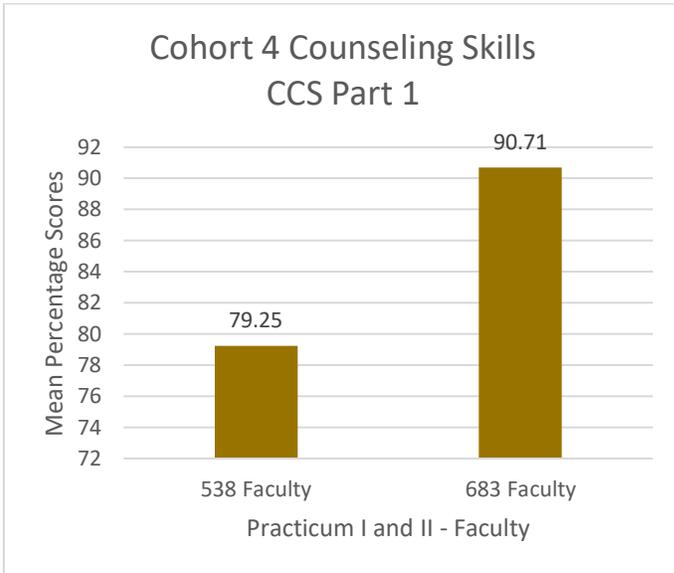


Table 2B: Counselor Competencies Scale - Counseling Dispositions - Cohort 4 (2019 graduates)

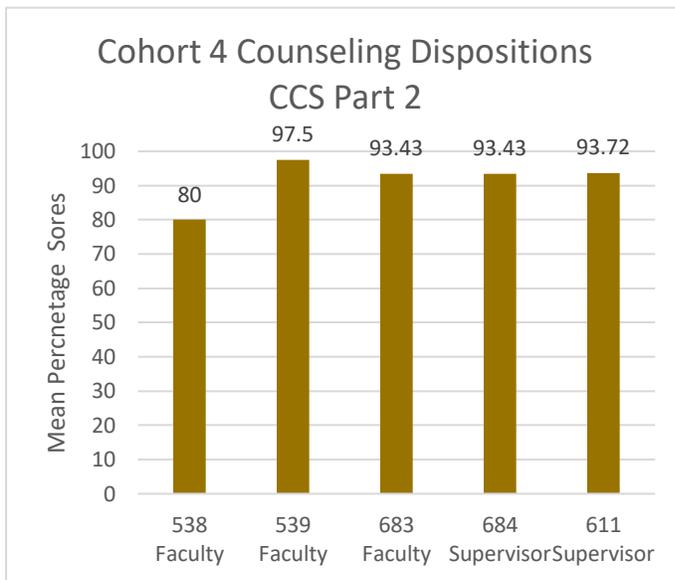
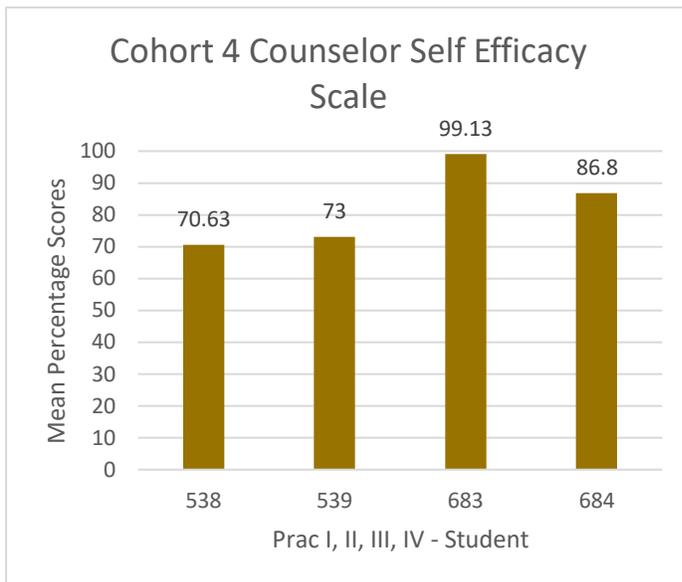


Table 2C: Counselor Self- Efficacy Scale (CSES)– Cohort 4 (2019 graduates)



OVERALL: CCS (faculty and supervisor) and CSES (student self-report) scores remain consistent across the program with modest increases in some areas. Faculty appreciate the multi-perspective and multi-point review of student progress in program that are indicated in this summary.

PLAN: Maintain adherence to evaluation plan and monitor as outlined.

Table 2D Counselor Preparation Comprehensive Exam (CPCE)

Section	RIC Mean Sp 19	National Mean	RIC Mean F18	National Mean
C1: Human Growth and Development	9	9.7	12.5	11.5
C2: Social and Cultural Diversity	6.7	9.5	12.3	10.1
C3: Helping Relationships	11	10.8	13.0	12.2
C4: Group Work	10.3	10.2	11.8	11.1
C5: Career Development	8.7	10.5	9.3	9.4
C6: Assessment	9.3	10.6	11.2	10.8
C7: Research and Program Evaluation	10	10.7	13.8	11.1
C8: Professional Orientation and Ethical Practice	12	11.3	13.2	11.3

Table 2D.1 CPCE Scores - Differences in means – MS CMHC students and National Mean

	Spr 19	fall 18
C1: Human Growth and Development	-0.7	1.0
C2: Social and Cultural Diversity	-2.8	2.2
C3: Helping Relationships	0.2	0.8
C4: Group Work	0.1	0.7

C5: Career Development	-1.8	-0.1
C6: Assessment	-1.3	0.4
C7: Research and Program Evaluation	-0.7	2.7
C8: Professional Orientation and Ethical Practice	0.7	1.9

N=3 n=6

OVERALL: When compared to national mean scores, MS CMHC students scored above the national mean in 7 of 8 domains in fall 18 and 4 of 8 domains in spr 19. Students pass the CPCE with a score at or above 1 standard deviation below the national mean. The relatively low content scores in Sp 19 come from a small sample size. The students in that sample meet the program standard for overall score at less than 1 standard deviation below the national mean score.

PLAN: Review cohort performance in CPCE scores over time eg. 2016 to 2019 to determine if any adjustments to pass/fail decisions or other curricular adjustments are recommended.

Table 2E – Supervisor Evaluation of Students - Comparison of Cohort 4 Practicum and Internship and Cohort 4 to Cohort 5

Included in Program Objectives	Adv Prac 684 Cohort 5 spr 19 n=10	Adv Prac 684 cohort 4 spr 18 n=5	Diff 684 cohort 5 (19) to cohort 4 (18)	Intern (611) Cohort 4 spr 19 n=8	Diff 684 spr 18 to 611 spr 19
CACREP C3 Knows the models, methods, and principles of program development and service delivery (e.g. support groups, peer facilitation training, parent education, self-help)	3.3	3.25	0	3.44	0.15
CACREP D5 Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling	3.36	3.4	0	3.33	-0.1
CACREP F3 The student's ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations	3.4	3.4	0	3.44	0
CACREP L1 student's ability to demonstrate appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments	3.2	3.2	0	3.44	0.2
CACREP H2 The student's ability to demonstrate skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	3.67	3.6	-0.1	3.55	0
Other standards					
CACREP B2 The student's ability to apply his/her knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling	3	3.5	0.5	3.33	0.1
CAREP C5 Understands the range of mental health service delivery- such as inpatient, outpatient, partial treatment, and aftercare- and the clinical mental health counseling services network	3.13	3.4	0.3	3.56	0.2

CACREP D1 student's utilization of the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	3.36	3.2	-0.2	3.44	0.2
CAREP D4 Applies effective strategies to promote client understanding of and access to a variety of community resources	3.33	3.6	0.2	3.67	0.1
CACREP D8 The student's ability to provide appropriate counseling strategies when working with clients with addiction and co-occurring disorders	3.8	3.7	-0.1	3.44	-0.3
CAREP D9 The student's utilization of referral and consultation services	3.38	3.4	0	3.75	0.4
CAREP F1 Maintains information regarding ability community resources to make appropriate referrals	3.25	3.4	0.15	3.56	0.2
CACREP F2 The student's ability to advocate for policies, programs, and services that are equitable and responsive to unique needs of clients.	3.38	3.4	0	3.33	-0.1
CAREP H3 Student's ability to screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	3.4	3.4	0	3.56	0.2

Scale: 1 - Does not meet standard; 2 - Approaching standard; 3 - Meets standard; 4 - Exceeds standard

OVERALL: The scores in this table are all mean scores from supervisors about the performance of our students in Practicum and Internship. All scores are strong indicators that our students meet or exceed expectations. When comparing cohorts across cohorts (Cohort 4 and 5 at the Practicum stage) and across time (Cohort 4 at Practicum and Internship), survey results indicate consistency in the majority of standards assessed.

PLAN: Continue with assessment practices that provide us with multiple perspectives on the performance of standards and program expectations. Continue with analysis of data to review across cohorts and across time.