

Actions for Counseling Programs Annual Report – 2021/22

This report outlines the planning for improvements, goals and adjustments in process to Counseling programs based on plans faculty review of the 2021/22 Annual Report of the Systematic Evaluation Plan

Summary of data-informed program modifications and other substantial program changes:

- 1) Review and strengthen knowledge or skill for SLO's identified as lower than benchmark (A1 and 2)
 - 2) Supervisor orientation materials expanded; information gathering on updated supervisor eval allows for multiyear review.
 - 3) Continued refinement of peer mentor/peer guide initiative
 - 4) Ongoing mapping and planning for self care activities across program
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A-3 Student Skill Development

Plan: There is consistent although not full evidence of students meeting counseling skill expectations in fall 21. Consider ways to address this for the few students who pass the course for academic requirements but may not fully meet expectations for skills – particularly in Prac I.

Growth is evident in counseling skills scores as students in cohorts progress through the program from Practicum I to Practicum III. Continue with this practice. During retreat in fall 22/spring 23, work on inter rater reliability for recorded student sessions. Watch a 20-minute video, develop steps for raters; discuss discrepancies and get consensus to help support our numbers within the Assessment Plan

Action: Continue efforts for consistency in scoring on CCS for Skills and Counseling Dispositions. Consider on balance that a student academically skilled and making progress in skill development in first year of clinical skills is in fact “on track.”

SUGGESTION to develop student reporting on progress with CCS 1

B.1 - Quality of Academic program

Plan: In spring 22, the program director sent the evaluation for course objectives directly to students and asked faculty to remind students to complete, with time provided in class, for course evaluations and course objective evaluations. Response rates were somewhat improved compared to 20/21 in some but not all courses.

- 1) Continue to improve this program objective distribution process for better response rates.
- 2) **Beginning in fall 22**, identify any program objective mean score below 3.5 for review by faculty to determine opportunities to improve. Our goal is to evaluate how well an objective “fits” in a course and how well the materials, activities, and assignments are supporting student learning.
- 3) The course objective survey remained on a 5-point plan through fall 21, spring 22, and summer 22 for the sake of consistency. **Beginning in fall 22**, the scale will be changed to strongly disagree (1) disagree (2) agree (3) or strongly agree (4)
- 4) Continue practice of full-time faculty mentor for adjunct faculty.

Action: point scale not changed in fall 2022. Change in spring 2023.

Look for reoccurrence of lower scores over 2-year period with review fall 2022 (5 point scale) for mean scores below 4.25. Repeat in fall 23 at 4 pt scale.

CEP 536 (13 respondents)

Mean score 4 - Identify and classify common psychiatric drugs and drugs of abuse and understand the basic psychopharmacological mechanisms by which these drugs function (CACREP 5C2h)

Mean score 4.08 - 4.Understand the biopsychology of addiction and drug action (CACREP 2F3d)

Mean score 4.15 - Understand current biological theories of psychiatric conditions (CACREP 5C1g)

CEP 610 (14 respondents)

Mean score 4.21 - Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CACREP 5C3b)

Mean score 3.79 - Students develop skills for effectively delivery of group therapy (SLO 6.2 Skill)

B.2 - Quality of field experience

Plan: Recently updated Student Evaluation of Supervisor and Field Placement survey provides new opportunities to explore the overall quality of the student’s field experience. Determine additional or alternative methods of reporting. For example, consider use of mean scores on spv and sites in continuing student placement.

Review use of materials collected in faculty site visits (4) to determine if there are relevant questions, topics, themes that could be pulled from there. Edit or update as needed.

Review exit survey comments from students in Appendix A and incorporate feedback into planning

Action: Clinical Field director (fall 2022) constructed expanded analysis of supervisor and field placement to be continued through future assessments; and created orientation Information for site supervisors

B. 3 – Assessment of clinical skills

Plan: Recently updated (completed 8/21) Supervisor Evaluation of Student form includes clinical and advocacy skills are on 4-point scale with 7 relevant CACREP Specialty standards.

Supervisors continue to score strong performance for students in their field experiences.

Several supervisors comment on the use of percentile rank in survey (a question we do not report). Consider removing.

Action: Remove percentile rank

B.4 - Faculty Performance

Plan: Review possibilities to improve academic advising; consider semester group meetings for advisees near enrollment dates. Note – development of portfolio provides increased opportunities for mentoring. Student mentoring activities to begin in fall 2022

Action: Review mentor/mentee feedback and comments in surveys after 1st year of program.

B.5 - Diversity Initiatives

Plan: Continue to refine DIAP LINK. Update with faculty in Oct/Nov meeting.

As we continue to use this MCA, we can track progress across a cohort.

Link this to an objective measure where students have received feedback—CCS2 (in section C1, C2). Confidence vs competence.

Action: DIAP updated with new items fall 22 program meeting;

C.1 – Development of Student Professional Dispositions

Plan: General trends show expected growth in student scores across the duration of the program.

Continue intentional attention to development of Counseling Dispositions across the program throughout the skill-based courses of Practica and Internship.

Continue the multi perspective feedback on dispositions from faculty and from site supervisors.

Self care planning in each practice-based course (Practicum and Internship) is emerging more consistently with activities and expectations that fit across the curriculum. Describe and evaluate usefulness. Develop map of self-care focus and activities across the curriculum. Include portfolio domain on self-care as part of analysis.

Evidence CCS 2 in [Spr 22 Prac and Internship Supervisor's Evaluation of Student Form .xlsx](#)

Action: Map self care activities with examples, review and discuss placement and development

D.1 - Retention, persistence, and completion rates

Plan: Continue and strengthen faculty and student supports and mentoring.

Action: See B4

D-2 Student population

Plan: Continue and strengthen outreach to undergraduate students; Review applicant pool for the majors of RIC undergraduate applications. Expand networking with MHARI and Diversity, Equity and Inclusion initiatives. Develop systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community (CACREP 1K).

Action: Review practices to prioritize attracting, admitting and retaining a diverse student body.

E-1 Internship Supervisor Survey

Plan: This feedback from supervisors aligns with feedback received in prior years Steps taken to address these suggestions include:

- Faculty have added a Trauma class to the curriculum as an elective (after 2 times as seminar)
- Practicum I is redesigned based on telehealth practice
- Elective class CBT/DBT/ACT was developed as seminar and can be approved as an elective
- In Internship students are required to attend professional meeting and a guest speaker presents on professional advocacy. Goal/accomplishment is getting students involved in Professional associations

Continue to review and incorporate in course topics and activities.

Action: ongoing and up to date

E-2 Employer Survey

Plan: Limited number of responses based in part on limited number of known employer contacts for grads. Change collection of this survey to every 2 or 3 years. Determine better ways to gather employer contact.(Currently collected in exit survey)

Action: Repeat in 2024 with improved employer access network

E-3 Follow up surveys – exit, alumni

Plan: Similar feedback to E-1 above. Approach adjustments and planning with the same plan.

Action: See E-1

E-4 Advisory Board

Plan: Hold Advisory Board meeting in spring 2023 including similar questions about current trends to attend to in preparing counselors, strengths of program and areas for improvement

Action: Scheduled April 2023