

Substance Abuse and Clinical Counseling Program

Comprehensive Assessment Plan Report Fall 2013 - Spring 2014

The effectiveness of ECU's Substance Abuse and Clinical Counseling (SACC) Program in preparing students for careers in counseling is evaluated in a number of ways. Alumni, field-site supervisors, and other stakeholders are encouraged to play key roles in helping the program to continuously improve. Our various methods of evaluation, from surveys to face-to-face meetings, are described herein. Results are discussed, and actions taken are presented.

The Program's overall effectiveness and consistency in meeting its mission and objectives, including student development in the areas of Professional Identity and Counseling Knowledge, Professional Practice and Counseling Skills, Self and Cultural Awareness, and Consumer Satisfaction, are also discussed.

1. Professional Identity and Counseling Knowledge:

Students must demonstrate an understanding of professional identity and counseling knowledge in the areas of addictions and clinical mental health counseling (history; philosophy; trends; ethical and legal considerations; roles and functions; professional organizations; models/theories of treatment, prevention, recovery relapse prevention, and consultation; etc.) as measured by:

(a) Student Portfolio Reviews: Students submit their portfolios for evaluation and feedback three (3) times over the course of study. The first submission comes upon completion of 12 credit hours. The second submission is due during the same semester in which students are enrolled in the Practicum course, and the final submission must occur during the semester of students' enrollment in the Internship course.

Results: Fifteen students submitted final portfolios. Of these, 14 earned a score of satisfactory or above. Five students scored an average of 3.0, three students scored an average of 2.5 to 2.6 and six scored an average of 2.0. The student with an incomplete portfolio completed six out of the 12 competencies, for an average score of 3.0.

As for scores specific to professional identity (i.e., foundations knowledge) and counseling knowledge (i.e., counseling, prevention, and intervention knowledge), 10 students were rated "Exceptional," two between "Exceptional" and "Satisfactory," and four "Satisfactory."

Action Taken: The results were reviewed with faculty. Faculty noted the improvement in students' reflections now that the reflections are part of in-class assignments. Faculty will continue to include portfolio reflection for all course assignments. Also, to avoid incomplete portfolios, the submission date for final portfolios will be earlier in the semester, which gives faculty more time to work with students who are struggling to complete this assignment timely.

Study Comprehensive Examination Pass rate (This is a "pass/fail" process): The purpose of the comprehensive examination process is to help students synthesize their learning in addictions and clinical mental health counseling and to ensure students have an understanding of the professional attitudes, skills, and knowledge related to the eight common-core areas as defined by CACREP's

Standards for Preparation (Addictions and Clinical Mental Health), and the 12 core functions of substance abuse counselors. Evaluation of students' examinations gives faculty the opportunity to evaluate students' academic preparation. Substance Abuse and Clinical Counseling students have two options for comprehensive examination: the Counselor Preparation Comprehensive Examination (CPCE) and the Oral Case Study Examination (OCSE).

The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by CACREP. The examination is a summative evaluation that measures pertinent and professional knowledge acquired by students during their counselor preparation programs. Preparation for the CPCE helps prepare students for the National Counselor Examination (NCE). The CPCE is made up of 160 items, 20 items per CACREP area. The examination is administered as a whole (not by sections).

For the OCSE, students are given 60 to 90 minutes to review a case study and prepare an oral presentation comprising the following elements:

1. Development of a Case Presentation: Students begin the OCSE by providing a comprehensive description of the client as if they are in a team staffing, working on the assumption that the other "team members" (two faculty, who will evaluate the student's performance) have little information about the client. Students must include information such as the client's (a) age, gender, and social history, (b) reason for referral and the general medical and psychosocial issues which prompted the referral, (c) current level of functioning (strengths and limitations), and (d) major short-term and long-term issues which need to be addressed. Essentially, students are giving a brief assessment of the client and the impact their issues may have on the client clinically, medically, educationally, occupationally and socially. Students may use the *Assessment Summary*, a form also used in the Program's Practicum and Internship courses, to organize this information.

2. Development of the Diagnosis and Treatment Plan: Students begin this section of the OCSE by providing the current DSM's five-axis diagnosis. Next, they develop a comprehensive treatment plan, including details on specific problem areas, goals, objectives, and counseling theories and the techniques to be applied in addressing the client's counseling needs. Finally, they give a step-by-step description of the treatment/counseling process.

3. Presentation of Counseling Strategies: Students provide recommendations for the client in each of the life areas presented to the treatment team. Recommendations may include, but are not limited to: (a) counseling strategies used to treat the client's specific issues, including substance and/or mental health issues, (b) strategies for seeking and maintaining employment, (c) a plan for maintaining or continuing the client's education, and (d) any medical, physical, or health-related conditions that would require follow-up. Students must state each of these issues in relationship to short-term and long-term treatment goals.

4. Presentation of Ethical or Legal Issues: Students present and discuss any legal or ethical issues that may be related to the client's case history.

In order to develop comprehensive responses during the OCSE, students use the 60 to 90 minute preparation period to familiarize themselves with the case study provided. During this period, students may refer to resources and materials from their course work including textbooks, lecture notes and handouts in order to develop comprehensive responses to each of the above-listed areas/components of a counseling intervention. Students may also take as many notes on the case as they like, prior to beginning the oral component of the exam.

After the student has prepared and presented an oral presentation covering the areas listed above, faculty will ask relevant questions in order to gauge the depth of the student’s understanding of the counseling interventions proposed. Student responses must be related to the specific case study; generalized responses may indicate that a student would have difficulty applying a particular counseling intervention, strategy, treatment, or goal to a “real world” situation.

CPCE Results: The fourth administration of the CPCE was given on November 15, 2013, and 26 students took the examination (n = 26, with four students from the Rehabilitation and Career Counseling program). The national average score was 85.61 (SD = 15.21; n = 285; Total Score), and the East Carolina student average score was 96.77 (SD = 9.98; n = 26; Total Score). The passing score for East Carolina students is one standard deviation below the national average score (70.4). All students (100%) passed the exam. When comparing ECU student subcategory score averages with the national average, all ECU student subcategory scores are within one standard deviation + or – the national average. See table below.

	Fall 2013 National Score Average (n = 285)	ECU Student Score Average (n = 26)
C1: Human Growth and Development	9.85 (SD = 2.63)	11.38 (SD = 2)
C2: Social and Cultural Foundations	10.58 (SD = 2.29)	12.31 (SD = 2)
C3: Helping Relationships	10.04 (SD = 2.74)	11.5 (SD = 2.29)
C4: Group Work	12.52 (SD = 2.75)	14.08 (SD = 1.92)
C5: Career Development	10.54 (SD = 2.69)	11.35 (SD = 2.15)
C6: Assessment	10.62 (SD = 2.49)	11.85 (SD = 2.05)
C7: Research and Program Eval.	10.81 (SD = 2.70)	11.85 (SD = 2.12)
C8: Professional Orientation & Ethics	10.65 (SD = 2.51)	12.77 (SD = 1.68)

(Note: 26 students who took the CPCE were in the Substance Abuse and Clinical Counseling Program, and 3 were in the Rehabilitation and Career Counseling Program)

The fourth administration of the CPCE was given on April 11, 2014. Six (n = 6) students took the exam, all from the Substance Abuse and Clinical Counseling program. The national average score was 85.61 (SD = 15.21; n = 285; Total Score) and the East Carolina student average score was 93.83 (SD = 11.52; n = 6; Total Score). The passing score for East Carolina students is one standard deviation below the national average score (70.4). All students (100%) passed the exam. When comparing ECU student subcategory score averages with the national average, all ECU student subcategory scores are within one standard deviation + or – the national average. See table below.

	Spring 2013 National Score Average (n = 285)	ECU Student Score Average (n = 15)
C1: Human Growth and Development	9.85 (SD = 2.63)	10.67 (SD = 1.97)
C2: Social and Cultural Foundations	10.58 (SD = 2.29)	11.17 (SD = 1.67)
C3: Helping Relationships	10.04 (SD = 2.74)	12 (SD = 1.41)
C4: Group Work	12.52 (SD = 2.75)	13.5 (SD = 1.38)
C5: Career Development	10.54 (SD = 2.69)	10.33 (SD = 3.14)
C6: Assessment	10.62 (SD = 2.49)	11.17 (SD = 1.86)
C7: Research and Program Eval.	10.81 (SD = 2.70)	12.5 (SD = 2.75)
C8: Professional Orientation & Ethics	10.65 (SD = 2.51)	12.5 (SD = 1.89)

Note: A total of 15 ECU students took the CPCE. One student was in the Rehabilitation Counseling Program. Fourteen students were from the Substance Abuse and Clinical Counseling Program.

When comparing ECU student subcategory score averages with the national average, seven of the ECU student subcategory scores are above the national average. *One ECU student subcategory score is slightly below the national average. All ECU student subcategory scores are within one standard deviation + or – the national average.

Action Taken: All students passed the CPCE, and all ECU student subcategory scores are within one standard deviation + or – the national average. No action taken.

Oral Case Study Examination Results: No students took the Oral Comprehensive Exam.

Action Taken: Since the CPCE prepares students for the NCE, advisors will continue to encourage students to take the CPCE examination rather than oral comprehensives.

(C) Number of students involved in professional organizations: The *Substance Abuse and Clinical Counseling Student Survey* is administered yearly. One question is, “Are you currently a

member of any counseling related Professional Organizations (ACA and its divisions, LPCANC, PARC)? Yes ____ No _____. If yes, please list your memberships below.”

Results: As of spring 2014, sixty (63) students were enrolled in the Substance Abuse and Clinical Counseling Program. Of those, 41 students (65%) completed the *Substance Abuse and Clinical Counseling Student Survey* and 38 students (93%) answered this question. All students (100%) were members of American Counseling Association (ACA); one was a member of the ASERVIC division of ACA, and 11 were members of PARC.

Action Taken: During the 2012-2013 DARS retreat, faculty discussed ways to increase students’ professional development by encouraging membership and participation in professional organizations. The goals of at least 80% of students joining ACA/other professional organizations and 5% attending and presenting at local, state, regional, and national conferences were developed.

During the 2013-2014 DARS retreat, the following results were reviewed. The majority of students (60%) are members of ACA, and 12% of students have presented at professional conferences (state presentations, n= 5; local presentations, n = 2; national presentation, n = 1). Although the goal of presenting at conferences was met, the percentage of students joining professional organizations was not. Faculty discussed that not all students responded to the survey so the number of students joining professional organization may be higher. Faculty will encourage students to complete the Substance Abuse and Clinical Counseling survey and to join and participate in professional organizations, by highlighted the importance of program evaluation in the Research course and continue discussing the joining professional organizations during New Student Orientation, Introduction to Substance Abuse, Introduction to Counseling and Rehabilitation, Practicum and Internship courses.

2. Professional Practice and Counseling Skills:

Students demonstrate an understanding of, and the ability to apply professional practice and counseling skills in, areas of addictions and clinical mental health counseling (legal and ethical principles and financing and regulatory processes; diagnosis, treatment, and referral; co-occurring disorders, suicide and homicide risk, crisis, disaster and other trauma causing events; etc.) as measured by:

(a) Student Portfolio Reviews: Students submit portfolios for evaluation and feedback three (3) times over the course of their program. The first submission is upon completion of 12 credit hours. The second submission is during the Practicum course, and the final submission is during the Internship course.

Results: Fifteen students submitted final portfolios. Of these, 14 obtained a score of satisfactory or above. Five students scored an average of 3.0, three students scored an average of 2.5 to 2.6 and six scored an average of 2.0. The student with an incomplete portfolio completed six out of the 12 competencies, for an average score of 3.0.

As for scores specific to professional practice (i.e., foundations skills), seven student submissions were rated “Exceptional,” one was between “Exceptional” and “Satisfactory,” and five were “Satisfactory.” In counseling skills (i.e., counseling, prevention, and intervention skills), nine were rated “Exceptional,” one was between “Exceptional” and “Satisfactory” and four “Satisfactory.”

Action Taken: The results were reviewed with faculty. Faculty noted the improvement in students’ reflections now that the reflections are part of in-class assignments. Faculty will continue to include portfolio reflection for all course assignments. Also, to avoid incomplete portfolios, the submission date for final portfolios will be earlier in the semester, which gives faculty more time to work with students who are struggling to complete this assignment timely.

(b) Counselor Self-Efficacy Scale Scores: The *Counselor Self-Efficacy Scale (CSES)* assesses self-efficacy for performing counseling skills, carrying out the counseling process, and handling difficult counseling situations. Students are asked to rate their ability to do counseling skills on a five-point scale Likert Scale (5 = agree strongly; 4 = agree moderately; 3 = neutral/uncertain; 2 = disagree moderately; and 1 = disagree strongly). Scores can range from 20 to 100. The higher the score, the more confident the person is in their performance. Students take the CSES four times over the course of the program (Orientation, beginning of Practicum course, end of Practicum course and end of Internship course) and group mean scores are compared to gauge changes in self-efficacy.

Results: No results available.

Action Taken: Data collection in progress. Faculty are currently collecting and analyzing data across cohorts. Results will be available for the 2014-2015 Outcome Report.

(c) Supervisor Evaluation of Supervisee Form (SESF): The SESF assesses and evaluates students’ performance during field placements (Practicum and Internship). The SESF is completed at the mid-point and end of the field-site placement. The field-site supervisor, the faculty supervisor, and/or the doctoral supervisor complete a SESF and review it with students.

The evaluated performance categories include: Counseling/Clinical Activities; Ethical Knowledge, Skills, and Application of Ethical Guidelines; Multicultural Competence; Record Keeping; Responsiveness to Supervision; Working Relationship with Organizational Staff; Attendance/Punctuality; Professionalism; and Enthusiasm/Creativity. Each category is rated on a three-point scale (poor, satisfactory, excellent). Supervisors also complete a narrative section which identifies students’ notable strengths, areas for improvement, and whether the students have satisfactorily fulfilled their assigned role at the field placement (Yes/No/Explain). Students are expected to score “satisfactory” or above by the completion of their field placement. For the area of Professional Identity and Counseling Knowledge the “Overall Score: Did this student satisfactorily fulfill their assigned role at the field placement – Yes/No/Explain” was evaluated.

Results: Twenty-one (21) students completed Practicum during fall 2013. All (100%) were rated as “satisfactory fulfilling their assigned roles” by field-site and faculty/doctoral supervisors.

Eight (8) students enrolled in Practicum during spring 2014. Seven (7; 88%) students were rated as “satisfactory fulfilling their assigned roles” by field-site and faculty/doctoral supervisors. One student had attendance difficulties and discontinued her field-placement.

Twelve (12) students completed Internship during fall 2013, 23 completed during spring 2014. All (100%) were rated as “satisfactory fulfilling their assigned roles” by field-site and faculty supervisors.

Action Taken: The Practicum instructor and the program advisor met with the student who did not complete Practicum. The student shared several personal stressors which were effecting her ability to be at the Practicum site. The student and faculty discussed the importance of self-care. The student will take the course next semester.

3. Self and Cultural Awareness:

Students must demonstrate an understanding of and the ability to apply self and cultural awareness in the areas of addictions and clinical mental health counseling (understand how living in a multicultural society affects clients; provide culturally relevant education; make appropriate referrals; modify counseling theories, techniques, and interventions to be culturally appropriate; recognize own limitations and seek supervision; etc.) as measured by:

(a) Student Portfolios Reviews:

Results: Fifteen students submitted final portfolios. Of these, 14 obtained a score of satisfactory or above. Five students scored an average of 3.0, three students scored an average of 2.5 to 2.6 and six scored an average of 2.0. The student with an incomplete portfolio completed six out of the 12 competencies, for an average score of 3.0.

As for scores specific to cultural awareness (i.e., diversity and advocacy knowledge), seven student submissions were rated “Exceptional” and eight were “Satisfactory”.

Action Taken: The results were reviewed with faculty. Faculty noted the improvement in students’ reflections now that the reflections are part of in-class assignments. Faculty will continue to include portfolio reflection for all course assignments. Also, to avoid incomplete portfolios, the submission date for final portfolios will be earlier in the semester, which gives faculty more time to work with students who are struggling to complete this assignment timely.

(b) Multicultural Awareness-Knowledge and Skills Survey(MAKSS): According to D' Andrea, Daniels and Heck (http://cart.rmcdenver.com/instruments/multicultural_awareness.pdf) the MAKSS is “designed to measure an individual's multicultural counseling awareness, knowledge, and skills. This 60-item survey is divided into three sub-scales. Items 1-20 measure multicultural counseling awareness; items 21-40 measure multicultural counseling knowledge; and items 41-60 measure multicultural counseling skills.” Each item is ranked on a four-point Likert scale (1 = “very limited” or “strongly disagree”; 2 = “Limited” or “Disagree”; 3 = “Good” or “Agree,” and 4 = “Very Good” or “Strongly Agree. A mean score is calculated for each of the sub-scales. The higher the score, the greater the student’s multicultural awareness, knowledge and skills. Students take the MAKSS four times over the course of their program (Orientation, beginning of

Practicum course, end of Practicum course and end of Internship course) and group mean scores are compared for changes.

Results: No results available.

Action Taken: Data collection in progress. Faculty are currently collecting and analyzing data across cohorts. Results will be available for the 2014-2015 Outcome Report.

4. Consumer Satisfaction:

Satisfaction level of students, field-site supervisors, alumni, and employers of graduates as measured by:

(a) *Substance Abuse and Clinical Counseling (SACC) Student Survey:* The SACC Student Survey is administered yearly. It was administered via an email link to Qualtrics on 05-9-2014 and 47 out of 63 students responded, a response rate of 75%. Students evaluated the program, advisor, courses, overall professional preparation, and use of technology on a four-point scale (Extremely Helpful = 4; Very Helpful = 3; Helpful = 2; Not Helpful = 1; and Not Applicable = 0).

Results of Each Question:

1. How helpful did you find the Department's New Student Orientation?

Break down of responses: "Extremely Helpful"= thirty students; "Very Helpful" = twelve students; "Helpful = four students; and "Not Helpful" = one student. The majority of students (98%) found the New Student Orientation to be "Helpful" or above.

Action Taken: The current findings are similar to last year (95%; n = 54). Findings were shared with faculty during the 2013-2014 retreat, and faculty decided to continue with New Student Orientation as structured since the majority of students find it helpful.

2. How helpful do you find the Departmental Staff (i.e., front office staff)?

Breakdown of responses: "Extremely Helpful"= thirty students (64%); "Very Helpful" = twelve students (26%); "Helpful = four students 9%; and "Not Helpful" = one student. The majority of students (98%) found the front office staff to be "Helpful" or above.

Action Taken: The current findings are similar to last year (96%; n = 25). Findings were discussed with Departmental Staff.

3. How helpful do you find your academic advisor?

Breakdown of responses: "Extremely Helpful"= twenty-five students (57%); "Very Helpful" = eight students (18%); "Helpful = four students 9%); "Not Helpful" = seven students 16%); and "Not Applicable/Did not attend" = three students. The majority of students (84%) found their academic advisor "Helpful" or above.

Action Taken: The current findings are similar to last year, where 88% (n = 26) of students found their advisor to be “Helpful” or above. Given that 16% of students were not happy with their academic advisor, faculty members were encouraged to continue to meet regularly with students for advisement.

4. How helpful do you find the Substance Abuse Clinical Counseling faculty (Drs. Crozier, Goodwin, Sias and Toriello)?

Break down of responses (n = 46): “Extremely Helpful”= twenty-seven students (59%); “Very Helpful” = 15 students (33%); “Helpful = three students (7%); “Not Helpful” = one student (2%); and “Not Applicable/Did not attend” = no students. The majority of students (98 %) found the Substance Abuse and Clinical Counseling faculty to be “Helpful” or above.

Action Taken: The current findings are in keeping with the 2012-2013 finding, where 84% (n = 26) of students found the Substance Abuse and Clinical Counseling faculty to be “Helpful” or above. Results were discussed with faculty. No other action was taken.

5. How helpful have the following courses been in your professional preparation?

(a) Career Counseling

Breakdown of responses (n = 24): “Extremely Helpful”= three students (12.5%); “Very Helpful” = five students (20.8); “Helpful = ten students (41.6); and “Not Helpful” = six students (25%). The majority of students (74.9) found the *Career Counseling* course “Helpful” or above.

Action Taken: As previously stated, the majority of students (74.9) found the *Career Counseling* course “Helpful” or above. However, these results must be viewed with caution because the survey listed the previous name for the *Career Counseling* course (i.e., *Occupational Analysis and Career Counseling*). Students may have responded based on their experience in either the *Career Counseling* course or the *Occupational Analysis* course since these are now separate courses. Name corrected on Qualtrics survey.

(b) Introduction to Counseling and Rehabilitation (formerly Introduction to Rehabilitation)

Breakdown of responses (n = 36): “Extremely Helpful” = six students (16.6%); “Very Helpful” = six students (16.6%); “Helpful = eighteen students (50%); and “Not Helpful” = six student (16.6%). The majority of students found the *Introduction to Counseling and Rehabilitation* course to be “Helpful” or above (83.2%).

Action Taken: The current findings are similar to last year, where 95% (n = 22) of students found this course to be “Helpful” or above. Results were discussed with faculty. No other action was taken.

(c) Psychiatric Rehabilitation (DSM)

Breakdown of responses (n = 36): “Extremely Helpful”= twenty-four students (66.6%); “Very Helpful” = nine students (25%); “Helpful” = two students (5.5%); and “Not Helpful” = one student (2.7%). The majority of students (97.1%) found the *Psychiatric Rehabilitation* course to be “Helpful” or above.

Action Taken: The current findings are similar to year, where 95% (n = 21) of students found this course to be “Helpful” or above. Results were discussed with faculty. No other action taken.

(d) Counseling Theories in Addiction and Rehabilitation

The 2012-2013 and 2013-2014 surveys had *Counseling Theories* and *Human Growth & Development* as one course rather than two. Data are unavailable.

Action Taken: The survey was corrected.

(e) Prepracticum in Substance Abuse and Clinical Counseling

Breakdown of responses (n = 41): “Extremely Helpful”= twenty-eight students (68.2%); “Very Helpful” = nine students; (21.9); “Helpful” = four students (9.7%); and “Not Helpful” = no students. All students (100%) responding to this question found the *Prepracticum in Substance Abuse and Clinical Counseling* course “Helpful” or above.

Action Taken: The current finding are similar to last year, where all students (100%; n = 20) found the *Prepracticum in Substance Abuse and Clinical Counseling* to be “Helpful” or above. Results were reviewed with faculty. No other action taken.

(e) Group Counseling for Addictive Behaviors

Breakdown of responses (n = 24): “Extremely Helpful”= eighteen students; “Very Helpful” = four students; “Helpful” = two students; and “Not Helpful” = no students. All students (100%) found this course to be “Helpful” or above.

Action Taken: The current findings are the same as last year, where all students (100%; n = 14) found the *Group Counseling for Addictive Behaviors* course to be “Helpful” or above. Results were reviewed with faculty. No other action taken.

(f) Small Group

Breakdown of responses (n = 40): “Extremely Helpful” = twenty-three students; “Very Helpful” = nine students; “Helpful” = six students; and “Not Helpful” = two students. The majority of students (95%) found the *Small Group* course to be “Helpful” or above.

Action Taken: The current findings are similar to last year, where the majority of students (80.7; n = 26) found the *Small Group* course to be “Helpful” or above. Results were reviewed with faculty. No other action taken.

(g) Ethical and Legal Aspects of Substance Abuse and Rehabilitation Counseling

Breakdown of responses (n = 23): “Extremely Helpful” = ten students; “Very Helpful” = six students; “Helpful” = seven students; and “Not Helpful” = no students. All students (100%) found the *Ethical and Legal Aspects of Substance Abuse and Rehabilitation Counseling* to be “Helpful” or above. Results were reviewed with faculty. No other action taken.

Action Taken: The current findings are the same as last year, where all students (100%; n = 15) found the *Ethical and Legal Aspects of Substance Abuse and Rehabilitation Counseling* to be “Helpful” or above. Results were reviewed with faculty. No other action taken.

(h) Multicultural Counseling in Rehabilitation

Breakdown of responses (n = 26): “Extremely Helpful” = one student; “Very Helpful” = six students; “Helpful” = eleven students; and “Not Helpful” = eight students. The majority of students (69.2%) found the *Multicultural Counseling in Rehabilitation* course to be “Helpful” or above.

Action Taken: The current findings are similar to last year, where the majority of students (71.4%; n = 14) found the *Multicultural Counseling in Rehabilitation* course to be “Helpful” or above. However, when comparing students’ responses to other courses, this course has a lower percentage of positive responses and has for the past two years. This course was assigned to different faculty last year in hopes of increasing student ratings. Faculty discussed the results and decided to keep the current structure of the course for one more year and then reevaluate.

(i) Rehabilitation Evaluation (Assessment)

Breakdown of responses (n = 39): “Extremely Helpful” = thirteen students; “Very Helpful” = eight students; “Helpful” = sixteen students; and “Not Helpful” = two students. The majority of students (94.8%) found the *Rehabilitation Evaluation* to be “Helpful” or above.

Action Taken: The current findings are markedly better than last year, where the majority of students (78.2%; n = 23) found *Rehabilitation Evaluation* to be “Helpful” or above. Results were reviewed with faculty and they noted the increase in students responding positively to this course. No other action taken.

(j) Rehabilitation Research

Breakdown of responses (n = 22): “Extremely Helpful” = three students; “Very Helpful” = four students; “Helpful” = ten students; and “Not Helpful” = five students. The majority of students (77.2%) found the *Rehabilitation Research* course to be “Helpful” or above.

Action Taken: The current findings are similar to last year, where the majority of students (76.9%; n = 13) found *Rehabilitation Research* to be “Helpful” or above. Results were reviewed with faculty and they noted the increase in students responding positively to this course. No other action taken.

(k) Treatment of Drug and Behavioral Addictions (formerly Treatment of Alcohol and Drug Addiction)

Breakdown of responses (n = 27): “Extremely Helpful” = nine students; “Very Helpful” = five students; “Helpful = eleven students; and “Not Helpful” = two students. The majority of students (92.5%) found the *Treatment of Drug and Behavioral Addictions* course to be “Helpful” or above.

Action Taken: The current findings are similar to last year, where all students (100%; n = 15) found the *Treatment of Drug and Behavioral Addictions* course to be “Helpful” or above. Results were reviewed with faculty. No other action taken.

(l) Family Treatment in Substance Abuse Rehabilitation

Breakdown of responses (n = 25): “Extremely Helpful” = nineteen students; “Very Helpful” = five student; “Helpful = one student; and “Not Helpful” = no students. All students (100%) found the *Family Treatment in Substance Abuse Rehabilitation* course to be “Helpful” or above.

Action Taken: The current findings are the same as last year, where all students (100%; n = 14) found the *Family Treatment of Drug and Behavioral Addictions* course to be “Helpful” or above. Results were reviewed with faculty. No other action taken.

(m) Substance Abuse Counseling

Breakdown of responses (n = 29): “Extremely Helpful” = nineteen students; “Very Helpful” = seven students; “Helpful = three students; and “Not Helpful” = no students. All students (100%) found the *Substance Abuse Counseling* course to be "Helpful" or above.

Action Taken: The current findings are the same as last year, where all students (100%; n = 15) found the *Substance Abuse Counseling* course to be “Helpful” or above. Results were reviewed with faculty. No other action taken.

(n) Introduction to Substance Abuse

Breakdown of responses (n = 40): “Extremely Helpful” = Twenty-six students; “Very Helpful” = nine students; “Helpful = five students; and “Not Helpful” = no students. All students (100%) found the *Introduction to Substance Abuse* course to be "Helpful" or above.

Actions Taken: The current findings are the same as last year, where all students (100%; n = 25) found the *Introduction to Substance Abuse* course to be “Helpful” or above. Results were reviewed with faculty. No other action taken.

(o) Practicum

Breakdown of responses (n = 23): “Extremely Helpful” = fifteen students; “Very Helpful” = seven students; “Helpful = one students; and “Not Helpful” = no students. All students (100%) found the *Practicum* course to be "Helpful" or above.

Action Taken: The current findings are the same as last year, where all students (100%; n = 14) found the *Practicum* course to be “Helpful” or above. Results were reviewed with faculty. No other action taken.

(p) Internship

Breakdown of responses: “Extremely Helpful” = sixteen students; “Very Helpful” = two students; “Helpful = no students; and “Not Helpful” = no students. All students (100%) found the Internship course to be “Very Helpful” or above.

Action Taken: The current findings are the same as last year, where all students (100%; n =8) found the *Internship* course to be “Very Helpful” or above. Results were reviewed with faculty. No other action taken

(q) Supervision for Practicum by a Faculty Member

Breakdown of responses (n = 22): “Extremely Helpful” = fourteen students; “Very Helpful” = six students; “Helpful = one students; and “Not Helpful” = one students. The majority of students (95.4%) found their *Practicum* supervision from faculty to be “Helpful” or above.

Action Taken: The current findings are similar to last year, where the all students (100%; n =15) found their *Practicum* supervision from faculty to be “Helpful” or above. Results were reviewed with faculty. No other action taken.

(r) Supervision for Practicum by Doctoral Student

Breakdown of responses (n = 22): “Extremely Helpful” = thirteen students; “Very Helpful” = six students; “Helpful” = one student; and “Not Helpful” = two students. The majority of students (90.9%) found their supervision from doctoral students to be “Helpful” or above.

Action Taken: The current findings are similar to last year, where the all students (100%; n =15) found the *Practicum* supervision from doctoral students to be “Helpful” or above. Results were reviewed with faculty. No other action taken.

(s) Supervision for Practicum by a Field-site Supervisor

Breakdown of responses (n = 22): “Extremely Helpful” = eleven students; “Very Helpful” = four students; “Helpful = four students; and “Not Helpful” = three students. The majority of students (86.3%) found their supervision with Practicum field-site supervisors “Helpful” or above.

Action Taken: The current findings, though lower than last year, where all students (100%; n =15) found their *Practicum* supervision from their field-site supervisors to be “Helpful” or above, were still deemed by faculty to be acceptable. Results were reviewed with faculty, and it was noted that field-site supervision was optional for practicum students. No other action taken.

(t) Supervision for Internship by a Faculty Member

Breakdown of responses (n = 18): “Extremely Helpful” = eleven students; “Very Helpful” = four student; “Helpful = two students; and “Not Helpful” = one students. The majority of students (94.4%) found their Internship supervision to be “Helpful” and above.

Action Taken:

The current findings are similar to last year, where all students (100%; n = 9) found their *Internship* supervision from their faculty supervisor to be “Helpful” or above. Results were reviewed with faculty. No other action taken.

(u) Supervision for Internship by a Field-site Supervisor

Breakdown of responses (n = 18): “Extremely Helpful” = sixteen students; “Very Helpful” = two student; “Helpful = no students; and “Not Helpful” = one students. All students (100%) found their *Internship* supervision from their Field-site Supervisor to be “Very Helpful” and above.

Action Taken: The current findings are similar to last year, where all students (100%; n = 7) found their *Internship* supervision from their Field-site supervisor to be “Very Helpful” or above. Results were reviewed with faculty. No other action taken.

(v) Evaluation of Professional Preparation

Breakdown of responses (n = 41): “Extremely Well” = fifteen students; “Very Well” = sixteen students; “Well = seven students; and “Not Very Well” = three students. The majority of students (92.6%) found their professional preparation to be “Well” and above.

Action Taken: The current findings are similar to last year, where the majority of students (87.5) found their professional preparation to be “Well” and above. Results were reviewed with faculty. No other action taken.

(w) Use of Technology

Breakdown of responses (n = 41): “Extremely Helpful” = ten students; “Very Helpful” = seventeen students; “Helpful = eleven students; and “Not Helpful” = three students. The majority of students (92.6) found the use of technology in the program to be “Well” or above.

Action Taken: The current findings are similar to last year, where the majority of students (87.5; n = 22) found the use of technology in the program to be “Well” and above. Results were reviewed with faculty. No other action taken.

(x) Are you a member of a Professional Counseling Organization?

Yes: 38 (93%) (38 ACA, 11 PARC, 1 ASEVIC)

No: 3

Action Taken: Student membership in professional organizations has increased from 23 students to 38 students. Requiring students to join ACA as a course requirement in *Introduction to Substance Abuse* (first-year course) and the *Practicum in Substance Abuse and Clinical Counseling* (second-year course) increased student membership in professional organizations. Faculty will continue to announce upcoming conferences in the department newsletter, in class,

and through email announcements, and to encourage student involvement in faculty presentations at the conferences of professional organizations.

(y) External Advisory Board Feedback:

The External Advisory Board is made up of field-site supervisors in the community, some of whom are past graduates of the program. It meets once a year to provide feedback and directions to the Substance Abuse and Clinical Counseling Program.

Results: The Advisory Board did not meet in the summer of 2013 due to the illness of the Director of the Substance Abuse and Clinical Counseling program. The Substance Abuse and Clinical Counseling program Outcome report and Alumni Surveys were sent to Advisory Board members to obtain feedback. The Advisory Board will meet during 2014-2015.

Action Taken: The Advisory Board will meet during 2014-2015.

5. Effectiveness of Curricular Content and Design, as measured by:

(a) SACC Student Survey:

The SACC Student Survey is administered yearly. It was administered via email on with a Qualtrics link on 05-09-14. Forty-seven (n = 47) of 63 students responded, a rate of 74%. Students evaluated the program courses related information on a four-point scale (Extremely Helpful = 4, Very Helpful = 3; Helpful = 2, Not Helpful = 1, Not Applicable = 0).

Use of Technology

Breakdown of responses (n = 41): “Extremely Helpful” = ten students; “Very Helpful” = seventeen students; “Helpful = eleven students; and “Not Helpful” = three student. The majority of students (92.6) rated use of technology in the program to be “Well” or above.

Action Taken: The current findings are similar to last year, where the majority of students (87.5; n = 22) rated the use of technology in the program to be “Well” and above Results were reviewed with faculty. No other action taken.

(b) Alumni Survey:

The Alumni Survey occurs every two years and the current survey was send via Qualtric in July 2014. Alumni evaluated the program, the courses, and overall professional preparation on a 4-point scale (“Extremely Well” = 4, “Very Well” = 3; “Well” = 2, and “Not Well” = 1).

When asked: "Overall, as a graduate of the M.S. degree program in Substance Abuse and Clinical Counseling how well do you think you were prepared as a substance abuse and clinical counselor?"

Break down of responses (n = 29) “Extremely Well/Helpful = Twelve students, Very Well/Helpful = ten students; “Well” = six student, and “Not Well”= one student. The majority of alumni (96.5%) found their preparation in the program to be “Well” and above.

Action Taken: The current findings are similar the 2012-2013 findings, where the majority of alumni (95%) found their preparation in the program to be “Well and above”.

(c) Field-Site Supervisory Survey:

The Substance Abuse and Clinical Counseling Field-Site Supervisor Survey was administered July 21, 2013 due to no survey being sent during fall 2012 or spring 2013. Twenty-three (88.4%) of the twenty-six Field-Site Supervisors responded to the survey.

Results with actions taken:

**2013-2014 Substance Abuse and Clinical Counseling
Field-Site Supervisor Survey**

07/19/2013

1. Content knowledge (counseling theories and techniques, human development, legal and ethical information, social and cultural diversity information, substance abuse and clinical counseling information, vocational and career information, research, etc.)?

#	Answer	Response	%
1	Very Good	14	61%
2	Good	7	30%
3	Fair	0	0%
4	Poor	1	4%
5	Not Applicable	1	4%
	Total	23	100%

Action Taken: The majority of Field-Site Supervisors (95.4%) found the students “Content knowledge’ to be “Good” or above. Results were reviewed with faculty. No other action taken.

2. Counseling Skills (Development of a helping relationship, assessment/intake, skills, individual, group and family counseling skills, etc.)?

#	Answer	Response	%
1	Very Good	12	52%
2	Good	9	39%
3	Fair	0	0%
4	Poor	1	4%
5	Not Applicable	1	4%
	Total	23	100%

Action Taken: The majority of Field-Site Supervisors (95.4%) found the students’ counseling skills to be “Good” or above. Results were reviewed with faculty. No other action taken.

3. Organizational Skills? (Record keeping, maintaining client schedules, etc)

#	Answer	Response	%
1	Very Good	10	43%
2	Good	11	48%
3	Fair	1	4%
4	Poor	0	0%
5	Not Applicable	1	4%
	Total	23	100%

Action Taken: The majority of Field-Site Supervisors (95.4%) found the students' organizational skills to be "Good" or above. Results were reviewed with faculty. No other action taken.

4. Interpersonal Skills (i.e., the ability to get along with others while getting the job done)?

#	Answer	Response	%
1	Very Good	17	74%
2	Good	5	22%
3	Fair	0	0%
4	Poor	0	0%
5	Not Applicable	1	4%
	Total	23	100%

Action Taken: All Field-Site Supervisors (100%) found the students' interpersonal skills to be "Good" or above. Results were reviewed with faculty. No other action taken.

5. Communication Skills?

#	Answer	Response	%
1	Very Good	13	57%
2	Good	9	39%
3	Fair	0	0%
4	Poor	0	0%
5	Not Applicable	1	4%
	Total	23	100%

Action Taken: All Field-Site Supervisors (100%) found the students' communication skills to be "Good" or above. Results were reviewed with faculty. No other action taken.

6. Clinical Judgment?

#	Answer	Response	%
1	Very Good	4	17%
2	Good	17	74%
3	Fair	0	0%
4	Poor	1	4%
5	Not Applicable	1	4%
	Total	23	100%

Action Taken: The majority of Field-Site Supervisors (95.4%) found the students' clinical judgement to be "Good" or above. Results were reviewed with faculty. No other action taken.

7. Leadership Skills?

#	Answer	Response	%
1	Very Good	6	26%
2	Good	11	48%
3	Fair	4	17%
4	Poor	0	0%
5	Not Applicable	2	9%
	Total	23	100%

Action Taken: The majority of Field-Site Supervisors (95.4%) found the students' leadership skills to be "Good" or above. Results were reviewed with faculty. No other action taken.

8. Preparation to work in this particular job setting

#	Answer	Response	%
1	Very Good	9	39%
2	Good	10	43%
3	Fair	2	9%
4	Poor	1	4%
5	Not Applicable	1	4%
	Total	23	100%

Action Taken: The majority of Field-Site Supervisors (86.3%) found the students' work in their field-placement setting to be "Good" or above. Results were reviewed with faculty. No other action taken.

9. How do East Carolina graduates compare to those you have supervised from other programs?

#	Answer	Response	%
1	Better Prepared	13	68%
2	About the Same	6	32%
3	Less Well Prepared	0	0%
	Total	19	100%

Action Taken: When comparing ECU students to students from other programs, all Field-Site Supervisors (100%) found the students' to be "about the same" or above. Results were reviewed with faculty. No other action taken.

10. In the past year, I have supervised...

#	Answer	Response	%
1	SACC Practicum Students	0	0%
2	SACC Internship Students	6	29%
3	Both SACC Practicum and Internship Students	15	71%
	Total	21	100%

Action Taken: The majority of Field-Site Supervisors were supervising both Practicum and Internship students. Results were reviewed with faculty. No other action taken.

11. Suggestions for improving our students' professional preparation?

Practicum students seem to lack initiative- don't know if it is because they are unsure of themselves or their role at the facility.

I am not sure if there is anything you could do to improve their preparation but I feel that there needs to be more face to face contact with the site supervisor like there was in the past. We are the one's [sic] who really see the students in action and I feel that the department puts more emphasis on the Doc students impression than the site supervisors.

I have not directly supervised the interns or students but have supervised the staff assigned to the interns/students. I have observed the students in treatment teams, staff meetings/supervision meetings, and reviewed their documentation and clinical summaries/observations. I have been impressed by their knowledge base and group skills.

I feel as if most entry level students/interns come into our facility with a good theoretical base and counseling skills but I've also seen some interns with excellent skills.

I scored this assessment as an overall average of the scores for most students/interns.

ECU is doing a wonderful job. Students from this program are consistently MUCH better prepared than students from other comparable programs. Thank you for all of your hard work and dedication!

Please stress the importance of registering with the NCSAPPB as soon as possible/while enrolled in school. Also, given how quickly SACC students move from counselors to supervisors (in my estimation, usually within 18 months of graduation), some focus on clinical supervision & administrative managerial skills would be of great use.

My only suggestion is to keep doing what you are doing. The students are of outstanding quality, open and willing to test out their academic knowledge in a work setting. They are motivated and well versed in the clinical application. They also appear to have realistic expectations of the mental health field. I am proud to be a site supervisor for this program

Students are prepared well. However, the site is focused on children/adolescents, and coursework in this area would be helpful.

Discuss professionalism - punctuality, not using cell phones at work, attire, boundaries on social media. Practice clinical written communication (i.e. notes, assessments).

Student has informed me that she has decided that she will not be doing her internship during the fall, 2014, semester.

Fortunate for us at ADATC the students we have from ECU have been of high quality with past experience in the field. Just keep doing what you are doing and staying ahead of the game with all the changes that have recently been implemented (DSM5/ASAM) and changes that will come. I checked "Better Prepared" compared to other schools because your program is Substance Use Disorder specific and others may focus on LCSW, LPC, etc. Thank you!

My supervisee was above and beyond the average intern. She was exceptional!

None at this time.

The student I worked with last semester was well prepared. He developed great rapport with the clientele and staff alike.

None at this time. I was pleased with Ms. _____ performance during her internship.

Needs to be more training on how to give clinical diagnostic assessment.

I would suggest more **practical application of the theories learned**. Knowing a theory and actually knowing when to use it and how to use it are two very different things. Experiential learning would be helpful in this process.

Action Taken:

1. All faculty will do site visit (rather than making telephone contacts to field-site supervisors).
2. The Field-Site Coordinator will assist students in registering with the NCSAPPB during the Internship course.
3. Faculty will expand the coverage of children and adolescent counseling needs in the Human Growth and Development, Family Counseling and Treatment courses.
4. The faculty will take turns doing skills/theories training with the Internship students during the 2014-2015 academic year.

(d) Employer Survey: Employers evaluated employees in the areas of content knowledge, organizational skills, interpersonal skills, communication skills, clinical judgment, leadership skills, preparation to work in their particular job setting, and comparing ECU graduates to other students they've supervised on a 4-point scale (Very Good = 4, Good = 3; Fair = 2, Poor = 1, Not Applicable = 0).



The Employer Survey is administered yearly. In 2013-2014, there were 29 graduates. Five (5) students reported having a job offer or being employed at graduation. Of the 5 employers, 4 responded to the survey for a 80% return rate.

Results:


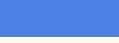
**2013-2014 Substance Abuse and Clinical Counseling
Employer Survey**

06/26/2014

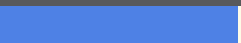

1. Content Knowledge (Counseling theories and techniques, human development, legal and ethical information, social and cultural diversity information diversity information, substance abuse and clinical counseling information, vocational and career information, research, etc.)?

#	Answer		Response	%
1	Very Good		3	75%
2	Good		1	25%
3	Fair		0	0%
4	Poor		0	0%
	Total		4	100%

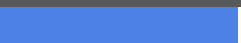

2. Counseling Skills (Development of a helping relationship, assessment/intake skills, individual group and family counseling skills, etc.)

#	Answer		Response	%
1	Very Good		3	75%
2	Good		1	25%
3	Fair		0	0%
4	Poor		0	0%
	Total		4	100%

3. Organizational Skills (Record keeping, maintaining client schedules, etc)

#	Answer		Response	%
1	Very Good		2	50%
2	Good		2	50%
3	Fair		0	0%
4	Poor		0	0%
	Total		4	100%

4. Interpersonal Skills (Ability to get along with others while getting the job done?)

#	Answer		Response	%
1	Very Good		2	50%
2	Good		2	50%
3	Fair		0	0%
4	Poor		0	0%
	Total		4	100%

5. Communication Skills

#	Answer		Response	%
1	Very Good		1	25%
2	Good		3	75%
3	Fair		0	0%
4	Poor		0	0%
	Total		4	100%

6. Clinical Judgment

#	Answer		Response	%
1	Very Good		1	25%
2	Good		3	75%
3	Fair		0	0%
4	Poor		0	0%
	Total		4	100%

7. Leadership Skills

#	Answer		Response	%
1	Very Good		1	25%
2	Good		2	50%
3	Fair		1	25%
4	Poor		0	0%
	Total		4	100%

8. Preparation to work in this particular job setting?

#	Answer		Response	%
1	Very Good		2	50%
2	Good		2	50%
3	Fair		0	0%
4	Poor		0	0%
	Total		4	100%

9. How do East Carolina graduates compare to those you have hired from other programs?

#	Answer		Response	%
1	Better Prepared		2	50%
2	About the Same		1	25%
3	Less Well Prepared		0	0%
4	Not Applicable		1	25%
	Total		4	100%

10. Suggestions for improving our students' professional preparation?

Text Response

None

I think more clarification on the credentialing process is needed because that seems to be the area I get the most questions about.

Action Taken: All areas, with the exception of leadership skills, were rated as “Good” or above. Faculty discussed the possibility of contacting graduates 3 months post-graduation to enquire about their job status. The alumni email list for Job Bank will be used to contact graduates.

(f) External Advisory Board Feedback (EAB):

6. The effective use of technology to deliver the curriculum and enhance experiences to meet program and student needs as measured by:

(a) Substance Abuse and Clinical Counseling Student Survey: See Substance Abuse and Clinical Counseling Survey results discussed previously.

(b) Substance Abuse and Clinical Counseling Alumni Survey: See Substance Abuse and Clinical Counseling Alumni Survey results discuss previously.

7. Recruitment and retention of students:

Semester/Year	Applicants	Admitted	Students who dropped/failed out of program	Total enrollment
2013-2014	40	23	1 Dropped – Personal reasons	63
2012-2013	72	36	1 academic dismissal	63

The Substance Abuse and Clinical Counseling Program has performed well in regards to completed applications, admissions, and enrollment. Only top applicants are accepted into the program (GPA average scores are above the Graduate School requirements; 2011: 3.2; 2012: 3.3). The target for 2013 was to maintain the current rate of applications, admissions and enrollment. These **targets were based on both fall and spring** applications, admissions and enrollment.

Although applications were lower than past years (n = 40), the applicant pool yielded a number of qualified individuals and 27 admissions were extended. Of those, 18 students enrolled in the program.

Strategies for developing pipelines and increasing your pool of completed applications:

(Did you implement the strategies stated on your original report? Did they work? Why or why not?)

Since the program was performing well in this area, new strategies were not developed. The strategies that were developed focused on increasing diversity of student enrollment. Two of the three strategies for recruiting minority students were implemented. First, a faculty member and doctoral student presented at the North Carolina Agricultural & Technical State University's *Annual Rehabilitation of Racial & Ethnic Minorities with Behavioral Addictions (REMBA) Conference*. During the conference, program information was provided to faculty and students of Historically Black Colleges and Universities (HBCUs). The second strategy, sending recruitment materials to HBCU in North Carolina, was not completed due to contacts made at the REMBA Conference. (Sending the same materials we provided at the conference seemed redundant.) The final strategy, contacting minority owned mental health agencies about our program, was

completed. Local companies were contacted as well as alumni employed in the field. Results: The fall 2013 applicant pool included seven minorities; five were admitted and two enrolled. Efforts to increase enrollment diversity will continue.

Strategies for increasing diversity of applicant pool: (Did you implement the strategies stated on your original report? Did they work? Why or why not?) See above response.

Strategies for increasing yield (ratio of enrolled students / completed application): Did you implement the strategies stated on your original report? Did they work? Why or why not?

As discussed in the 2012-2013 plan, the program has typically performed well in regard to completed applications. The program has a steady pool of applicants and only the top applicants are accepted into the program. Thus, revising the strategies for increasing yield was not warranted. As previously discussed, the number of fall applicants were lower than past years, but the applicant pool was strong. The decrease in applicants will be addressed in the upcoming enrollment plan.

Retention plan and strategies: (Did you implement the strategies stated on your original report? Did they work? Why or why not?)

As discussed in the 2012-2013 plan, our program's retention rate is excellent. With an average enrollment of 52 students, revising strategies for student retention was not warranted. The program continues to provide support to students through New Student Orientation (twice yearly), Faculty advisement (as needed), and Faculty review of student progress (end of each semester). During the spring 2013 semester, the program had one student dismissed to due academic reasons (i.e., receiving a third C while in the program). The student's advisor met with the student and suggested dropping one of the classes to avoid getting a third C. The student chose to remain in the course stating, "I will study hard and get a B. I know I can do it." However, the student did not do well on the final exam, earning C in the course. The program will continue with the current retention plan. During the 2013-2014 year one student left the program citing personal issues.

8. Program recognition as measured by:

(a) Successful Completion of CACREP Accreditation: In process.

Action Taken

CACREP Self Study is in process. No action taken.

(b) Faculty Achievements

During the 2013-2014 school year there were 9 full-time faculty members in the Department of Addictions and Rehabilitation Studies and 11 publications. The faculty met the goal of an average of one publication per full-time faculty member.

Action Taken: The faculty met the goal of an average of one publication per full-time faculty member. The data was reviewed and faculty were encouraged to continue at the current publication rate.

(c) Student Achievements as measured by:

1. Number of Awards: None

2. Number of Scholarships: Two (2) students received the Lambeth Scholarship.

3. Number of Presentations: Eight students (12%) have presented at professional conferences (state presentations, n = 5; local presentations, n = 2; national presentation, n = 1).

Action Taken

The goal of 5% of Substance Abuse and Clinical Counseling students presenting at professional conferences was met. Faculty discuss the results and will continue to encourage students to attend and present at professional conferences.