

**East Carolina University  
College of Allied Health Sciences  
Addictions and Rehabilitation Studies  
M.S. in Rehabilitation & Career Counseling program  
Assessment Plan and Report (TracDat)  
AY 2018-2019**

**Program Statistics**

- Current enrollment: **23** (*without spring/summer 2019 graduates*)
- Number of students who graduated during academic year 2018-2019: **8** (*includes spring/summer 2019 graduation*)
- CRC pass rate: **100%**
- Licensure examination pass rate: **100%**
- Fall 2019 enrolled – to date: **5**
- Planned enrollment: **5-10**

**Student Demographics:**

**Gender (n=23)**

- Female = **18**
- Male = **5**

**Full-time Faculty Demographics:**

- Female, Caucasian/White = **5**
- Male, Caucasian/White = **5**

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**Program Assessment Outcome Measures, Results, and Plan for AY 2019-2020**

**Counseling Orientation and Ethical Practice**

Outcome: MS Students will demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CACREP 2.F.1.i)

MOA-1: My 3-minute video on ethics/Ethical principle review – Students will be assessed on their presentation of ethical standards in ADRE 6050 and ADRE 6991.

CFS-1: 80% of students will receive at least 75% of the points for the assignment.

MOA-2: ADRE 6991 Internship journal. Students will identify and reflect, using code of ethics, on two ethical issues occurring at internship site– assessed during week 3 (time 1) of internship and final journal of internship (time 2).

CFS-2: 80% of students will receive at least 75% of the points for the assignment at time 1 and 80% of the students will receive 85% of the points at time 2.

1. Actions Taken: For 2018-2019 assessment period, the instructors of ADRE 6050 and 6991 reviewed and revised the means of assessment (i.e., My 3-minute video on ethics rubric, and Ethical principle review rubric). This outcome is in response to a change in program evaluation criteria set by the program's accreditation standards.

2. Results:

MOA-1: Twenty-two of thirty-five students, or 62%, in ADRE 6050 received at least 80% of the total points on the My 3-minute video on ethics assignment. Twenty-five of twenty-six students, or 96%, in ADRE 6991 received at least 80% of points on the Ethical principle review assignment. The criterion for success (CFS-1) for means of assessment 1 (MOA-1) was not met as 62% received at least 80% of the total points on the Ethics review assignments in ADRE 6050 and 6991

MOA-2: Twenty-five out of twenty-six students or 96% of students received at least 75% of points for the assignment at time 1 and time 2. Based on the data collected from Internship Journals the criterion for success (CFS-2) for means of assessment 1 (MOA-1) was met.

3. Analysis of Results: The results reflect faculty perceptions of student action for MOAs. The criterion for success (CFS-1) for means of assessment 1 (MOA-1) was not met as the total points on the Ethics 3-minute video assignment in ADRE 6050 students demonstrated difficulty presenting the ethical cannons to clients (or mock role-play in case of video). Despite 100% of

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students meeting the minimum threshold on assignments for MOA-2, faculty recognized that students continue to demonstrate difficulty utilizing ethical cannons. Specifically, students presented the ethical cannon using highly technical, professional jargon language. Presenting ethical information in this manner may not be well received or understand by future clients. Thus, faculty/instructors will emphasis more practice and feedback around presentation style regarding ethical cannons

4. Actions panned for next reporting year: For the AY 2019-2020 assessment period, faculty will integrate in-class demonstrations on the presentation of ethical cannons to clients. Each class will include at least one opportunity for students to practice their presentation in class and receive feedback on their presentation clarity and language used.

Name: **3 Minute Video** Exit

Description: **Introduction not related to topic >10 seconds (-10 points for each 10 seconds); Under 2:30 (-10 points for each 10 seconds); Over Three minutes (-10 for each 10 seconds); Late with permission (-50)**

**Grid View** | List View

	DNMR	MR	ER
Reason for meeting	0 (0.00%) - 16 (6.40%)	<b>20</b> (8.00%) 17 (6.80%) - 20 (8.00%)	21 (8.40%) - 25 (10.00%)
Reviews guideline	0 (0.00%) - 34 (13.60%)	<b>44</b> (17.60%) 35 (14.00%) - 44 (17.60%)	45 (18.00%) - 50 (20.00%)
Story, metaphor, example	0 (0.00%) - 34 (13.60%)	35 (14.00%) - 44 (17.60%)	<b>50</b> (20.00%) 45 (18.00%) - 50 (20.00%)
Language appropriate	0 (0.00%) - 51 (20.40%)	52 (20.80%) - 66 (26.40%)	<b>74</b> (29.60%) 67 (26.80%) - 75 (30.00%)
Dress appropriate	0 (0.00%) - 16 (6.40%)	17 (6.80%) - 20 (8.00%)	<b>25</b> (10.00%) 21 (8.40%) - 25 (10.00%)
Natural feel	0 (0.00%) - 16 (6.40%)	17 (6.80%) - 20 (8.00%)	<b>24</b> (9.60%) 21 (8.40%) - 25 (10.00%)

**Raw Total: 237.00 (of 250)**

**Feedback to Learner**

Overall, this is an excellent presentation. Great example that you used, with the medication.

## Social and Cultural Diversity

Outcome: MS Students will demonstrate multicultural counseling competencies (CACREP 2.F.2.c)

MOA-1: Knowledge subscale of the MAKSS– assessed during orientation and end of practicum.

CFS-1: Students’ mean knowledge subscale score from time 1 to time 2 will increase.

MOA-2: Skills subscale of the MAKSS – assessed during orientation and end of practicum.

CFS-2: Students’ mean skills subscale score from time 1 to time 2 will increase.

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1. Actions Taken: For the 2018-2019 assessment period, the instructor of ADRE 6370 facilitated cultural immersion activities that aimed to increase students' awareness of their own culture on the counseling relationship and processes.

2. Results:

MOA-1: A total of thirty students completed the MAKSS during orientation (time 1) and sixteen students at the end of practicum (time 2). For the Knowledge subscale, the mean score at time 1 was 2.753, and the mean score at time 2 was 2.847. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as the mean score increased between time 1 and time 2.

MOA-2: A total of thirty students completed the MAKSS during orientation (time 1) and sixteen students at the end of practicum (time 2). For the Skills subscale, the mean score at time 1 was 2.725, and the mean score at time 2 was 2.894. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as the mean score increased between time 1 and time 2.

3. Analysis of Results: While the students' mean scores on the MAKSS Knowledge and the MAKSS Skills subscales increased, the mean scores improved minimally. Faculty will focus on integrating assignments within the curriculum that specifically focus on building students' knowledge and skills for multicultural competency. The introduction of facilitated cultural immersion activities in ADRE 6370 assisted students in recognizing their personal culture and its impact on counseling relationships. However, these activities did not directly focus on students' knowledge and skills on multicultural counseling in session with clients.

4. Actions planned for next reporting year: For the 2019-2020 assessment period, the instructors of ADRE 6360 will integrate discussion of cultural considerations as part of in-class case presentations to increase opportunities for students to apply multicultural competency in working with clients. Course instructors will provide direct feedback and processing on the role of culture in the change process.

## **Human Growth and Development**

**Outcome:** MS Students will demonstrate an understanding of the systemic and environmental factors that affect human development, functioning, and behavior. (CACREP 2.F.3.f)

MOA-1: Assessment summary assignment – assessed during ADRE 6250 and ADRE 6360

CFS-1: 80% students will receive at least 60% of the points for the HGD component of the assignment.

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MOA-2: HGD case study/case file Assignment – assessed during ADRE 6340 and ADRE 6991.

CFS-2: 80% students will receive at least 80% of the points for the assignment.

1. Actions Taken: For 2018-2019 assessment period, the instructors of ADRE 6250, 6340, 6360, and 6991 reviewed and revised the means of assessment (i.e., Assessment summary rubric, Human growth and development case study rubric, and Case file assignment rubric). This outcome is new for AY 2017-2018. This new outcome was added in response to a change in program evaluation criteria set by the program’s accreditation standards.

2. Results:

MOA-1: Thirty-five of thirty-seven students, or 94.6%, made at least 60% of total points on the HGD component in the assessment summary assignment in ADRE 6250. Six of six students, or 100%, made at least 60% of total points on the HGD component in the assessment summary assignment in ADRE 6360. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as forty-three of forty-one students, or 94.6%, achieved at least 60% of the total points on the assessment summary assignment.

MOA-2: Twenty of twenty students, or 100%, made at least 80% of the points on the HGD case study in ADRE 6340. Twenty-five of twenty-six, or 96%, made at least 80% of the points on the HGD case file assignment in ADRE 6991. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as forty-five of forty-six students, or 97.8%, achieved at least 80% of the total points on the HGD case study/file assignments.

3. Analysis of Results: While students demonstrated knowledge for how environmental factors affect human development, faculty recognized a continued area of academic growth for students around this outcome. Specifically, students’ ability to connect the influence of environmental factors in relation to human development to client treatment planning and clinical outcome factors.

4. Actions planned for next reporting year: For the 2019-2020 assessment period, the course instructors will emphasize the role that human development factors impact the overall treatment plan and treatment outcome in client care. Each assignment listed in MOA-1 and MOA-2 continue to include an ‘implications on treatment’ section. Case examples will be integrated within classes to demonstrate the role of human development on the course of client treatment in order to assist client learning.

Assessment Summary (5.C.3.a)	
Areas to Address	Possible Points

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<p>General Information</p> <ul style="list-style-type: none"> <li>• Identifying Information:</li> <li>• Benefits (Food Stamps/SSI/Medicaid/VA):</li> </ul>	1
<p>History of Presenting Problems:</p>	2
<p>Mental Status:</p> <ul style="list-style-type: none"> <li>General appearance:</li> <li>Orientation:</li> <li>Psychomotor behavior:</li> <li>Mood/Affect:</li> <li>Speech:</li> <li>Cognition:</li> <li>Thought content/process:</li> </ul>	2
<p>Developmental History (systemic &amp; environmental factors that affect development, functioning, and behavior; 2.F.3.f)</p>	5
<p>Bio-Psycho-Social-Spiritual (5.C.1.c)</p> <ul style="list-style-type: none"> <li>• Medical &amp; Medications:</li> <li>• Psychoactive Substance Use and Abuse:</li> <li>• Psychological:</li> <li>• Marital and Family History:</li> <li>• Social, Relationships, and Cultural:</li> <li>• Education:</li> <li>• Vocational:</li> <li>• Recreational/Leisure Activities:</li> <li>• Legal:</li> <li>• Spirituality:</li> </ul>	5
<p>Case Conceptualization, Diagnosis, &amp; Treatment Planning</p> <ul style="list-style-type: none"> <li>• Problem Areas:</li> <li>• Strengths/Assets:</li> <li>• Diagnostic Formulation <ul style="list-style-type: none"> <li>○ Description of screening/assessment tool(s) used to inform diagnostic formulation (2.F.7.e; 2.F.7.k; 2.F.7.l)</li> </ul> </li> <li>• Clinical Formulation <ul style="list-style-type: none"> <li>○ Theoretical lens depicting how client's problems developed &amp; how problems are perpetuated</li> </ul> </li> </ul>	5

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<ul style="list-style-type: none"> <li>• Treatment Formulation/Plan             <ul style="list-style-type: none"> <li>○ Description of screening/assessment tool(s) used to inform treatment formulation/planning (2.F.7.e)</li> <li>○ Treatment plan (evidence-based counseling strategies/techniques; 2.F.5.j)</li> </ul> </li> </ul>	5
Subtotal	
Deduction of 1 letter grade for each day turned in after due date	
Total	/25

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## **Career Development**

Outcome: MS Students will use strategies for assessing abilities, interests, values, personality and other factors that contribute to career development. (CACREP 2.F.4.e)

MOA-1: Career Self-Study project– assessed during ADRE 6380 and My Test Kit assignment – assessed during ADRE 6401.

CFS-1: 80% students will receive at least 80% of the points for the assignment.

MOA-2: Career Discussion Board Case Study – assessed during ADRE 6380 and ADRE 6401.

CFS-2: 80% students will receive at least 80% of the points for the assignment.

1. Actions Taken: For the 2018-2019 assessment period, the instructors of ADRE 6380 and 6401, revised the means of assessment (i.e., Career Self Study project rubric, My Test Kit assignment rubric, and Career Discussion Board Case Study rubric). This outcome was added in response to a change in program evaluation criteria set by the program's accreditation standards.

2. Results:

MOA-1: Nineteen of thirty-one students, or 61%, received at least 80% of points on the Career self-study project assignment in ADRE 6380. Thirty-three of forty-one, or 80%, received at least 80% of points on the My test kit assignment in ADRE 6401. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) met.

MOA-2: Thirty-one of thirty-one students, or 100%, of students received at least 80% of points on the Career discussion board case study assignment in ADRE 6380. The Career discussion board assignment in ADRE 6401 was eliminated. The criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met for ADRE 6380.

3. Analysis of Results: Faculty recognized the continued need for students to increase their knowledge of and ability to integrate career development assessment within the counseling assessment and treatment process instructors\_in ADRE 6380 and ADRE 6401 to reinforce the role and importance of career development within the client assessment and treatment processes.

4. Actions planned for next reporting year: For the 2019-2020 assessment period, instructor in ADRE 6380 will utilize the revised Career Self-Study Project Rubric and in ADRE 6401 the instructor will now add a link to the career counseling rubric to reinforce how testing is used in counseling and it is expected that 80% of students in the class will utilize the link.



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Career Self-Study Project Rubric

<p>This assignment is designed to help you examine your career development over the lifespan. This career self-study will give you the opportunity to learn about yourself while learning career counseling techniques that could be used with future career clients. The Career Self-Study Project should demonstrate your knowledge and skills concerning career counseling strategies with a client. This document should be 10 to 15 pages long.</p>	
<p>Career Self-Study Project Rubric Due July 11, 2018, 11:59 PM</p>	
<p>Areas to Address</p>	<p>Possible Points</p>
<p>a. <u><i>Description of Your Educational Development (Personal Development Analysis Reflection Paper)</i></u></p> <p>i. Document and describe your career and educational development (G.4.e).</p> <p>ii. Document and describe career, vocational, educational, occupational and labor market information resources that you used or could have used to make your career/academic decisions (G.4.b).</p>	<p>8</p>
<p>b. <u><i>Description of Your Self-Assessment and Career Domains (Self-Assessment Analysis Paper)</i></u></p> <p>i. Document and describe how your interests, personality, and decision-making domains have influenced your career development process (A document with a list of assessments that you can access are provided in the Blackboard Documents folder).</p> <p>ii. Document and describe inter-relationships among work, educational experience family, and other essential life roles and factors (G.4.d) * <i>Career Self-Study Project</i> must include the <i>Career Construction Interview</i> (see Savickas 2015, chapters 3 and 4).</p>	<p>8</p>
<p>c. <u><i>Description of Your Plan to Become a Counselor (Career Problem Solving and Decision Making Paper)</i></u></p> <p>i. Document and describe your career development plan (G.4.c)</p> <p>ii. Describe career planning and decision-making skills that you will need to implement and maintain your career development program (G.4.c).</p> <p>iii. Describe career planning and decision-making skills that you will use to evaluate your career development program (G.4.c).</p>	<p>8</p>
<p>d. <u><i>Supervision by the Professor/Counseling Supervisor</i></u></p>	<p>3</p>

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i. Demonstrate the critical supervision points that should be addressed by your professor/supervisor regarding your professional development.	
e. <u>Mechanism for Evaluation</u> i. Develop a list of goals and objectives to evaluate your progress as a mental health or rehabilitation counselor during the first five years of your career.	3
• Total Points	30

**Counseling and Helping Relationships**

Outcome: MS Students will demonstrate essential interviewing, counseling, and case conceptualization skills (CACREP 2.F.5.g)

MOA-1: Counseling skills component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-1: 80% of students will receive at least 2 out of 3 on the counseling skills component

MOA-2: Case conceptualization component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-2: 80% of students will receive at least 2 out of 3 on the case conceptualization component

1. Actions Taken: For the 2018-2019 assessment period, the following changes were implemented to impact counseling skills and case conceptualization skills. First, ADRE 6330 increased focus on and practice of theory-driven counseling techniques. The use of experiential activities to enhance student knowledge and skills around theory-driven techniques was included. Second, ADRE 6250 modified the assessment summary assignment to include more emphasis on the case conceptualization development. Students were required to conduct their mock-assessment session to elicit data necessary to form appropriate case conceptualizations.

2. Results:

MOA-1: Forty-four of forty-four students, or 100%, in ADRE 6360 received at least 2/3 points on the counseling skills component of the final field site supervisor evaluation of student performance. Twenty-six of twenty-six students, or 100%, in ADRE 6991 received at least 2/3 points on the counseling skills component of the final field site supervisor evaluation of student performance. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as total of seventy of seventy students, or 100%, received at least 2/3 points on the

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counseling skills component of the final field site supervisor evaluation of student performance.

MOA-2: Forty-four of forty-four students, or 100%, in ADRE 6360 received at least 2/3 points on the case conceptualization component of the final field site supervisor evaluation of student performance. Twenty-six of twenty-six students, or 100%, in ADRE 6991 received at least 2/3 points on the case conceptualization component of the final field site supervisor evaluation of student performance. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as total of seventy of seventy students, or 100%, received at least 2/3 points on the case conceptualization component of the final field site supervisor evaluation of student performance.

3. Analysis of Results: The use of experiential activities in ADRE 6330 geared around the use of theory-driven techniques had a positive influence on the students' demonstration of counseling skills in ADRE 6360 and ADRE 6991. Narrative feedback from site and doctoral supervisors support the interpretation that students' counseling skills had improved from previous semesters. The enhanced emphasis on case conceptualization formation in ADRE 6250 had a positive influence on students' demonstration of case conceptualization skills in ADRE 6360 and ADRE 6991. Feedback on the site supervisor feedback form and grades on the case conceptualization component of the assessment summary assignment for these courses demonstrate student improvement in case conceptualization skills from previous semesters. However, instructors noted that the integration of theoretical lens within the case conceptualization was still an area of improvement.

4. Actions planned for next reporting year: For the 2019-2020 assessment period, the skills associated with integrating theory within the case conceptualization process will be enhanced. First, the case assessment summary project in ADRE 6250 will require heavier emphasis on integration of theory within the case conceptualization component. The instructor of ADRE 6250 will include lectures and case studies to practice the examination of clinical cases from multiple theoretical perspectives. The changes in ADRE 6250 will provide a foundation for students' knowledge and skills improvement for ADRE 6360 and ADRE 6991.

### **Group Counseling and Group Work**

Outcome: MS Students will understand therapeutic factors and how they contribute to group effectiveness. (CACREP 2.F.6.c)

MOA-1: Group observation journal assignment – assessed during ADRE 6350 and ADRE 6991

CFS-1: 80% of students will receive at least 75% of the points for the assignment.

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MOA-2: Group counseling component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-2: 80% of students will receive at least 2 out of 3 points for the assignment.

1. Actions Taken: For the 2018-2019 assessment period, the group counseling intervention project was added to ADRE 6350. The project required students to plan and develop a group counseling intervention for a specific client population, exploring how the group procedure will influence group effectiveness.

2. Results:

MOA-1: Forty-four of forty-four students, or 100%, in ADRE 6350 received at least 75% of the total points on the group observation journal assignment. Twenty-five of twenty-six students, or 96.15%, in ADRE 6991 received at least 75% of the total points on the group observation journal assignment. The criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as total of sixty-nine of seventy students, or 98.67%, received at least 75% of the total points on the group observation journal assignment for internship.

MOA-2: Forty-four of forty-four students, or 100%, in ADRE 6360 received at least 2/3 points on the group counseling component of the final field site supervisor evaluation of student performance. Twenty-five of twenty-six students, or 96.15%, in ADRE 6991 received at least 2/3 points on the group counseling component of the final field site supervisor evaluation of student performance. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as total of total of sixty-nine of seventy students, or 98.67%, received at least 2/3 points on the group counseling component of the final field site supervisor evaluation of student performance.

3. Analysis of Results: The addition of the group counseling intervention project in ADRE 6350 increased students' knowledge and skills for developing and facilitating group counseling interventions. Student journals in ADRE 6350 and ADRE 6991 demonstrate an enhanced understanding of how to develop a group counseling intervention compared to previous semesters. Additionally, narrative feedback from site supervisors in ADRE 6360 and ADRE 6991 demonstrated an increase in group counseling skills compared to previous semesters. However, instructors of ADRE 6360 and ADRE 6991 note that additional improvement on students' skills around group counseling facilitation is needed.

4. Actions planned for next reporting year: For the 2019-2020 assessment period, the group counseling intervention project will incorporate more emphasis on role of the group facilitator. This increased emphasis will require students to process the knowledge of group facilitation in connection with the implementation of a group counseling intervention, translating to an improvement in practical facilitation skills within ADRE 6360 and ADRE 6991.

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## **Assessment and Testing**

Outcome: MS Students will demonstrate use of assessments for diagnostic and intervention planning purposes. (CACREP 2.F.7.e)

MOA-1: Assessment summary assignment – assessed during ADRE 6250 and ADRE 6360

CFS-1: 80% of students will receive at least 60% of the points for the ‘use of screening/assessment tools for diagnosing’ component of the assignment

MOA-2: Assessment summary assignment – assessed during ADRE 6250 and ADRE 6360

CFS-2: 80% of students will receive at least 60% of the points for the ‘use of screening/assessment tools for treatment planning’ component of the assignment

1. Actions Taken: There were no actions taken for AY 2017-2018 as the outcome, MOAs, and CFSs were new for this assessment period, thus analysis will reflect on results and faculty perceptions of student action for MOAs. Faculty opined that the disparity between students in ADRE 6250 and ADRE 6360 is likely due to the course flow and matriculation of students. Specifically, the student that were in ADRE 6360 during AY 2017-2018 assessment period were enrolled in ADRE 6250 prior to curriculum changes related to this outcome being implemented. Thus, students who were enrolled in ADRE 6250 in spring 2018, the first semester the curriculum changes were implemented, will be enrolled in ADRE 6360 during AY 2018-2019 assessment period.

### 2. Results:

MOA-1: Thirty-nine of thirty-nine students, or 100%, in ADRE 6250 received at least 60% of the total points on the use of screening/assessment tools for diagnosing component of the assessment summary assignment. Forty-four of forty-four students, or 100%, in ADRE 6360 received at least 60% of the total points on the use of screening/assessment tools for diagnosing component of the assessment summary assignment. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as total of eighty-three of eighty-three students, or 100%, received at least 60% of the total points on the use of screening/assessment tools for diagnosing component of the assessment summary assignment.

MOA-2: Thirty-nine of thirty-nine students, or 100%, in ADRE 6250 received at least 60% of the total points on the use of screening/assessment tools for treatment planning component of the assessment summary assignment. Forty-four of forty-four students, or 100%, in ADRE 6360 received at least 60% of the total points on the use of screening/assessment tools for treatment planning component of the assessment summary assignment. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as total of eighty-three of eighty-three

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students, or 100%, received at least 60% of the total points on the use of screening/assessment tools for treatment planning component of the assessment summary assignment.

3. Analysis of Results: There were no actions taken for AY 2017-2018 as the outcome, MOAs, and CFSs were new for this assessment period, thus analysis will reflect on results and faculty perceptions of student action for MOAs. For AY 2018-2019, the data demonstrate students' knowledge and skills for using screening/assessment tools for diagnostic and treatment planning purposes. Instructors of ADRE 6250 and ADRE 6360 noted an increase in depth and discussion within the assessment summary components on diagnosis and treatment planning. However, faculty noted an area of improvement was students' ability to justify the assigned diagnosis and recommended interventions based on results of screening/assessment tools, along with clinical interview.

4. Actions planned for next reporting year: For the 2019-2020 assessment period, the instructor in ADRE 6250 will increase the focus on appropriate screening and assessment tools used within each diagnostic category. Introducing more diagnosis specific screening and assessment tools will expand students' awareness of a diversity of tools, and practice utilizing screenings/assessments to aid in the diagnostic process.

### **Research and Program Evaluation**

Outcome: MS Students understand identification of evidence-based counseling practices.  
(CACREP 2.F.8.b)

MOA-1: Evidence based practice identification component of assignment rubric – assessed during ADRE 6250 and ADRE 6550.

CFS-1: 80% of students will receive at least 60% of the points for the 'evidence based practice identification' component of the assignment

MOA-2: Evidence based practice component of the field site supervisor evaluation of student performance – assessed during ADRE 6360 final evaluation and ADRE 6991 final evaluation

CFS-2: 80% of students will receive at least 2 out of 3 on the evidence based practice component on final field site supervisor evaluation.

1. Actions Taken: For the 2018-2019 assessment period, the assessment summary assignment in ADRE 6250 was modified to include a component that assesses students' ability to identify and justify an appropriate evidence-based practice for the case study presented.

2. Results:

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MOA-1: Thirty-nine of thirty-nine students, or 100%, in ADRE 6250 received at least 60% of the total points on the evidence-based practice identification component of the assessment summary assignment. Twenty of twenty students, or 100%, in ADRE 6550 received at least 60% of the total points on the evidence-based practice identification component of the assignment. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was met as total of fifty-nine of fifty-nine students, or 100%, received at least 60% of the total points on the use of evidence-based practice identification component of the assignment.

MOA-2: Forty-four of forty-four students, or 100%, in ADRE 6360 received at least 2 out of 3 on the evidence based practice component on final field site supervisor evaluation. Twenty-five of twenty-six students, or 96.15%, in ADRE 6991 at least 2 out of 3 on the evidence based practice component on final field site supervisor evaluation. Thus, the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was met as total of sixty-nine of seventy students, or 98.57%, received at least 2 out of 3 on the evidence based practice component on final field site supervisor evaluation.

3. Analysis of Results: The addition of an evidence-based practice identification component in ADRE 6250 increased students' ability to justify the inclusion of specific evidence-based practices based on a client's specific situation. However, despite the CFS being exceeded for both MOA-1 and MOA-2, faculty believe additional focus on the appropriate identification of evidence-based practices will enhance student skills for this outcome. Specifically, skills related to the use of electronic databases to search for peer-reviewed sources to identify key literature for evidence-based practices is an area of continued growth.

4. Actions planned for next reporting year: For the 2019-2020 assessment period, the instructor of ADRE 6250 will incorporate a discussion board assignment specifically designed to elicit students' skills in using ECU library database to search for evidence-based practices. This assignment will require students to search and select an appropriate evidence-based practice, referencing citations from a literature search, for an assigned case study.

**Foundations/Contextual Dimensions/Practice: Rehabilitation & Career Counseling Specialty**

Outcome: Rehabilitation and Career Counseling Students will an understanding of Legal and ethical aspects of rehabilitation counseling, including ethical decision-making models.  
(CACREP 5.2.q)

MOA-1: Interview with a Counseling Professional – assessed during ADRE 6010 and ADRE 6991.

CFS-1: 80% of students will receive at least 80% of the points for this assignment

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MOA-2: My Personal and My Professional Code of Ethics – assessed during ADRE 6050 beginning evaluation and ADRE 6050 final evaluation.

CFS-2: 80% students will receive at least 80% of the points for the assignment.

1. Actions Taken: For the 2018-2019 assessment period, the instructor of ADRE 6010 revised the assessment rubric and collected data on MOA-1 and MOA-2. Data was not collected from ADRE 6991.

2. Results:

MOA-1: 9 out of 10 Rehabilitation & Career Counseling Students (90%) scored above 80% on the Interview with a Professional Counselor assignment and met the requirements.

MOA-2: 100% of (9 of 9) Rehabilitation & Career Counseling Students scored 80% or better on the Interview with a Professional Counselor assignment and met the requirements. met the second criteria.

3. Analysis of Results: Students showed improvement from the first to the second assessment in 6010 for the assignment. Data for ADRE 6991 was not collected for this year. For ADRE 6050, students did well on their professional code of ethics papers. The instructors of ADRE 6550 internship will revise the rubric or means of assessment for the personal /professional code of ethics paper

4. Actions planned for next reporting year: For the 2019-2020 assessment period, the instructors of ADRE 6991 internship will revise the rubric or means of assessment to include a personal or professional code of ethics paper.



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<b>Interview with Professional Counselor Rubric</b>	
	<b>Points</b>
Provide a description of the roles and functions of the clinical mental health, addiction, and/or rehabilitation counselor (CACREP - G.1.a, G.1.b, G.1.d, G.5.f, A.1, A.7, C.9)	3
Detail any working relationships with other professionals, including interdisciplinary teams (CACREP - G.1.c, A.3)	3
Provide information on the range of services provided at the site (i.e. inpatient, outpatient, partial treatment, aftercare) (CACREP - C.9)	3
Provide a description of any emergency management systems/services that the site provides to clients (CACREP - G.1.c)	5
Provide information on the management of clinical mental health, addiction, and/or rehabilitation counseling services and programs for your agency. This will include finding information about the area of administration (organizational charts), finance (funding sources), and accountability (who or what agency is held accountable for the programs /services offered at this agency). (CACREP - G.1.a, A.3, A.7, A.8, C.9)	8
Writing clear writing, APA Format, submission is thorough and free of errors (Do <u>not</u> just list sample questions and answers)	4
Comments: Submit only your write up, not the sample questions and answers	

Name: **My Personal Code of Ethics #1**

Exit

	Does not meet requirements	Meets requirements	Exceeds requirements
Clearly identified topic(s)	0 (0.00%) - 5 (10.00%)	6 (12.00%) - 22 (44.00%)	 <b>24</b> (48.00%) 23 (46.00%) - 25 (50.00%)
Logical flow	0 (0.00%) - 5 (10.00%)	6 (12.00%) - 22 (44.00%)	 <b>25</b> (50.00%) 23 (46.00%) - 25 (50.00%)

Raw Total: 49.00 (of 50)





**Feedback to Learner**

Excellent and well thought out paper. I also appreciate your comments about those who have influenced you.

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Name: **My Professional Code of Ethics #2**

**Grid View** | [List View](#)

	Does not meet requirements	Meets requirements	Exceeds requirements
Clearly identified topic(s)	0 (0.00%) - 5 (5.00%)	6 (6.00%) - 22 (22.00%)	 <b>23</b> (23.00%) 23 (23.00%) - 25 (25.00%)
Logical flow	0 (0.00%) - 5 (5.00%)	6 (6.00%) - 22 (22.00%)	 <b>24</b> (24.00%) 23 (23.00%) - 25 (25.00%)
Analysis/Critical thinking	0 (0.00%) - 5 (5.00%)	6 (6.00%) - 22 (22.00%)	 <b>24</b> (24.00%) 23 (23.00%) - 25 (25.00%)
Self-awareness	0 (0.00%) - 5 (5.00%)	6 (6.00%) - 22 (22.00%)	 <b>24</b> (24.00%) 23 (23.00%) - 25 (25.00%)

**Raw Total: 95.00 (of 100)**

**Feedback to Learner**

Overall an excellent paper. I like how you included the macro level of society--that is an important point. Well done.

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**Program Surveys**

**Alumni perception of program preparation across key performance indicators**

The MS in Rehabilitation & Career Counseling program prepared me for the following (n=3):

<b>Key Performance Indicator</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Demonstrate understanding of ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical and legal considerations in professional counseling				33.4%	66.6%
Demonstrate multicultural counseling competencies				33.4%	66.6%
Demonstrate an understanding of the systemic & environmental factors that affect human development, functioning, & behavior				33.4%	66.6%
Use strategies for assessing abilities, interests, values, personality & other factors that contribute to career development					100%
Demonstrate essential interviewing, counseling, & case conceptualization skills				33.4%	66.6%
Understand therapeutic factors & how they contribute to group effectiveness			33.4%	66.6%	
Demonstrate use of assessments for diagnostic & intervention planning purposes				66.6%	33.4%
Understand identification of evidence-based counseling practices				66.6%	33.4%

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Demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management				66.6%	33.4%
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What were the most useful aspects of the MS in Rehabilitation & Career Counseling program?

Job analysis and transferable skills analysis skills.
Assessment and diagnosis course.

What areas for improvement would you recommend for the MS in Rehabilitation & Career Counseling program?

More exposure to group counseling experiences.
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**Field site supervisor perception of student preparation across key performance indicators**

The MS in Rehabilitation & Career Counseling program prepared practicum/internship students for the following (n=2):

<b>Key Performance Indicator</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Demonstrate understanding of ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical and legal considerations in professional counseling				50%	50%
Demonstrate multicultural counseling competencies				50%	50%
Demonstrate an understanding of the systemic & environmental factors that affect human development, functioning, & behavior				50%	50%
Use strategies for assessing abilities, interests, values, personality & other factors that contribute to career development					100%

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Demonstrate essential interviewing, counseling, & case conceptualization skills				50%	50%
Understand therapeutic factors & how they contribute to group effectiveness			100%		
Demonstrate use of assessments for diagnostic & intervention planning purposes			50%	50%	
Understand identification of evidence-based counseling practices				100%	
Demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management				100%	

What are the strengths of MS in Rehabilitation & Career Counseling students you have supervised?

Students' knowledge of diagnoses.

What recommendations would you make to the MS in Rehabilitation & Career Counseling program to better prepare practicum/internship students?

Students could increase their case management skills.

**Employer perception of student preparation across key performance indicators**

The MS in Rehabilitation & Career Counseling program prepared program graduates for the following (n=2)

<b>Key Performance Indicator</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
Demonstrate understanding of ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical and legal considerations in professional counseling				50%	50%

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Demonstrate multicultural counseling competencies				100%	
Demonstrate an understanding of the systemic & environmental factors that affect human development, functioning, & behavior					100%
Use strategies for assessing abilities, interests, values, personality & other factors that contribute to career development					100%
Demonstrate essential interviewing, counseling, & case conceptualization skills			50%		50%
Understand therapeutic factors & how they contribute to group effectiveness			100%		
Demonstrate use of assessments for diagnostic & intervention planning purposes				50%	50%
Understand identification of evidence-based counseling practices				50%	50%
Demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management				100%	

What are the strengths of MS in Rehabilitation & Career Counseling students you have supervised?

None noted.

What recommendations would you make to the MS in Rehabilitation & Career Counseling program to better prepare program graduates?

None noted.