

**East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
M.S. in Clinical Counseling program
Assessment Plan and Report
AY 2020-2021**

Program Statistics

- Current enrollment: **55**
- Number of students who graduated during academic year 2020-2021: **29**
- Completion rate: **90.6%**
- Job Placement rate: **100%**
- CPCE pass rate: **100%**
- Licensure examination (NCE or NCMHCE) pass rate: **100%**
- Number of program applications received last year (fall 2020 and spring 2021):
 - **Applications: 104**
 - **Accepted: 33**
 - **Enrolled: 33**

Student Demographics (only categories with students in them are listed):

- Female, African American/Black = 10
- Female, Asian = 4
- Female, Caucasian/White = 32
- Female, Hispanic/Latino = 3
- Male, African American/Black = 2
- Male, Caucasian/White = 2
- Male, Hispanic/Latino = 2

Full-time Faculty Demographics

- Female, African American/Black = 1
- Female, Caucasian/White = 2
- Male, Caucasian/White = 3

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Program Assessment Outcome Measures, Results, and Plan for AY 2020-2021

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 80% 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 80% 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 the 2020-2021 assessment period, instructors of ADRE 6050 emphasized more practice and feedback around presentations regarding ethical cannons. The ADRE 6050 course will be augmented with a new recorded lecture that explains the requirements. Additionally, for both MOA 1 and MOA 2, the criterion for success threshold will be increased to 80% of points.

2. Results:

MOA-1: Thirty-five of thirty-seven, or 94.5% of students in ADRE 6050 received at least 80% of the total points on the My 3-minute video on ethics assignment. Thirty-eight of thirty-eight students, or 100%, 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 **met** as seventy-three of seventy-five, or 97.3% of students received at least at least 80% of the total points on the Ethics review assignments in ADRE 6050 and 6991

MOA-2: Thirty-eight of thirty-eight students, or 100%, in ADRE 6991 received at least 80% of points on for the ethical issue journal entry at time 1. Thirty-eight of thirty-eight students, or 100%, in ADRE 6991 received at least 80% of points on for the ethical issue journal entry at time 2. The criterion for success (CFS-2) for means of assessment 2 (MOA-2) was **met** as thirty-eight of thirty-eight students, or 100%, in ADRE 6991 received at least 80% of points on for the ethical issue journal entry at time 1 and at time 2.

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3. Analysis of Results: The results of MOA 1 and MOA 2 demonstrate student understanding of ethical principles, and ability to document ethical concerns accurately. However, faculty continue to recognize student difficulty with presenting ethical principles in lay language, as opposed to technical language. This difficulty is recognized in the presentation of students' 'My 3-minute video' where students are to present an ethical principle on video as they would discuss the principle with a client. The learning goal of this assignment is, in part, to assess the students' ability to clearly and concisely present ethical principles in a way a client would most likely comprehend. Faculty recognize the need to provide further guidance and training around the presentation of ethical principles in a manner that minimizes technical jargon.

4. Actions planned for next reporting year: For the 2021-2022 assessment period, instructors in ADRE 6050 will provide an additional lecture related to communication of ethical principles. This lecture will include recorded role-plays of counselor-client interactions where ethical principles are discussed in session.

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.

1. Actions Taken: For the 2020-2021 assessment period, the instructors of ADRE 6360 integrated discussion of cultural considerations as part of all class case presentations to increase opportunities for students to apply and present multicultural competencies in counseling with clients. Course instructors processed with students emphasizing the role of culture in the change process.

2. Results:

MOA-1: A total of thirty-two students completed the MAKSS during orientation (time 1) and twenty-nine students at the end of practicum (time 2). For the Knowledge subscale, the mean score at time 1 was 2.154, and the mean score at time 2 was 2.926. 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-two students completed the MAKSS during orientation (time 1) and

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twenty-nine students at the end of practicum (time 2). For the Skills subscale, the mean score at time 1 was 2.349, and the mean score at time 2 was 3.127. 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: Students' mean scores on the MAKSS Knowledge and the MAKSS Skills subscales increased between time 1 and time 2. This increase was greater than reported in AY 2019-2020. Despite the increase in knowledge and skills, the faculty recognize the need for an increase in knowledge and skills specifically connected to American Racism/Anti-Racism. Current USA events have highlighted the need for great awareness and advocacy/action related to the intersection of American Racism/Anti-Racism and counseling. Faculty believe enhancing students' exposure and exploration of this intersection will further increase their growth in multicultural knowledge and skill.

4. Actions planned for next reporting year: For the 2021-2022 assessment period, faculty will implement a departmental American Racism/Anti-Racism initiative. This initiative will include the integration of American Racism/Anti-Racism Advocacy projects in each DARS course. Students will select topics related to the intersection of American Racism/Anti-Racism and counseling that require advocacy and develop a project to address the issue(s). Additionally, DARS will provide a minimum of six workshops specifically addressing the intersection of American Racism/Anti-Racism and counseling throughout the academic year.

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.

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 the 2020-2021 assessment period, Instructors in ADRE 6340 and ADRE 6360 integrated in class discussions to explore the role of environmental influences on human development. Additionally, for MOA 1, the criterion for success will be increased to 80% of total points on the HGD component in the assessment summary assignment. For MOA 2, the criterion for success will be increased to at least 90% of the points on the HGD case file assignment.

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2. Results:

MOA-1: Thirty-eight of thirty-eight, or 100% of students made at least 80% of total points on the HGD component in the assessment summary assignment in ADRE 6250. Thirty-two of thirty-two, or 100% of students made at least 80% 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 seventy of seventy, or 100% of students achieved at least 80% of the total points on the assessment summary assignment.

MOA-2: Thirty-four of thirty-eight, or 89.5% of students made at least 90% of the points on the HGD case study in ADRE 6340. Thirty-two of thirty-two, or 100% of students made at least 90% 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 sixty-six of seventy, or 94.3% of students achieved at least 90% of the total points on the HGD case file assignment.

3. Analysis of Results: The meeting of CFS for both MOA 1 and 2 demonstrate students' understanding of the environmental and systemic factors of human development. Despite these results, faculty have noted an ongoing area of continued student learning. The connection of human growth and development factors and clinical case conceptualization continues to require improvement. Students have demonstrated the knowledge of human growth and development issues; however, their presentation of how these factors play into the overall understanding of clinical concerns and the treatment recommendations can be improved upon.

4. Actions planned for next reporting year: For the 2021-2022 assessment period, the instructor of ADRE 6250 will integrate human growth and development concepts within the in-class case study review sessions. Specifically, case studies will incorporate various human growth and development issues within the overall case conceptualization interpretation.

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 the Career Importance Locator assignment in ADRE 6401.

CFS-2: 80% students will receive at least 90% of the points for the assignment.

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1. Actions Taken: For the 2020-2021 assessment period, the instructor in ADRE 6380 continued to refine and utilize the revised Career Self-Study Project Rubric, highlighting the importance of career development. The CFS 2 was revised to students will receive at least 90% of points on the Career discussion board case study assignment in ADRE 6380. In ADRE 6401, The CFS 2 was revised to 80% of students received at least 90% of points on the Career Importance Locator assignment.

2. Results:

MOA-1: Thirty-two of thirty-three, or 96.6% of students received at least 80% of points on the Career self-study project assignment in ADRE 6380. Twenty-eight of twenty-eight, or 100 % of students 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** as sixty of sixty-one, or 98.4% of students received at least 80% of points on the assignment.

MOA-2: Thirty of thirty-four, or 90.9% of students received at least 90% of points on the Career discussion board case study assignment in ADRE 6380. Twenty-eight of twenty-eight, or 100% of students received at least 80% of points on the Career Importance Locator assignment in ADRE 6401. The criterion for success (CFS-2) for means of assessment 2 (MOA-2) was **met** as fifty-eight of sixty-one, or 95.1% of students received at least 90% of points on the assignment.

3. Analysis of Results: Despite the CFS being met for MOAs 1 and 2, faculty continue to recognize a gap in students' ability to integrate career development assessment within the counseling assessment and treatment process. Students' incorporation of career implications on case conceptualization and treatment planning during practicum and internship demonstrate this continued gap. An increase of training how to integration career development concepts within the larger case related understanding is needed.

4. Actions planned for next reporting year: For the 2021-2022 assessment period, the instructor of ADRE 6401 will integrate an 'implication for case conceptualization and treatment planning' module for each of the major career assessments presented in class. These modules will incorporate a demonstration on how to utilize the results of career assessments has part of the holistic assessment and treatment planning for clients.

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

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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 2020-2021 assessment period, the skills associated with connecting the case conceptualization to treatment planning was enhanced. First, the case assessment summary project in ADRE 6250 required heavier emphasis on theory-driven techniques within the treatment formulation/plan component. The instructor of ADRE 6250 included lectures and case studies to practice the connection of case conceptualization to treatment planning process, and the integration of theory-drive techniques within the treatment formulation. The changes in ADRE 6250 provided a foundation for students' knowledge and skills improvement for ADRE 6360 and ADRE 6991.

2. Results:

MOA-1: Thirty-two of thirty-two 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. Thirty-two of thirty-two 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 sixty-four of sixty-four students, or 100%, received at least 2/3 points on the counseling skills component of the final field site supervisor evaluation of student performance.

MOA-2: Thirty-two of thirty-two 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. Thirty-two of thirty-two 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 sixty-four of sixty-four 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 deeper examination of the integration of theory within the case conceptualization process in ADRE 6250 had a positive influence on the students' demonstration of counseling 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. As the case conceptualization skills have improved in integration of theory, the translation of this has not had the same level of improvement on the integration of theory-driven techniques within the treatment planning process. Assessment summary 'treatment

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formulation' sections and the submitted treatment plans only moderately incorporate theory-driven techniques.

4. Actions planned for next reporting year: For the 2021-2022 assessment period, the instructor of ADRE 6250 will increase the knowledge and skill acquisition of integrative theory-driven techniques into recommended treatment. The instructor will provide opportunities to practice the skills of integrating theory-driven techniques based on case study review during in-class case study sessions.

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.

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 2020-2021 assessment period, the group counseling intervention project incorporated more emphasis on the integration of theory-driven interventions. This increased emphasis required students to apply their knowledge of counseling theories and techniques within the development of a group counseling intervention. This translated to an improvement in practical development and facilitation skills within ADRE 6360 and ADRE 6991.

2. Results:

MOA-1: Thirty-one of thirty-five students, or 88.6%, in ADRE 6350 received at least 75% of the total points on the group observation journal assignment. Thirty-two of thirty-two students, or 100%, 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-three of sixty-seven students, or 94%, received at least at least 75% of the total points on the group observation journal assignment for internship.

MOA-2: Thirty-two of thirty-two, 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. Thirty-two of thirty-two, or 100%, 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,

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the criterion for success (CFS-2) for means of assessment 2 (MOA-2) was **met** as total of total of sixty-four of sixty-four students, or 100%, 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 emphasis on theory-driven approaches within the group counseling intervention project in ADRE 6350 increased students' knowledge and skills for facilitating group counseling interventions. Student journals in ADRE 6350 and ADRE 6991 demonstrate an increase in incorporation of theory-driven group counseling interventions compared to previous semesters. Despite the CFS for MOA 1 and MOA 2 being met, deeper analysis of the data demonstrated the integration of theory-driven techniques continues to be an area of improvement. Faculty support enhancing the focus on theory within the group counseling course (ADRE 6350) to strengthen students' knowledge and skills in this area.

4. Actions planned for next reporting year: For the 2021-2022 assessment period, the instructors of ADRE 6350 will incorporate additional activities for enhancing knowledge and skills around integrating theory-driven interventions in group counseling sessions. Specifically, course instructors will provide a demonstration of integrating theory to group interventions within the first three weeks of class. Following the demonstration, students will be required to demonstrate the skill on integrating theory during in-class group session development session throughout the semester.

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: For the 2020-2021 assessment period, the instructor in ADRE 6250 increased the focus on translating screening/assessment tool results into diagnostic and treatment planning justification. During case study reviews, where appropriate screening/assessment tools are introduced, the instructor facilitated a discussion related to how results should be used.

2. Results:

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MOA-1: Thirty-three of thirty-three 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. Thirty-two of Thirty-two 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 sixty-five of sixty-five 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-three of thirty-three 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. Thirty-two of thirty-two 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 sixty-five of sixty-five 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: The results demonstrate that students were able to appropriately use the interpretation of screening/assessment tools within the diagnosis and treatment recommendations process. Faculty noted that this improvement within the assessment summary diagnosis and treatment sections was seen in the practicum and internship documentation. Faculty have identified an area of growth as the ability to identify reliable and valid screening/assessment tools based on a client's diagnostic presentation. Currently, course instructors present the appropriate screening/assessment tools. Faculty want to enhance the opportunities for students to practice the skill of tool selection and justification.

4. Actions planned for next reporting year: For the 2021-2022 assessment period, the instructor of ADRE 6250 will require students to present one appropriate screening/assessment tool per diagnostic category during case-study sessions. Students will be required to report on the reliability and validity of the tool for the population/diagnostic group presented.

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

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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 2020-2021 assessment period, the instructor of ADRE 6250 incorporated the selection and justification process into case study practice sessions. This assignment required students to justify the selection of an appropriate evidence-based practice based on case study presentation.

2. Results:

MOA-1: Thirty-one of thirty-three students, or 93.9%, in ADRE 6250 received at least 60% of the total points on the evidence-based practice identification component of the assessment summary assignment. Thirty-six of thirty-seven students, or 97.3%, 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 sixty-seven of seventy students, or 95.7%, received at least 60% of the total points on the use of evidence-based practice identification component of the assignment.

MOA-2: Thirty-two of thirty-two 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. Thirty-two of thirty-two students, or 100%, 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-four of sixty-four students, or 100%, 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 the selection and justification of evidence-based practice within ADRE 6250 case study practice sessions improved enhanced students' ability to identify appropriate evidence-based practices. This improvement was seen in classroom-based assignments, as well as narrative feedback from site supervisors in ADRE 6360 and ADRE 6991. Despite the demonstrated improvement, faculty note a continued area for growth is the breadth of theoretical incorporation in treatment planning. Students tend to incorporate two or three main theoretical approaches within each assignment. Faculty would like to encourage students to expand their selection of a wider range of theories.

4. Actions planned for next reporting year: For the 2021-2022 assessment period, the instructor of ADRE 6250 will increase the number of case study sessions where students are required to select appropriate theoretical approach based on case presentation. During these case study sessions, the instructor will require students to select from a diverse set of theories, requiring

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justification for the selection.

Foundations/Contextual Dimensions/Practice: Clinical Mental Health Counseling specialty
Outcome: MS, Clinical Counseling Students will demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. (CACREP 5.C.3.a)

MOA-1: Assessment summary assignment – assessed during ADRE 6250 and ADRE 6991

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

MOA-2: Diagnosing and assessment 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 counseling skills component

1. Actions Taken: For the 2020-2021 assessment period, the in-class case study activity included the discussion of treatment formulation/treatment plan implications. Specifically, students were guided in a discussion during case study presentation activities that explores the connection between diagnostic and clinical formulations and the treatment formulation/treatment planning process.

2. Results:

MOA-1: Thirty-three of thirty-three students, or 100%, in ADRE 6250 received at least 80% of the total points on the assessment summary assignment. Thirty-two of thirty-two students, or 100%, in ADRE 6991 received at least 80% of the total points on the assessment summary assignment. Thus, the criterion for success (CFS-1) for means of assessment 1 (MOA-1) was **met** as total of sixty-five or sixty-five students, or 100%, received at least 80% of the total points on the assessment summary assignment.

MOA-2: Thirty-two of thirty-two students, or 100%, in ADRE 6360 received at least 2/3 points on the diagnosing and assessment component of the final field site supervisor evaluation of student performance. Thirty-two of thirty-two students, or 100%, in ADRE 6991 received at least 2/3 points on the diagnosing and assessment 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 sixty-four of sixty-four students, or 100%, received at least 2/3 points on the diagnosing and assessment component of the final field site supervisor evaluation of student performance.

3. Analysis of Results: The addition of the in-class case study activity within ADRE 6250 increased students' treatment planning skills. Student assessment summary assignments demonstrated a notable increase in connection of diagnostic formulation to treatment formulation

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and treatment plan. Faculty noted that improvement is still needed related to students' connection of the clinical formulation to treatment formulation/treatment plan development. Specifically, students' need to improve the ability to translate the theoretical perspective of the case formulation to treatment formulation/treatment plan development.

4. Actions planned for next reporting year: For the 2021-2022 assessment period, the instructor of ADRE 6250 will provide an additional module focused on the connection of the theoretical lens formed in the clinical formulation to the treatment formulation and treatment plan. This module will be provided prior to the treatment plan assignment.

Program Surveys

Alumni perception of program preparation across key performance indicators

The Entry Level Programs (MS in Clinical Counseling and MS in Rehabilitation Counseling) program prepared me for the following (n=12):

Key Performance Indicator	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demonstrate understanding of ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical and legal considerations in professional counseling	-	8.3%	-	25%	66.7%
Demonstrate multicultural counseling competencies	-	8.3%	-	25%	66.7%
Demonstrate an understanding of the systemic & environmental factors that affect human development, functioning, & behavior	-	8.3%	-	41.7%	50%
Use strategies for assessing abilities, interests, values, personality & other factors that contribute to career development	8.3%	-	8.3%	41.7%	41.7%
Demonstrate essential interviewing, counseling, & case conceptualization skills	-	-	-	33.4%	66.7%

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Understand therapeutic factors & how they contribute to group effectiveness	-	8.3%	-	25%	66.7%
Demonstrate use of assessments for diagnostic & intervention planning purposes	8.3%	8.3%	16.7%	25%	41.7%
Understand identification of evidence-based counseling practices	-	-	16.7%	33.4%	50%
Demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological assessment for treatment planning & caseload management <i>(n=11: CMHC specialty only)</i>	8.3%	8.3%	8.3%	41.7%	33.4%
Understand the legal and ethical aspects of rehabilitation counseling, including ethical decision-making models <i>(n=1: RC specialty only)</i>	-	-	-	-	100%

What were the most useful aspects of the Entry Level programs?

<p>The supportive environment and opportunities that the program provided</p> <p>research opportunities</p> <p>Our training in multicultural sensitivity, diagnostic/assessment capabilities, theoretical models, and practical clinical experience hours.</p> <p>Internship, Family Therapy class</p> <p>The diagnostic course, prepracticum, and theories I feel assisted me with the foundation to helped once I reached my internship and entered the field.</p> <p>Field site work</p> <p>The hands-on classes such as pre-practicum were paramount for me.</p> <p>Internship</p> <p>live clinical interview, group feedback and engagement, internship class</p>
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What areas for improvement would you recommend for the Entry Level programs?

Add more course options

Group counseling classes focused more on groups such as SAIOP And SACOT. Most groups run by graduates are not open process groups.

practicing a greater range of evidenced-based counseling techniques

An introduction on managed care entities and the credentialing process would definitely help us to have a general idea of what to expect once we gain employment.

Unfortunately, I feel that Covid negatively impacted my experience, which could not be accounted for. Also, I feel that some of the classes only being offered online before Covid was a negative as well. Many people do not learn the same and online classes are not handles the same they are all different based on the professor. The courses I did the worst in were online. I attribute that to part of my lower grades. If given the option I would have taken everything face to face even prior to Covid restrictions.

More education on note taking and assessments, this should be done at internship, but not all sites have great supervisor guidance.

further diagnosing and assessment; treatment planning and measure of success

Summary/Integration of Feedback into Program Evaluation

Survey feedback is consistent with our other program evaluation findings. Specifically, the need for increased emphasis in documentation. Instructors across the curriculum will integrate more structured class based activities around clinical assessments, treatment planning, note documentation, and use of assessment/screening tools.

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Field site supervisor perception of student preparation across key performance indicators

The Entry Level programs prepared practicum/internship students for the following (n=29):

Key Performance Indicator	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demonstrate understanding of ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical and legal considerations in professional counseling	-	-	3.4%	14.5%	82.1%
Demonstrate multicultural counseling competencies	-	-	4.1%	13.8%	82.1%
Demonstrate an understanding of the systemic & environmental factors that affect human development, functioning, & behavior	-	-	3.4%	20.8%	75.8%
Use strategies for assessing abilities, interests, values, personality & other factors that contribute to career development	-	-	3.4%	14.5%	82.1%
Demonstrate essential interviewing, counseling, & case conceptualization skills	-	3.4%	3.4%	14.5%	78.7%
Understand therapeutic factors & how they contribute to group effectiveness	-	-	3.4%	14.5%	82.1%
Demonstrate use of assessments for diagnostic & intervention planning purposes	-	3.4%	-	14.5%	82.1%
Understand identification of evidence-based counseling practices	-	-	3.4%	14.5%	82.1%
Demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history,	-	-	-	20%	80%

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mental health history, & psychological assessment for treatment planning & caseload management <i>(n=25: CMHC specialty only)</i>					
Understand the legal and ethical aspects of rehabilitation counseling, including ethical decision-making models <i>(n=4: RC specialty only)</i>	-	-	-	-	100%

What are the strengths Entry Level programs students you have supervised?

Knowledge- 12 core principals; skills- screening, intake, micro skills hierarchy, reporting, recordkeeping

Have excellent micro-skills and are able to roll with resistance

Outgoing, ready to learn, prepared, engaging person centered, strong awareness of ethics/professional behavior

They have a stronger awareness of clinical counseling

Licensed in the counseling field, well versed in ethics and clinical procedures, well prepared to oversee practicum students.

Development of research questions, literature search and synthesis skills.

Understood managing issues within the classroom and applying pedagogical theory

The ability to build rapport with the consumers, a strong embrace of the ethical aspects, and assessment and treatment planning

strong work ethic, open to feedback, desire to become an well-qualified, highly skilled counselor-educator.

Better prepared for deal with individuals with substance used disorders than other degree programs. Higher level of understanding and skill mastery.

Insightful about counseling, utilizes supervision well, and understands ethical guidelines.

Their interest in both MH and SA. Most have been very professional and hard workers

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The students are eager to learn, willing to assist in whatever ways they can and are ready for the challenge of learning new techniques using them in sessions.

A passion for helping the persons we serve and a thirst for learning.

The students were motivated, had good insight and strong understanding of clinical practices.

What recommendations would you make to the Entry Level programs to better prepare practicum/internship students?

Screening instruments available (e.g., Buros MMY). Assessment: Exposure to DSM-5's biopsychosocial assessment format. Broader crisis and risk management KSAs.

Educate them for what content should be included in clinical writing in terms of what is required at the state level for working in an enhanced service.

they need a class/information on the steps of licensure.

More focus on assessment and treatment planning

Increase opportunities for students to be involved in research activities.

More teaching experience built in the program

Cultural diversity and organizational/case management skills.

Increase opportunities for students to practice different theories and modalities.

More discussion on what happens when you graduate

if they are choosing to be in the substances use field, maybe offer more in depth learning of different types of drugs and their characteristics.

No recommendations at this time.

Summary/Integration of Feedback into Program Evaluation

Survey feedback is consistent with our other program evaluation findings. Specifically, the need for increased emphasis in documentation. Instructors across the curriculum will integrate more structured class-based activities around clinical assessments, treatment planning, note documentation, and use of assessment/screening tools. Additionally, focus will be on increasing the student's understanding of case conceptualization and how to apply to treatment plan.

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Employer perception of student preparation across key performance indicators

The Entry Level programs prepared program graduates for the following (n=10)

Key Performance Indicator	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demonstrate understanding of ethical standards of professional counseling organizations & credentialing bodies, & applications of ethical and legal considerations in professional counseling	-	-	25%	25%	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	-	-	-	50%	50%
Demonstrate essential interviewing, counseling, & case conceptualization skills	-	-	-	25%	75%
Understand therapeutic factors & how they contribute to group effectiveness	-	-	-	25%	75%
Demonstrate use of assessments for diagnostic & intervention planning purposes	-	-	-	50%	50%
Understand identification of evidence-based counseling practices	-	-	25%	25%	50%
Demonstrate mastery of completing the intake interview, mental status evaluation, biopsychosocial history,	-	-	-	25%	75%

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mental health history, & psychological assessment for treatment planning & caseload management <i>(n=8: CMHC specialty only)</i>					
Understand the legal and ethical aspects of rehabilitation counseling, including ethical decision-making models <i>(n=3: RC specialty only)</i>	-	-	-	33.3%	66.7%

What are the strengths of Entry Level programs students you have supervised?

Diagnostic skills
Substance use counseling
Multicultural understanding, group counseling
Well developed, great preparation for the field

What recommendations would you make to the Entry Level programs to better prepare program graduates?

Increase knowledge of insurance and credentialing requirements
Managed care requirements
Clinical documentation

Summary/Integration of Feedback into Program Evaluation

Survey feedback is consistent with our other program evaluation findings. Specifically, the need for increased emphasis in documentation. Instructors across the curriculum will integrate more structured class-based activities around clinical assessments, treatment planning, note documentation, and use of assessment/screening tools. Additionally, during field-work courses the instructor(s) will bring alumni as guest speakers to discuss the transition to licensure, to include managed care, NPI, credentialing, and other activities of newly licensed counselors.
