

**East Carolina University
College of Allied Health Sciences
Addictions and Rehabilitation Studies
Ph.D. in Counselor Preparation and Research program
Assessment Plan and Report
AY 2021-2022**

Program Statistics

- Current enrollment: 14
- Number of students who graduated during academic year 2021-2022: 3
- Completion rate: 100%
- Job Placement rate: 100%
- Comprehensive pass rate: 100%
- Number of program applications received last year (fall 2021 and spring 2022): 4

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

- Gender
 - Female: 10
 - Male: 4
- Race/Ethnicity
 - Black/African American: 3
 - White: 11

Full-time Faculty Demographics

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

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Program Assessment Outcome Measures, Results, Plan for AY 2021-2022

Outcome Name: Counseling

Outcome Description: PhD students will demonstrate evidence-based counseling practices. (CACREP 6.B.1.d)

Means of Assessment:

MOA-1: Anti-racism component of the field site supervisor evaluation of student performance – assessed during ADRE 8360 mid-term of advanced practicum evaluation and ADRE 8360 final of advanced practicum evaluation.

MOA-2: Anti-racist counseling practice component of counseling session recordings' rubric – assessed during ADRE 8360 first recording in advanced practicum and ADRE 8360 final recording in advanced practicum.

Criterion for Success:

CFS-1: All students will receive at least 2.5 out of 3 points on this component at time 1, and all students will receive 3 out of 3 points at time 2.

CFS-2: All students will receive at least 3.5 out of 5 points on this component at time 1, and all students will receive 4 out of 5 points at time 2.

1. Actions Taken

• **Follow-up on Actions Planned in the prior report for this outcome** – Describe the status of any plans reported in the prior year to make improvements based on assessments of learning. Were the actions planned initiated or completed? For actions that did not happen, please explain the reason why they did not happen briefly.

During the reporting period, we implemented modified MOAs and CFSs which focused on anti-racism.

• Other curricular and pedagogical actions faculty have taken to improve students' learning related to this outcome. (Please do not describe how you assess this outcome in this section.)

2. Results

Please copy the criterion for success statement which is listed under the outcome name (see above) and paste it below. Then update the data in the statement, add the total number of students to the statement, and make sure the sentence is in the past tense. Finally, please add a statement about whether the criterion for success was met or not.

CFS-1: All students will receive at least 2.5 out of 3 points on this component at time 1, and all students will receive 3 out of 3 points at time 2. For the reporting period, 100% of students (3/3) meet the criteria. The criteria for success was met.

CFS-2: All students will receive at least 3.5 out of 5 points on this component at time 1, and all students will receive 4 out of 5 points at time 2. For the reporting period, 100% of students (3/3) meet the criteria. The criteria for success was met.

3. Analysis of Results

• Evaluate the impact of Actions Taken by faculty on the Result - In the faculty's professional judgment, does it appear that the Actions Taken impacted the results? Were there other variables that

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could have impacted the results? If so, what were they?

The changes to this outcome's MOAs and CFSs allowed us to specifically measure students' performance on anti-racism elements. The students awareness of the anti-racism element was raised by adding explicit evaluation components.

- Provide itemized analysis of exam questions or rubric attributes. Summarize students' strengths and weaknesses, referencing exam items/content areas covered by exam items or rubric criteria.

CFS-1: 2.5, 3, 3

CFS-2: 4, 4, 4

- Identify one or more areas for improvement/reinforcement.

Students' vigilance for discerning counseling system issues of racism can be improved.

4. Actions Planned

- Describe curricular or pedagogical steps faculty will take to improve or reinforce student learning for the area identified in the previous question.

Two group discussions of per reviewed articles on counseling systemic issues of racism will be added to the courses calendar.

- Describe other curricular or pedagogical steps faculty will take to improve student learning related to this outcome (Optional).

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Outcome Name: Supervision

Outcome Description: PhD students will demonstrate mastery of skills of clinical supervision. (CACREP 6.B.2.d)

Means of Assessment:

MOA 1: Clinical supervision session tape review rubric (ADRE 8380).

MOA 2: Supervision skills article critique (ADRE 8380).

Criterion for Success:

Criterion for Success:

CFS 1: All students will receive at least 75% of the points on assignment for time 1 and all students will receive 85% of the points at time 2

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

1. Actions Taken

• **Follow-up on Actions Planned in the prior report for this outcome** – Describe the status of any plans reported in the prior year to make improvements based on assessments of learning. Were the actions planned initiated or completed? For actions that did not happen, please explain the reason why they did not happen briefly.

Anti-racist readings pertaining to clinical supervision were added to the course requirements. These reading were discussed during class sessions.

• Other curricular and pedagogical actions faculty have taken to improve students' learning related to this outcome. (Please do not describe how you assess this outcome in this section.)

2. Results

Please copy the criterion for success statement which is listed under the outcome name (see above) and paste it below. Then update the data in the statement, add the total number of students to the statement, and make sure the sentence is in the past tense. Finally, please add a statement about whether the criterion for success was met or not.

CFS 1: All students will receive at least 75% of the points on assignment for time 1 and all students will receive 85% of the points at time 1. For the reporting period, 100% of students (2/2) meet the criteria. The criteria for success was met.

2. CFS 2: All students will receive at least 75% of the points on assignment for time 1 and all students will receive 85% of the points at time 2. For the reporting period, 100% of students (2/2) meet the criteria. The criteria for success was met.

3. Analysis of Results

• Evaluate the impact of Actions Taken by faculty on the Result - In the faculty's professional judgment, does it appear that the Actions Taken impacted the results? Were there other variables that could have impacted the results? If so, what were they?

Adding the anti-racism articles discussion raised students awareness of the issue from an issue receiving curory attention to one receiving deeper attention in clinical supervision.

• Provide itemized analysis of exam questions or rubric attributes. Summarize students' strengths and

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weaknesses, referencing exam items/content areas covered by exam items or rubric criteria.

CFS-1: 80%/90%, 80%/90%.

CFS-2: 80%/90%, 80%/90%.

- Identify one or more areas for improvement/reinforcement.

Students need to improve on their individual approaches to anti-racist clinical supervision.

4. Actions Planned

- Describe curricular or pedagogical steps faculty will take to improve or reinforce student learning for the area identified in the previous question.

As part of ADRE 8380, students will develop individual statements of anti-racism and anti-bigotry as part of their clinical supervision philosophy. This will further increase the personal awareness of the concepts.

- Describe other curricular or pedagogical steps faculty will take to improve student learning related to this outcome (Optional).

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Outcome Name: Teaching

Outcome Description: PhD students will demonstrate pedagogy and teaching methods relevant to counselor education. (CACREP 6.B.3.b)

Means of Assessment:

MOA 1: In class teaching experience. This experience occurs during the regular class meeting of ADRE 8210.

MOA 2: External teaching experience. This experience occurs during a department course to which students are assigned to obtain teaching experience.

Criterion for Success:

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

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

1. Actions Taken

• **Follow-up on Actions Planned in the prior report for this outcome** – Describe the status of any plans reported in the prior year to make improvements based on assessments of learning. Were the actions planned initiated or completed? For actions that did not happen, please explain the reason why they did not happen briefly.

Anti-racist readings pertaining to pedagogy were added to the course requirements. These reading were discussed during class sessions.

• Other curricular and pedagogical actions faculty have taken to improve students' learning related to this outcome. (Please do not describe how you assess this outcome in this section.)

2. Results

Please copy the criterion for success statement which is listed under the outcome name (see above) and paste it below. Then update the data in the statement, add the total number of students to the statement, and make sure the sentence is in the past tense. Finally, please add a statement about whether the criterion for success was met or not.

CFS 1: All students will receive at least 80% of the points on assignment for time 1 and all students will receive 85% of the points at time 2. For the reporting period, 100% of students (2/2) meet the criteria. The criteria for success was met.

CFS 2: All students will receive at least 80% of the points on assignment for time 1 and all students will receive 85% of the points at time 2. For the reporting period, 100% of students (2/2) meet the criteria. The criteria for success was met.

3. Analysis of Results

• Evaluate the impact of Actions Taken by faculty on the Result - In the faculty's professional judgment, does it appear that the Actions Taken impacted the results? Were there other variables that could have impacted the results? If so, what were they?

Adding the anti-racism articles discussion raised students awareness of the issue from an issue receiving curory attention to one receiving deeper attention in pedagogy.

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- Provide itemized analysis of exam questions or rubric attributes. Summarize students' strengths and weaknesses, referencing exam items/content areas covered by exam items or rubric criteria.

CFS-1: 90%/90%, 90%/90%.

CFS-2: 90%/90%, 90%/90%.

- Identify one or more areas for improvement/reinforcement.

Students need to improve on their individual approaches to anti-racist pedagogy.

4. Actions Planned

- Describe curricular or pedagogical steps faculty will take to improve or reinforce student learning for the area identified in the previous question.

As part of ADRE 8210, students will develop individual statements of anti-racism and anti-bigotry as part of their teaching philosophy. This will further increase the personal awareness of the concepts.

- Describe other curricular or pedagogical steps faculty will take to improve student learning related to this outcome (Optional).

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Outcome Name: Research and Scholarship

Outcome Description: PhD Students will demonstrate knowledge of research designs appropriate to quantitative and qualitative research questions. (CACREP 6.B.4.e)

Means of Assessment:

MOA 1: Research article critique presentation (ADRE 8810).

MOA 2: •Chapters 1-3 of dissertation (ADRE 8420/8550).

Criterion for Success:

CFS 1: All students will receive at least 60% of the points on assignment for time 1 and all students will receive 80% of the points at time

2. CFS 2: All students will receive at 80% of the points for this assignment.

1. Actions Taken

• **Follow-up on Actions Planned in the prior report for this outcome** – Describe the status of any plans reported in the prior year to make improvements based on assessments of learning. Were the actions planned initiated or completed? For actions that did not happen, please explain the reason why they did not happen briefly.

Anti-racist readings pertaining to research were added to the course requirements. These reading were discussed during class sessions.

• Other curricular and pedagogical actions faculty have taken to improve students' learning related to this outcome. (Please do not describe how you assess this outcome in this section.)

2. Results

Please copy the criterion for success statement which is listed under the outcome name (see above) and paste it below. Then update the data in the statement, add the total number of students to the statement, and make sure the sentence is in the past tense. Finally, please add a statement about whether the criterion for success was met or not.

CFS 1: All students will receive at least 60% of the points on assignment for time 1 and all students will receive 80% of the points at time. For the reporting period, 100% of students (2/2) meet the criteria. The criteria for success was met.

2. CFS 2: All students will receive at 80% of the points for this assignment. For the reporting period, 100% of students (2/2) meet the criteria. The criteria for success was met.

3. Analysis of Results

• Evaluate the impact of Actions Taken by faculty on the Result - In the faculty's professional judgment, does it appear that the Actions Taken impacted the results? Were there other variables that could have impacted the results? If so, what were they?

Adding the anti-racism articles discussion raised students awareness of the issue from an issue receiving cursory attention to one receiving deeper attention in research.

• Provide itemized analysis of exam questions or rubric attributes. Summarize students' strengths and weaknesses, referencing exam items/content areas covered by exam items or rubric criteria.

CFS-1: 80%/90%, 90%/90%.

CFS-2: 90%, 90%.

• Identify one or more areas for improvement/reinforcement.

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Students need to improve on their individual approaches to anti-racist research.

4. Actions Planned

- Describe curricular or pedagogical steps faculty will take to improve or reinforce student learning for the area identified in the previous question.

As part of ADRE 8550, students will develop individual statements of anti-racism and anti-bigotry as part of their philosophy of research ethics. This will further increase the personal awareness of the concepts.

- Describe other curricular or pedagogical steps faculty will take to improve student learning related to this outcome (Optional).

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Outcome Name: Leadership and Advocacy

Outcome Description: PhD students will demonstrate knowledge of the role of counselors and counselor educators advocating on behalf of the profession and professional identity. (CACREP 6.B.5.i)

Means of Assessment:

MOA 1: Advocacy and leadership interview (ADRE 7601) In ADRE 7601, students interview a leader in their community (admin role) and then write a paper about the interview. The topic of the paper is about leadership styles..

MOA 2: Advocacy component of the field site supervisor evaluation of student performance (ADRE 8360)

Criterion for Success:

CFS 1: All students will receive at 80% of the points for this assignment.

CFS 2: All students will receive at least 2 out of 3 points on this component at time 1 and all students will receive 3 out of 3 points at time 2.

1. Actions Taken

• **Follow-up on Actions Planned in the prior report for this outcome** – Describe the status of any plans reported in the prior year to make improvements based on assessments of learning. Were the actions planned initiated or completed? For actions that did not happen, please explain the reason why they did not happen briefly.

Anti-racist readings pertaining to leadership were added to the course requirements. These reading were discussed during class sessions.

• Other curricular and pedagogical actions faculty have taken to improve students' learning related to this outcome. (Please do not describe how you assess this outcome in this section.)

2. Results

Please copy the criterion for success statement which is listed under the outcome name (see above) and paste it below. Then update the data in the statement, add the total number of students to the statement, and make sure the sentence is in the past tense. Finally, please add a statement about whether the criterion for success was met or not.

CFS 1: All students will receive at 80% of the points for this assignment. For the reporting period, 100% of students (3/3) meet the criteria. The criteria for success was met.

2. CFS 2: CFS 2: All students will receive at least 2 out of 3 points on this component at time 1 and all students will receive 3 out of 3 points at time 2. For the reporting period, 100% of students (3/3) meet the criteria. The criteria for success was met.

3. Analysis of Results

• Evaluate the impact of Actions Taken by faculty on the Result - In the faculty's professional judgment, does it appear that the Actions Taken impacted the results? Were there other variables that could have impacted the results? If so, what were they?

Adding the anti-racism articles discussion raised students awareness of the issue from an issue receiving curory attention to one receiving deeper attention in leadership/advocacy.

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• Provide itemized analysis of exam questions or rubric attributes. Summarize students' strengths and weaknesses, referencing exam items/content areas covered by exam items or rubric criteria.

CFS-1: 90%, 90%, 90%.

CFS-2: 3/3, 3/3, 3/3.

• Identify one or more areas for improvement/reinforcement.

Students need to improve on their individual approaches to anti-racist leadership/advocacy.

4. Actions Planned

• Describe curricular or pedagogical steps faculty will take to improve or reinforce student learning for the area identified in the previous question.

As part of ADRE 7601, students will develop individual statements of anti-racism and anti-bigotry as part of their philosophy of leadership. This will further increase the personal awareness of the concepts

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Professional Dispositions Assessment

PhD Counselor Preparation and Research Program

Professional Disposition	Fall 2021	Spring 2022	Total AY 2021-2022
Ability to develop therapeutic alliance with clients	100% Acceptable	100% Acceptable	100% Acceptable
Ability to demonstrate appropriate professional and interpersonal behavior	100% Acceptable	100% Acceptable	100% Acceptable
Openness to new ideas	100% Acceptable	100% Acceptable	100% Acceptable
Flexibility	100% Acceptable	100% Acceptable	100% Acceptable
Cooperativeness	100% Acceptable	100% Acceptable	100% Acceptable
Willingness to accept and use feedback	100% Acceptable	100% Acceptable	100% Acceptable
Awareness of own impact on others	100% Acceptable	100% Acceptable	100% Acceptable
Ability to deal with conflict	100% Acceptable	100% Acceptable	100% Acceptable
Ability to accept responsibility	100% Acceptable	100% Acceptable	100% Acceptable
Ability to express feelings effectively	100% Acceptable	100% Acceptable	100% Acceptable
Attention to ethical and legal issues	100% Acceptable	100% Acceptable	100% Acceptable

KPIs and Student Demographics					
	KPI 1: Counseling Practice	KPI 2: Supervision	KPI 3: Teaching: 8210	KPI 4: Research/Scholarship	KPI 5: Leadership/Advocacy
Race/Ethnicity					
<i>White</i>	Total = 7/7 100%	Total = 7/7 100%	Total = 7/7 100%	Total = 7/7 100%	Total = 7/7 100%
<i>Black</i>	Total = 7/7 100%	Total = 7/7 100%	Total = 7/7 100%	Total = 7/7 100%	Total = 7/7 100%
<i>Asian</i>	Total = 0	Total = 0	Total = 0	Total = 0	Total = 0
<i>Latinx</i>	Total = 0	Total = 0	Total = 0	Total = 0	Total = 0
Gender					
<i>Male</i>	Total = 5/5 100%	Total = 5/5 100%	Total = 5/5 100%	Total = 5/5 100%	Total = 5/5 100%
<i>Female</i>	Total = 9/9 100%	Total = 9/9 100%	Total = 9/9 100%	Total = 9/9 100%	Total = 9/9 100%

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Summary/Integration into Program Evaluation

From our most recent self-study, we discovered we were not completing regular reviews of PhD students' performance at an individual level. Thus, we have since developed and implemented such a system that includes discussion of student's performance on our technical standards. This discussion helps students identify professional development goals.

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Program Surveys

Alumni perception of program preparation across key performance indicators

The Ph.D. in Counselor Preparation and Research program prepared me for the following (n=7):

Key Performance Indicator	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demonstrate evidence-based counseling practices.	-	-	-	29%	71%
Demonstrate masters of skills of clinical supervision.	-	-	14%	14%	71%
Demonstrate pedagogy and teaching methods relevant to counselor education.	-	-	-	-	100%
Understand research designs appropriate to quantitative and qualitative research questions.	-	14%	-	14%	71%
Understand the role of counselors and counselor educators advocating on behalf of the profession and professional identity.	-	-	-	14%	86%
Professional Dispositions (n=0)					
Ability to develop therapeutic alliance with clients	-	-	-	-	-
Ability to demonstrate appropriate professional and interpersonal behavior	-	-	-	-	-
Openness to new ideas	-	-	-	-	-
Flexibility	-	-	-	-	-
Cooperativeness	-	-	-	-	-
Willingness to accept and use feedback	-	-	-	-	-
Awareness of own impact on others	-	-	-	-	-
Ability to deal with conflict	-	-	-	-	-
Ability to accept responsibility	-	-	-	-	-
Ability to express feelings effectively	-	-	-	-	-
Attention to ethical and legal issues	-	-	-	-	-

What were the most useful aspects of the Ph.D. in Counselor Preparation and Research program?

There were several aspects of the doctoral program that was useful. The various graduate assistantships, from the Navigate Counseling Clinic to research and teaching opportunities,

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provided useful skills and knowledge when job seeking. The courses provided such as ethical and legal issues, advanced pedagogy, research, and clinical supervision were very beneficial in providing a foundation for the degree. These courses also provided skills and knowledge that were very useful in the workforce and other academic endeavors. The seasoned and diverse staff that are now retired along with the support of the staff that are still with the department were always supportive and willing to help. Some even went above and beyond to assist students, and provide opportunities when students sought additional skills and knowledge not readily available.

internship/GAs

The clinical knowledge and skills provided and the flexibility with time to work with other departments and take classes outside of our program. Wonderful faculty support as well. Awesome faculty

Preparation as a counselor educator; advanced clinical skills; research and critical thinking

The combination of instruction, empowerment, and opportunity to implement the material and skills learned all with the faculty's supportive commitment to students' success.

Pedagogy, Clinical Supervision, Internship at Navigate Counseling Clinic, Qualitative Research, Biostats

Internship hours practicing what we learned

What areas for improvement would you recommend for the Ph.D. in Counselor Preparation and Research program?

Some areas of improvement, I would recommend include the following. First, providing more opportunities for doctoral students to attend, present, and network at local and national conferences. Personally, I feel that only a select few of the doctoral students were given the opportunity to present at local conferences or encouraged to present, while others were overlooked for unknown reasons. Also, encouraging or promoting opportunities where doctoral students can network and gain contact with other professionals in the counseling field or higher education/academia. Especially with those professionals that share similar areas of interest or research interests. While in the program I found networking opportunities difficult to find. Providing more opportunities for doctoral students to network and interact with other professionals outside the department would broaden their overall knowledge and skills of the field. Second, providing opportunities for doctoral students to build grant writing skills, attend grant writing training/classes, and learn the process involved with submitting/obtaining a grant. Very few opportunities were provided when it came to grant writing, and yet, grant writing is now an integral part of higher education and working in academia. Providing more opportunities for doctoral students to build this skill would be useful to preparing PhDs for the academic field. These are just a few recommendations that could improve the overall graduate program.

more one-on-one support from faculty

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More research skills training like grantsmanship skills. It might also be worth having students publish on areas of their dissertation during that process.

Expanded multicultural training, which is being accomplished through newer initiatives and foci.

Initially, I might have suggested more consistency between program expectations and adherence (re: PhD handbook and comps timelines); however, I learned how to roll with changes and was reminded of the importance of knowing the written word expectations and accepted practice and some along with acceptance of both.

Expanded coursework/additional courses offered on multicultural counseling

More open, direct communication.

Summary/Integration of Feedback into Program Evaluation

We are not surprised research received suggestions for improvement. We agree that it is the component of our program that needs the most development. New resources have become available to support student travel for presentations. Also, we plan to have students assigned to our clinic complete an evaluation project that will be presented and, hopefully, published. These activities will bolster the research component of the PhD program.

We have also revised our handbook to be consistent between what is expected and what actually occurs.

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Field site supervisor perception of student preparation across key performance indicators

The Ph.D. in Counselor Preparation and Research program prepared practicum/internship students for the following (n=6):

Key Performance Indicator	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demonstrate evidence-based counseling practices.	-	-	-	-	100%
Demonstrate masters of skills of clinical supervision.	-	-	17%	-	83%
Demonstrate pedagogy and teaching methods relevant to counselor education.	-	-	-	-	100%
Understand research designs appropriate to quantitative and qualitative research questions.	-	-	17%	17%	67%
Understand the role of counselors and counselor educators advocating on behalf of the profession and professional identity.	-	-	-	-	100%
Professional Dispositions (n=1)					
Ability to develop therapeutic alliance with clients	-	-	-	-	100%
Ability to demonstrate appropriate professional and interpersonal behavior	-	-	-	-	100%
Openness to new ideas	-	-	-	-	100%
Flexibility	-	-	-	-	100%
Cooperativeness	-	-	-	-	100%
Willingness to accept and use feedback	-	-	-	-	100%
Awareness of own impact on others	-	-	-	-	100%
Ability to deal with conflict	-	-	-	-	100%
Ability to accept responsibility	-	-	-	-	100%
Ability to express feelings effectively	-	-	-	-	100%
Attention to ethical and legal issues	-	-	-	-	100%

What are the strengths Ph.D. in Counselor Preparation and Research program students you have supervised?

continually wanting to learn and grow knowledge of counseling and willingness to practice
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Interviewing, Assessment, and Ethical Knowledge

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

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

Outgoing, ready to learn, prepared, engaging

Counseling skills, content knowledge of program

Went above and beyond their requirements while also taking care of their self.

Ability to build rapport and case conceptualization

Quick learner, able to identify and digest scientific literature.

Strong clinical understanding of the needs of individuals with a variety of MH and SUD dx, including comorbidities

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.

motivated to learn and apply knowledge.

They were adaptable and receptive toward supervision.

Open-mindedness

Their ability to receive and apply feedback. Their understanding of their professional and ethical values and boundaries.

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

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.

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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 Ph.D. in Counselor Preparation and Research program to better prepare practicum/internship students?

greater communication between all faculty to best support/enhance student learning at both the masters and phd level

Gatekeeping

none

Case Conceptualization and Diagnosis

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

More focus on assessment and treatment planning

More open, direct communication.

More rigorous workload. It appears as if the program and some of the requirements in coursework is more fluid than I remember it being. In today's offices, there is not nearly as much grace as what they're used to in the classroom and as such they seem to struggle more and more to adjust to the rigorous demands of actual work.

More discussion around disordered eating (seen an increase since COVID with younger populations)

Nothing I can think of

More teaching experience built in the program

Cultural diversity and organizational/case management skills.

need to publish more peer reviewed articles. Perhaps one article per internship semester. Publish articles using Navigate Clinic

more information/communication from the faculty. I never corresponded with anyone from ECU representing the student.

DARS is already doing an excellent job.

professor communication with the site supervisors on a monthly basis

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Continue to work on the recognition of white privilege and how this impacts others, whether known or unknown.

More discussion on what happens when you graduate

No recommendations at this time.

Summary/Integration of Feedback into Program Evaluation

Several of the comments pertain to improving communication between faculty and site supervisors. Thus, we will add two site contacts per semester (minimum) for students in advanced practicum and internship with site supervisors external to DARS.

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Employer perception of student preparation across key performance indicators

The Ph.D. in Counselor Preparation and Research program prepared program graduates for the following (n=1)

Key Performance Indicator	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Demonstrate evidence-based counseling practices.	-	-	100%	-	-
Demonstrate masters of skills of clinical supervision.	-	-	100%	-	-
Demonstrate pedagogy and teaching methods relevant to counselor education.	-	-	100%	-	-
Understand research designs appropriate to quantitative and qualitative research questions.	-	-	-	100%	-
Understand the role of counselors and counselor educators advocating on behalf of the profession and professional identity.	-	-	-	100%	-
Professional Dispositions (n=0)					
Ability to develop therapeutic alliance with clients	-	-	-	-	-
Ability to demonstrate appropriate professional and interpersonal behavior	-	-	-	-	-
Openness to new ideas	-	-	-	-	-
Flexibility	-	-	-	-	-
Cooperativeness	-	-	-	-	-
Willingness to accept and use feedback	-	-	-	-	-
Awareness of own impact on others	-	-	-	-	-
Ability to deal with conflict	-	-	-	-	-
Ability to accept responsibility	-	-	-	-	-
Ability to express feelings effectively	-	-	-	-	-
Attention to ethical and legal issues	-	-	-	-	-

What are the strengths of Ph.D. in Counselor Preparation and Research program students you have supervised?

continually wanting to learn and grow

knowledge of counseling and willingness to practice

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Interviewing, Assessment, and Ethical Knowledge

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

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

Outgoing, ready to learn, prepared, engaging

Counseling skills, content knowledge of program

Went above and beyond their requirements while also taking care of their self.

Ability to build rapport and case conceptualization

Quick learner, able to identify and digest scientific literature.

Strong clinical understanding of the needs of individuals with a variety of MH and SUD dx, including comorbidities

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.

motivated to learn and apply knowledge.

They were adaptable and receptive toward supervision.

Open-mindedness

Their ability to receive and apply feedback. Their understanding of their professional and ethical values and boundaries.

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

The students are eager to learn, willing to assist in whatever ways they can and are ready for the

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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 Ph.D. in Counselor Preparation and Research program to better prepare program graduates?

greater communication between all faculty to best support/enhance student learning at both the masters and phd level

Gatekeeping

none

Case Conceptualization and Diagnosis

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

More focus on assessment and treatment planning

More open, direct communication.

More rigorous workload. It appears as if the program and some of the requirements in coursework is more fluid than I remember it being. In today's offices, there is not nearly as much grace as what they're used to in the classroom and as such they seem to struggle more and more to adjust to the rigorous demands of actual work.

More discussion around disordered eating (seen an increase since COVID with younger populations)

Nothing I can think of

More teaching experience built in the program

Cultural diversity and organizational/case management skills.

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More discussion on what happens when you graduate

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Summary/Integration of Feedback into Program Evaluation

Site supervisors and employers are the same, so the strengths and suggestions are the same.
Please see our response for previous section.