

**Villanova University**  
**Department of Education and Counseling**

**Master's in Clinical Mental Health Counseling**  
**Master's in School Counseling**

**2020-2021 Program Evaluation Report**

The following report is written in accordance with CACREP Standard I.AA. which states that each counseling program: *“Distribute an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.”*

This report is located on the webpage for the department of education and counseling. Stakeholders were directed to the report through email correspondence on September 1, 2021.

## CACREP Section I. EVALUATION

**AA. Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes the following:**

**1. A review by program faculty of programs, curricular offerings, and characteristics of program applicants.**

### Admission and Characteristics of Program Applicants

The Department of Education and Counseling receives approximately 100-120 applications to the graduate counseling program each year. In spring 2021, 158 applications were received. The review process begins soon after the application deadline. All applications are distributed among the core counseling faculty who participate in the review process. Consideration is given to each applicant's (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences. Applications are assigned scores (1-3 points) on the following areas: Undergraduate GPA; letters of recommendation, work/volunteer experience, diverse experiences, writing sample (i.e., essay responses), and undergraduate coursework. GRE scores are required and taken into consideration only when an applicant's undergraduate GPA is below 3.0.

Once all applications are reviewed, the counseling faculty meet to evaluate and discuss each applicant. This is when questions, concerns, and strengths regarding applicants are discussed. Applicants with the highest ratings are then invited to interview day. In spring semester 2021, we held our first virtual interview day. We use interview day as a tool for assessing students as well as to market our program to prospective students. Following interview day, the counseling faculty meet again to make final decisions to accept, reject, or waitlist each applicant. We aim for an incoming cohort of about 28-30 students. During the past three admissions cycles, we have had larger incoming cohorts. As a result, we have considered adjusting our admissions formula in order to accept fewer applicants in future years. Out of the applications accepted for the 2014-2020 school years, the following descriptive statistics apply:

Year of Entrance	# New Students	Concentration	Gender	Race
2014	27	CMH = 18 SC = 9	Female = 20 Male = 7	Caucasian = 24 Other = 3
2015	25	CMH = 18 SC = 7	Female = 20 Male = 5	Caucasian = 23 Other = 2
2016	26	CMH = 19 SC = 7	Female = 20 Male = 4	Caucasian = 24 Other = 2
2017	22	CMH = 16 SC = 6	Female = 16 Male = 6	Caucasian = 15 Other = 6 No data = 1

2018	37	CMH = 23 SC = 14	Female = 31 Male = 6	Caucasian = 28 Other = 5 No data = 4
2019	37	CMH = 20 SC = 17	Female = 32 Male = 5	Caucasian = 32 Other = 4 No data = 1
2020	25	CMHC = 12 SC = 13	Female = 20 Male = 5	Caucasian = 19 Other = 5 No data = 1
2021	38	CMHC = 20 SC = 18	Female = 29 Male = 9	Caucasian = 30 Other = 8

*Note.* CMH = Clinical Mental Health, SC = School Counseling

### Review of Programs and Curriculum Offerings

Most courses, events, and faculty meetings were held online in 2020-2021 due to the COVID-19 global pandemic. Classes met over Zoom and some instructors developed asynchronous coursework (e.g., recorded lectures, Blackboard discussion boards, etc.) to supplement in-class learning. In the fall, spring, and summer semesters, some instructors did use a hybrid model, occasionally meeting in person in addition to using Zoom. In addition to the new teaching models used by faculty, three new 1-credit workshops were offered in 2020-2021: CHR 7141 Online Counseling (Summer 2021), CHR 7156 Counseling Death and Dying (Spring 2021), and CHR 7240 Introduction to Motivational Interviewing for School Counselors (Spring 2021).

During the academic year, Alpha Beta Gamma and the counseling faculty offered a number of virtual events geared to counseling students, such as:

- APA Style and Writing Workshop facilitated by Dr. Terence Yee (8/25/20).
- Study sessions for the Counselor Preparation Comprehensive Examination and National Counselor Exam were presented by the faculty in Fall 2020. Recordings of each session were uploaded to the counseling Blackboard site for students to view on demand.
  - Diversity with Dr. Malott (October 13, 2020)
  - Ethics and Professional Orientation with Dr. Lerner-Fogel October 14, 2020)
  - Research and Human Growth with Dr. Yee (October 19, 2020)
  - Assessment with Dr. Wahesh (October 21, 2020)
  - Diagnosis with Dr. Markin (October 23, 2020)
- Alpha Beta Gamma partnered with the Office of Diversity, Equity, and Inclusion to provide a discussion on implicit bias for counseling students (11/2/20).
- Alpha Beta Gamma Chapter of Chi Sigma Iota welcomed Cathi Tillman, LSW the Executive Director of La Puerta, a nonprofit organization in Philadelphia that provides pro bono mental health services to the Latinx refugee and immigrant population, to present the workshop, “From Hurt to Healing: Understanding and Addressing Trauma in the Context of Transnational Experiences of Youth and Families.” (3/18/21).
- Alpha Beta Gamma coordinated student involvement in the Villanova Day of Service (9/19/20) and organized a fund-raising campaign for the Padre Pio Prayer Center in

Philadelphia. Thirty baskets of laundry and kitchen cleaning supplies were assembled and delivered to the Prayer Center on 4/24/21.

- Several alumni panels were organized including a panel for Internship II in Clinical Mental Health (March 9, 2021) and an alumni LPC panel (April 27, 2021) for school counseling students interested in learning more about becoming licensed.
- Twenty-three students were inducted into Chi Sigma Iota during the Education and Counseling virtual honor societies induction ceremony on March 17, 2021.

To provide additional support for new students in the counseling program, Alpha Beta Gamma created a mentorship program. Entering students were paired with returning students and the chapter organized social events held online for the pairs to meet and discuss student life. This program received positive reviews and was implemented again in fall 2021.

## **2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.**

### Counselor Preparation Survey for Alumni

There are several methods for graduates to provide feedback to Villanova's counseling program. The counselor preparation survey for alumni is distributed to past program graduates every 3 three years. The spring 2020 counselor preparation survey for alumni, which was coordinated by Dr. Terence Yee, can be found in [Appendix A](#).

Most graduates who took the survey felt either adequately prepared or well-prepared in most areas including ethical standards, application of counseling theories, assessment, developing effective counseling relationships, program evaluation, and use of evidence-based practices. Nearly all who took the survey would recommend the counseling program to friends or colleagues. The most frequently commented on program strength provided related to the faculty (i.e., "Supportive professors and faculty"). Themes related to program weaknesses or areas of improvement included: (1) Lack of student support and advising (e.g., assistance with finding a CMH practicum placement), (2) some professors who were unprepared or lacked relevant experience, (3) Lack of preparation in specific training areas, and (4) program administration (e.g., communication among faculty and staff). Though many of these areas have been addressed over the years (nearly half of the respondents completed the program more than four years ago), efforts to address relevant concerns are outlined in Part 5.

Results differed from the 2017 survey ([Appendix B](#)) in a number of ways. First, more graduates completed the survey (i.e., 79, compared to 54 in 2017). Second, the percentage of graduates who felt well prepared related to being committed to personal and professional growth increased from 56% to 71% in 2020. Whereas, perceived preparation in most knowledge areas increased (e.g., human growth and development) or remained steady, knowledge of multicultural characteristics of diverse cultural groups went down from 56% in 2017 to 47% of respondents believing they were well-prepared in 2020. Further, there were a few more comments in 2020 about the need to improve the program (e.g., curricular offerings, coordination among program faculty). Efforts to address these areas are described in part 5.

In addition to the Counselor Preparation Survey for Alumni, a brief informal survey with two open-ended questions was distributed to alumni in spring 2020 to solicit more specific feedback on how the program can improve. Ninety-four graduates completed the survey. While some responses to the item “What are some content areas and/or skills that you wish you received while at Villanova?” had been addressed in the past, themes that remain relevant included the need for more emphasis on crisis and trauma within the SC program and increased focus on diversity throughout the curriculum. Similar to the Counselor Preparation Survey for Alumni, responses to the item: “What are some aspects of the counseling program that you appreciate now?” tended to focus on positive experiences that graduates had with the faculty as well as the experiential components of the program (i.e., internship, practicum, etc.).

### Graduate Academic Experience Survey

Each year, all students are invited to complete an academic experience survey administered by the College of Liberal Arts and Science and Graduate Studies. Graduating students who complete the survey are also asked additional “exit interview” questions about their overall academic experience at Villanova. The response rate for the spring 2021 survey was 27% ( $n = 18$ , 7 of whom were graduating students); 60% of respondents were studying Clinical Mental Health Counseling and 40% were in the School Counseling graduate program. [Appendix C](#) contains responses to the 2021 survey.

Key findings include: (1) if given the chance to pick their graduate school again, most respondents would still choose Villanova; (2) nearly all respondents assessed the overall quality of their academic experience as Good or Excellent; (3) respondents felt strongly that the counseling program’s experiential learning components (i.e., practicum/internship) possessed academic value; (4) respondents believed that the counseling program enhanced their professional skills; use of technologies was rated the lowest and adherence to ethics and ability to work with others were the highest rated professional skills; and (5) the quality most academic experiences was rated highly (i.e., average at or above a 4 on a 5-point Likert scale). Highlights include:

- Technologies that I need are readily accessible. (4.86/5.00)
- Courses are available so that I can finish my degree in a timely manner. (4.78/5.00)
- Program requirements are communicated well to the students. (4.78/5.00)
- The sizes of my classes are appropriate for effective learning. (4.72/5.00)

### **3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.**

Two surveys are distributed every 3 years to collect the perceptions that site supervisors and employers have for the programs’ students. Results from the 2020 surveys of site supervisors and employers, can be found in [Appendix D](#) and [Appendix E](#), respectively.

### Counselor Preparation Survey for Site Supervisors

Twice as many site supervisors ( $N = 34$ ) completed the survey in 2020 compared to 2017. Respondents rated their supervisees as either “Adequately Prepared” or “Well Prepared” for nearly all competences assessed in the survey. Ratings remained relatively stable compared to the 2017 survey ([Appendix F](#)); however, site supervisors in 2020 were more likely to rate their

students as being well-prepared to engage with professional organizations and develop effective counseling relationships.

### Counselor Preparation Survey for Employers

While the response rate for the employer survey is less than we had hoped for, the survey results offer some very positive feedback about our graduates. We will continue to explore new strategies to increase the number of participants who take this survey in the future. Specifically, we will continue to collect contact and employment information from recent graduates so that we can contact their supervisors the next time we distribute this survey (2023).

### Site Supervisor Orientation Checklist

During Internship I (fall semester), the faculty instructor visits each student’s site and meets with the site supervisor. The professor completes a field site supervisor orientation checklist ([Appendix G](#)) during the visit to ensure all critical elements are addressed and to open lines of communication throughout the academic year. *While these visits were suspended for 2020-2021 due to the COVID-19 pandemic, internship instructors used this checklist during introductory Zoom meetings with each site supervisor.*

## **4. Assessment of student learning and performance on professional identity, professional practice, and program area standards.**

### *Student Learning Outcomes (SLOs)*

Each program standard is linked to a precise SLO. SLOs are assessed through elements of signature assignments given in particular courses. As students complete the program courses that address and assess for SLO’s, they receive a 1, 2, or 3 for each SLO covered (*3 = Exceeds expectations, 2 = Meets expectations, 1 = Does not meet expectations*). The program course matrices outline the exact courses that assess for each standard ([Appendix H](#) [CMH] & [Appendix I](#) [SC]). Students who receive a score of 1 for a particular SLO work directly with the course instructor to make sure the knowledge and/or skill area becomes satisfactorily understood and/or practiced. All signature assessments and SLO scores are collected, stored, and evaluated each semester using Blackboard Outcomes.

All students received a 2 (*meets expectations*) or 3 (*exceeds expectations*) on the SLOs associated with each Signature Assessment used during the 2020-2021 academic year. The following table lists each 2020-2021 Signature Assessment with its corresponding SLOs.

Course	Signature Assessment (SA)	Program	SLOs
<b>CMH Orientation</b>	Licensing Requirements Assignment	CMH	A4
	Case Management Report	CMH	H2, H3
	Program Development Proposal	CMH	A1, A3, A5, A7, A8, A10, B2, C5, C9
<b>CMH Internship I</b>	Final Site Supervisor Evaluation	CMH	A2, B1, C7, D4, D7, D9, D1, D2

	Case Presentation 2	CMH	I3, J1, J2 J3, D5
<b>Psychopathology</b>	Diagnostic Case Report	CMH	C2, K1, K2, K4
	Psychopharmacology Paper	CMH	G3
	Diagnostic Role Play Assignment	CMH	L1, L2
<b>SC Internship I</b>	Small Group Assignment	SC	C2, D2, L1, L2, L3
	Classroom Lesson Assignment	SC	C2, D2, F4, K3, L1, L2, L3, P2
	Case Study	SC	C3, C4, H1, H4, I3, N2, N3
<b>SC Orientation</b>	Brochure Assignment	SC	A1, A2, A3, A4, A5, B2, C1, D4, G3, K1, K2, A7, C6, M6, M7
<b>Research</b>	Proposal Project Paper	CMH	I1
		SC	I1
<b>CMH Practicum</b>	Final Site Supervisor Evaluation	CMH	A2, B1, C7, D1, D2, D4, D7, D9
<b>CMH Internship II</b>	Final Site Supervisor Evaluation	CMH	A2, B1, C7, D1, D2, D4, D7, D9
	Case Presentation 2	CMH	I3, J1, J2 J3, D5
<b>Substance Use</b>	Case Study	CMH	A6, D8, H3, H4, K3, C4, G4
<b>Family Therapy</b>	Family Systems Theory Assignment	CMH	C8
<b>SC Internship II</b>	Student Portfolio	SC	N2, N3, D2, C2, L1, L2, L3, I4, J3, M2, M3, M4, O1, O2, O3, O4, O5, P1, I2, I3
<b>SC Practicum</b>	Case Presentation	SC	B1, D5, H5, I5, N1, N4, N5, J1, J2, C3, C4, H1, H4
<b>Adolescent</b>	Signature Strategy Paper and Presentation	SC	A6, C5, D1, D3, M1
<b>Diversity</b>	Case Study	CMH	E1, E2, E3, E4, E5, E6, F1, F2, F3
		SC	E1, E2, E3, E4, F1, F2, F3, J1, M5
<b>Appraisal</b>	Assessment Prospectus	CMH	G1, G2, H1
	Final Exam	SC	G2, G3, H2
	Case Study	SC	G1, H3
<b>Crisis</b>	Crisis Intervention Model Creation	CMH	A9, C6, L3
	Case Study and Case Conceptualization	CMH	K5
	Suicide Assessment Role Play	CMH	D6
<b>Prevention</b>	Program Project Paper	CMH	C1, C2, C3, I2
	Public Policy Advocacy Letter	CMH	D3

*Professional Performance Review (PPR)*

Faculty evaluate every student according to the PPR categories at four time points during their course of study. Additionally, if there is a student of concern prior to or between one of these evaluations, the PPR process goes into effect immediately. To read the PPR, visit the counseling program's [website](#). In response to students whose performance as a counseling professional is deemed unsatisfactory, Villanova University's graduate program in counseling has incorporated the use of remediation plans. The goal of a remediation plan is to provide specific suggestions and supports for students in improving in identified areas of need. Students given a remediation plan are monitored for progress by both the program director as well as by their current graduate instructors. **In 2020-2021, one student received ratings below a 3 on the Professional Performance standards.**

### *Skills Assessment*

At the start of the 2014-2015 academic year, a skills assessment was implemented into the counseling skills course, which also is utilized in the Practicum and Internship courses. Typically used by the instructor during a student case presentations or demonstrations, this tool (A modified version of the Counseling Skill Scale- [Appendix J](#)) allows faculty to evaluate student progress or lack thereof in critical areas of skill development. The skills assessment is utilized in the counseling skills and practicum courses as a formative assessment to assist students and faculty in identifying meaningful skill development goals. During the internship course sequence, skills assessment scores are used as one of multiple data points to determine a student's readiness for professional practice.

### *Practicum and Internship Evaluation*

Twice a semester, site supervisors complete a student evaluation for each student engaged in practicum and internship experiences. These evaluations are critical elements of their site evaluation and therefore progression through the program. Any concerns found on these evaluations (e.g., rating below a 3) are dealt with immediately by the instructor and the student. An example of the Clinical Mental Health Student Evaluation can be found in [Appendix K](#).

### *Counselor Comprehensive Exam*

The Counselor Preparation Comprehensive Examination (CPCE), graded pass/fail, requires students to integrate information from a number of courses in the counseling program. The examination is required for all students in degree programs, except for those who complete a thesis project. Students may take the comprehensive examination when they have taken 30 credit hours. The examination was offered once during the spring semester. Specific dates are published each year in the *Villanova University Graduate Studies Catalog for the Arts and Sciences*. Detailed instructions and guidelines for registering, preparing, and taking the examination are available on the Departmental [website](#).

In 2020-2021, 27 students took the CPCE (twenty-three in fall 2020, four in spring 2021). Twenty-six students passed the CPCE in their first attempt. One student who did not pass the CPCE passed a make-up examination written, administered, and scored by the faculty. Villanova students continue to perform very well on this exam in comparison to the national averages.



**CPCE Scores Fall 2020 (n = 23)**

Section	Villanova	National
	Mean	Mean
C1: Professional Counseling Orientation and Ethical Practice	12.1	10.8
C2: Social and Cultural Diversity	10.8	9.3
C3: Human Growth and Development	11.5	10.5
C4: Career Development	11.3	10.0
C5: Counseling and Helping Relationships	11.3	10.2
C6: Group Counseling and Group Work	12.3	11.0
C7: Assessment and Testing	10.0	9.6
C8: Research and Program Evaluation	11.0	9.1
<b>Total</b>	<b>90.3</b>	<b>80.5</b>

**CPCE Scores Spring 2021 (n = 4)**

Section	Villanova	National
	Mean	Mean
C1: Professional Counseling Orientation and Ethical Practice	14.8	13.7
C2: Social and Cultural Diversity	10.5	9.8
C3: Human Growth and Development	8.5	9.5
C4: Career Development	12.3	11.4
C5: Counseling and Helping Relationships	12.3	10.7
C6: Group Counseling and Group Work	14.5	12.5
C7: Assessment and Testing	10.0	10.0
C8: Research and Program Evaluation	13.3	11.5
<b>Total</b>	<b>96.0</b>	<b>89.2</b>

*National Counselor Examination*

Students take the National Counselor Examination (NCE) in either April or October of each year. During academic year 2020-2021, 30 students took the NCE, **93% passed the exam** (i.e., two students did not pass the exam). This rate is considerably higher than the national pass rate, which ranged from 79% to 85% in fall 2020 and spring 2021.

*Graduation, Completion Rates, and Job Placement Rates*

**Thirty-six students graduated with a master's in counseling (CMH = 20, School = 16) in 2020-2021.** Students have up to six years to complete the program. Thirty-five students who graduated in 2020-2021 completed the program in two years; one student took courses part-time and completed the program in three years. Each year, approximately 95% of students enter the program planning to graduate in two years (i.e., about 2-3 students each year plan on taking 3-4 years to complete the program). **Using the six-year timeframe as the expected time period from admission to graduation, the completion rate for 2020-2021 was 100% (i.e., no students required more than six years to complete the program).**

In July and August 2021, a survey was sent out by Dr. Edward Wahesh to all graduates requesting an update on their job search. The response rate was 92% ( $N = 33$ ). **As of 8/22/2021, 30 graduates are employed in a counseling position, two are still looking for a counseling position, and one has chosen to take some time prior to searching for work.**

## 5. Evidence of the use of findings to inform program modifications

Data from each of the above sources are discussed in core faculty meetings and used to better the counseling program. Changes made based on these data in 2020-2021 are described below.

- Improving the CMHC Placement Process: Program Director Dr. Stacey Havlik and Program Coordinator Abigail Rutledge visited Orientation to CMH in fall 2020 to provide students with a step-by-step overview of the practicum placement process.
- Improving communication with students and among faculty:
  - Dr. Havlik created a Blackboard site for all counseling students that includes programmatic information, such as handbooks and comprehensive exam study sessions and guides.
  - Dr. Havlik revised the Student Handbook and combined the Practicum and Internship Handbooks into one Field Experiences Handbook.
  - In August 2020, the faculty met to share their syllabi and discuss ways to coordinate assignment due dates and course content during the semester.
  - Dr. Havlik launched an online survey that students could complete at any point to provide the faculty with feedback about the program.
  - Alpha Beta Gamma Co-Presidents were invited to attend the first 10 minutes of core faculty meetings to provide updates on chapter activities and share any concerns raised by their fellow students.
    - In 2021-2022, Alpha Beta Gamma Co-Presidents will be invited to attend the first 10 minutes of one core faculty meeting each semester.
  - Increased use of Twitter as an additional way to send information to students
- Offering training in the use of technology in counseling:
  - A new 1-credit workshop on Online Counseling was offered in Summer 2021.
  - Faculty in Internship I in SC and CMHC added a lecture and discussion on the use of telehealth and remote counseling practices.
  - Professional Orientation and Ethics as well as Counseling Skills instructors added content related to telehealth practices and principles.
  - Assignments and lectures related to remote assessment strategies and computer-based test interpretations were added to Appraisal in Counseling.
- Enhancing the SC curriculum: A new course “Mental Health in Schools,” will be in offered in Spring 2022. In 2020-2021, we developed the learning objectives for the course and identified an instructor to teach it. Two courses (Counseling Adolescents and Therapeutic Strategies for Children) were combined to create the new course “Therapeutic Strategies for Children and Adolescents,” which was offered for the first time in spring semester 2021.

- Improving classroom facilities: Program director Dr. Stacey Havlik and Dr. Edward Wahesh attended two meetings with academic administration and facilities personnel on designing a classroom space for counseling and education students. This classroom in Vasey Hall will be set-up to simulate a group counseling space and will include state of the art recording technology. Students will be able to access the space outside of class time to practice their skills or record demonstrations for class. It is anticipated that the classroom will be ready by mid-fall 2021.
- Improving workshop and elective course offerings: We added three new elective workshops based on students' requests (Introduction to Motivational Interviewing in Schools, Grief Counseling, and Online Counseling).
- Diversity, Equity, and Inclusion Initiatives for students and faculty:
  - We held a virtual event titled "Infusing Multiculturalism Across the Program" for core and adjunct counseling faculty on January 19, 2021.
  - Dr. Havlik edited the Student Handbook to remove gendered pronouns and adding a diversity, equity, and inclusion statement.
  - We revised the admissions essays to further capture students who are in line with our program's mission and commitment to diversity, equity, and inclusion.

## Appendices

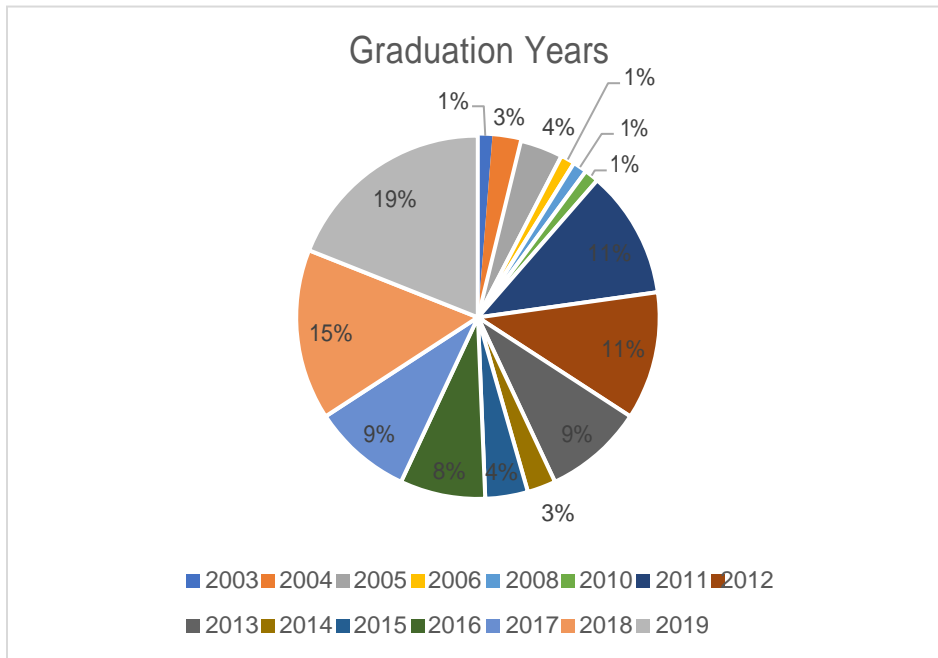
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**Part 1: Students Background**

**Total Number of Participants: 79**

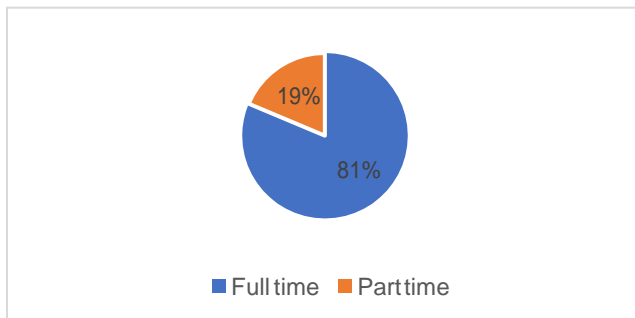
1. In what year did you receive your graduate degree in counseling from Villanova?

Year	2003	2004		2005	2006	2008	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
No. of students	1	2		3	1	1	1	9	9	7	2	3	6	7	12	15



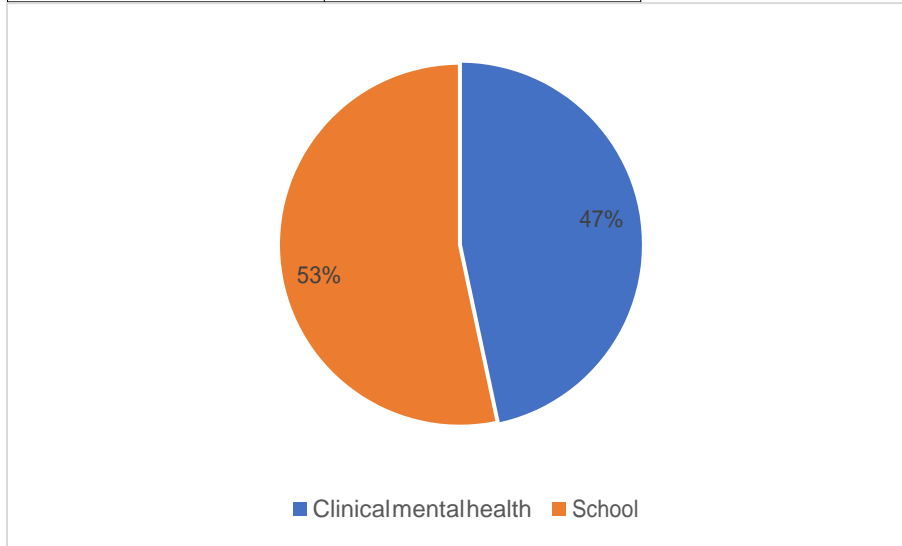
2. Student enrollment status

Full time	61 students
Part time	14 students



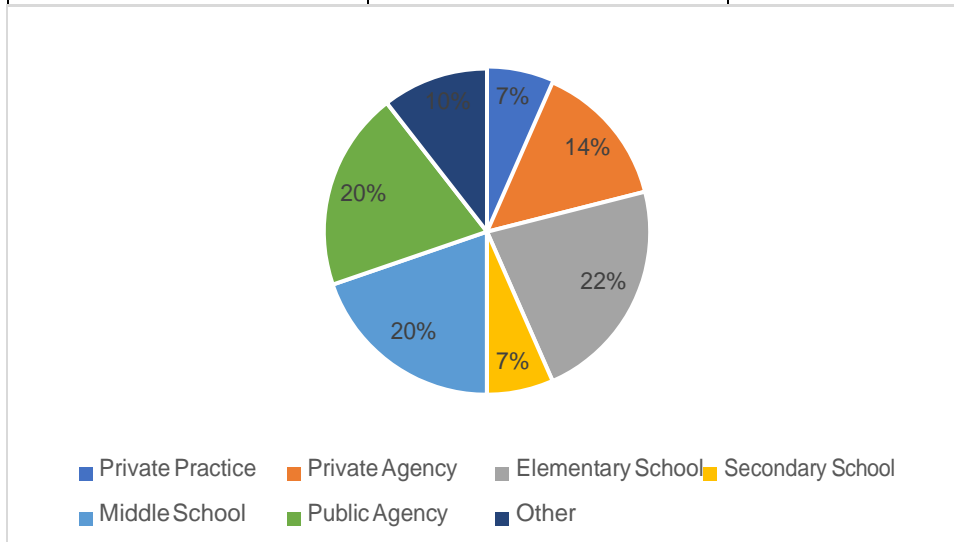
3. Program completed

Clinical mental health	35
School	40



4. Current employment

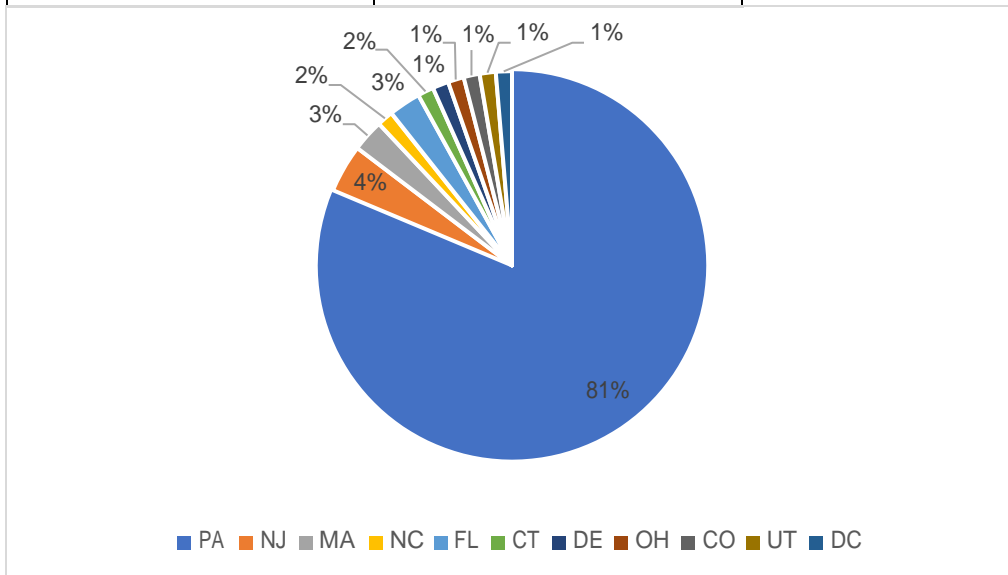
Private Practice	5 students
Private Agency	11 students
Elementary School	17 students
Secondary School	5 students
Middle School	15 students
Public Agency	15 students
Other	8 students



Appendix A. Alumni Report 2020

5. Location of employment(state)

Pennsylvania	61 students
New Jersey	3 students
Massachusetts	2 students
North Carolina	1 student
Florida	2 students
Connecticut	1 student
Delaware	1 student
Ohio	1 student
Colorado	1 student
Utah	1 student
District of Columbia	1 student

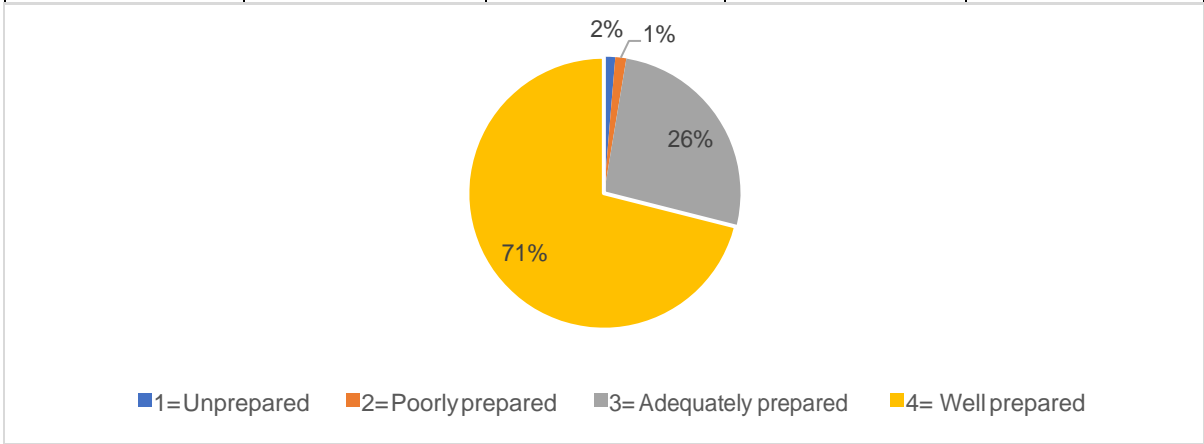


**Part 2: Villanova Counseling Program**

Based on your experience in Villanova’s Counselling program, please indicate the extent to which the program prepared you for your role as a counselor:

1. Commitment to personal and professional growth.

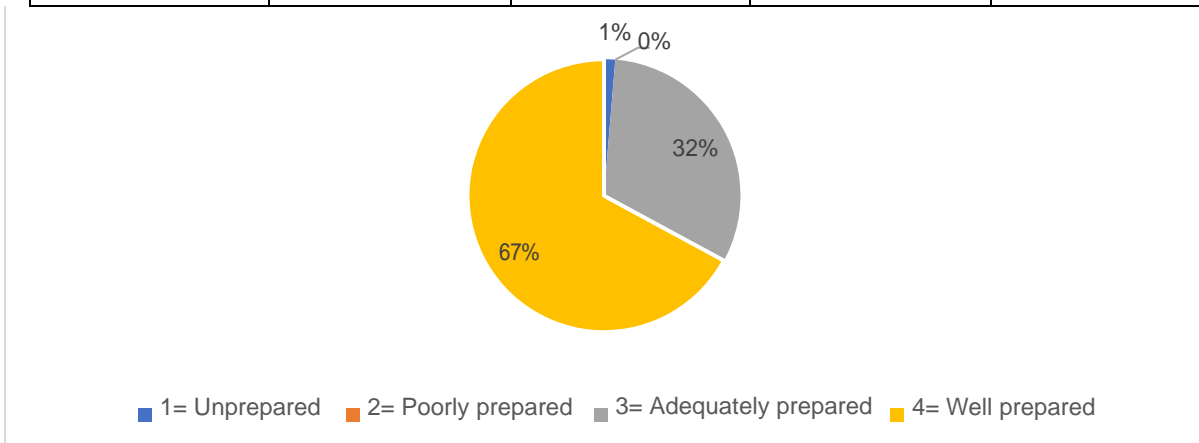
Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	1	1	20	54



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2. Commitment to the profession.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	1	0	24	51

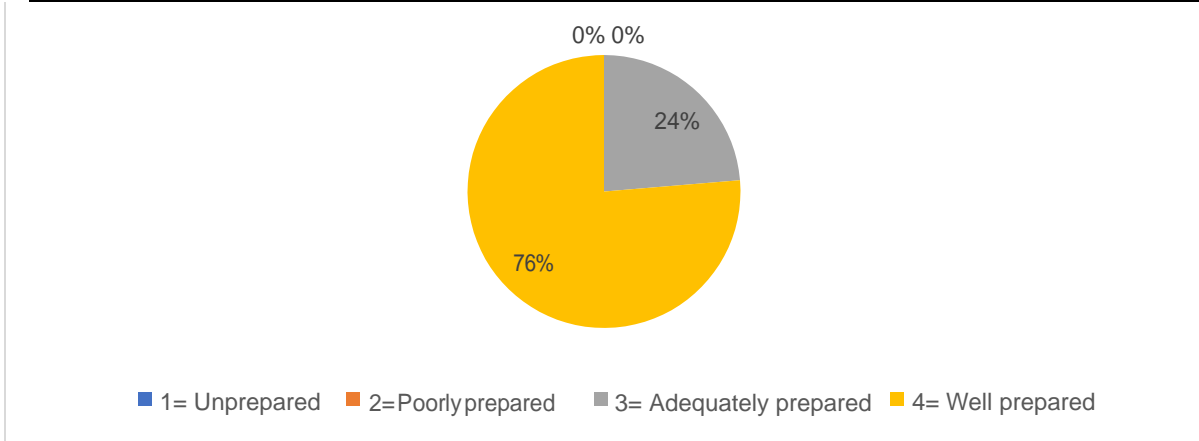


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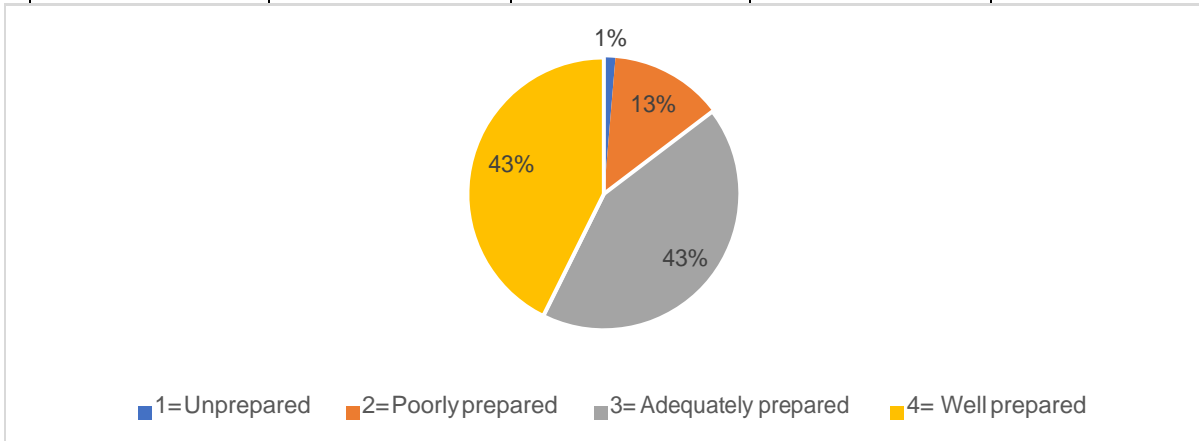
3. Knowledge of and commitment to high ethical standards.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	0	0	18	58



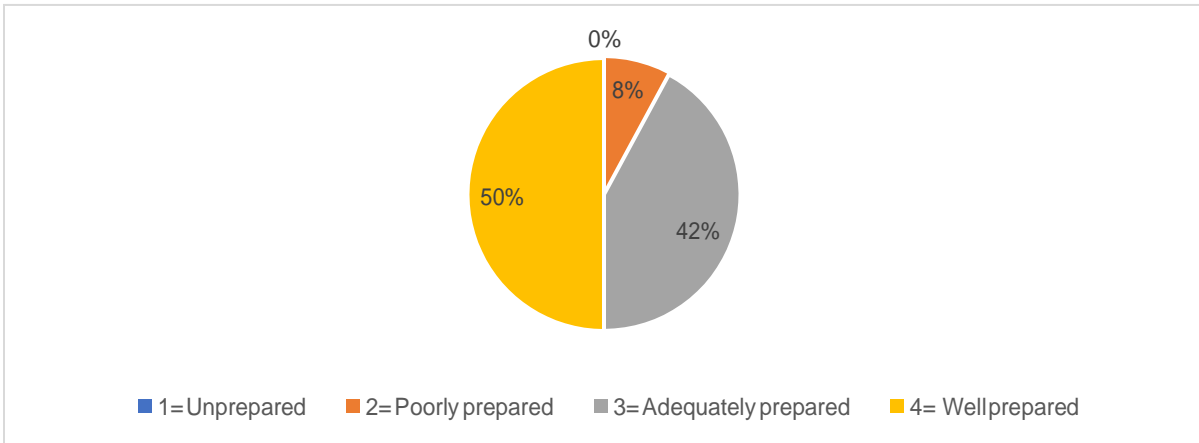
4. Active engagement with professional organizations and activities pertinent to the profession.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	1	10	32	32



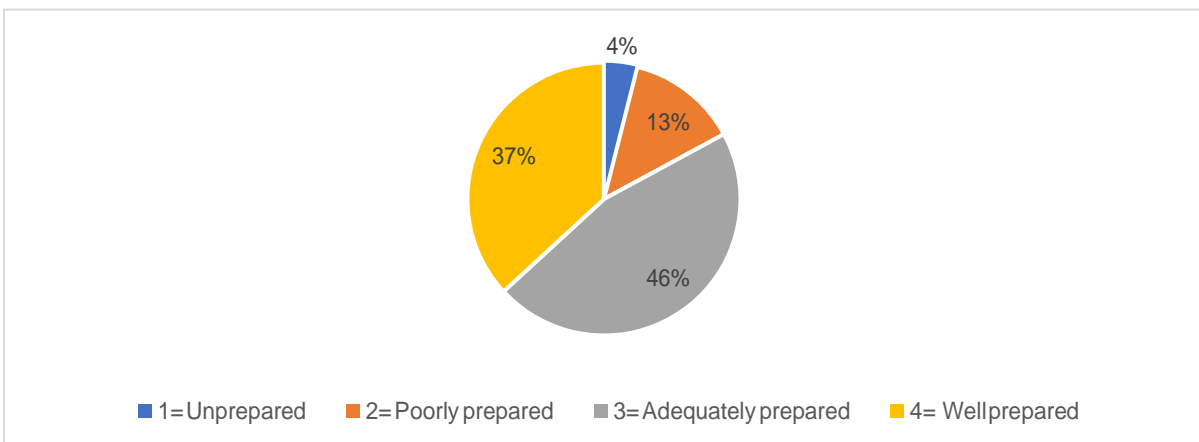
5. Knowledge of and application of individual counseling theories.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	0	6	32	38



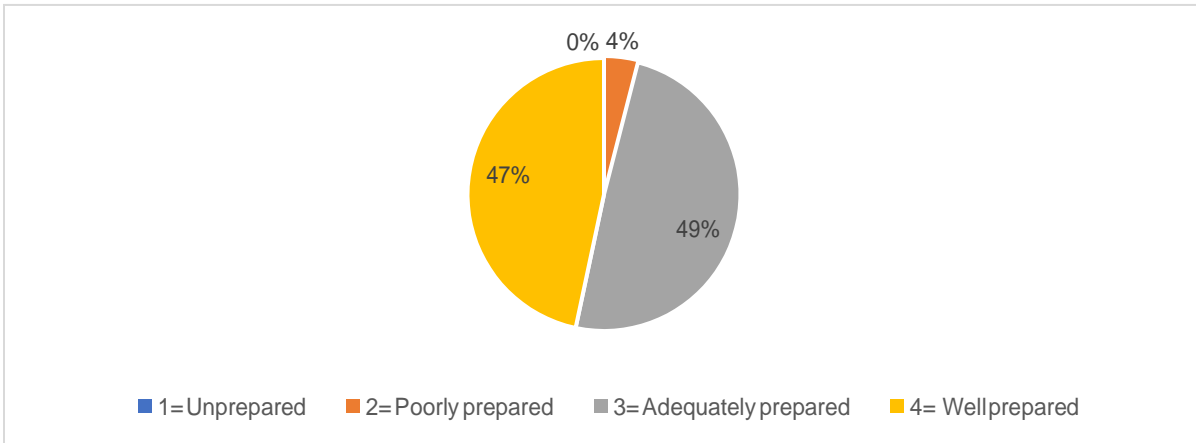
6. Knowledge of and application of group counseling theories.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	3	10	35	28



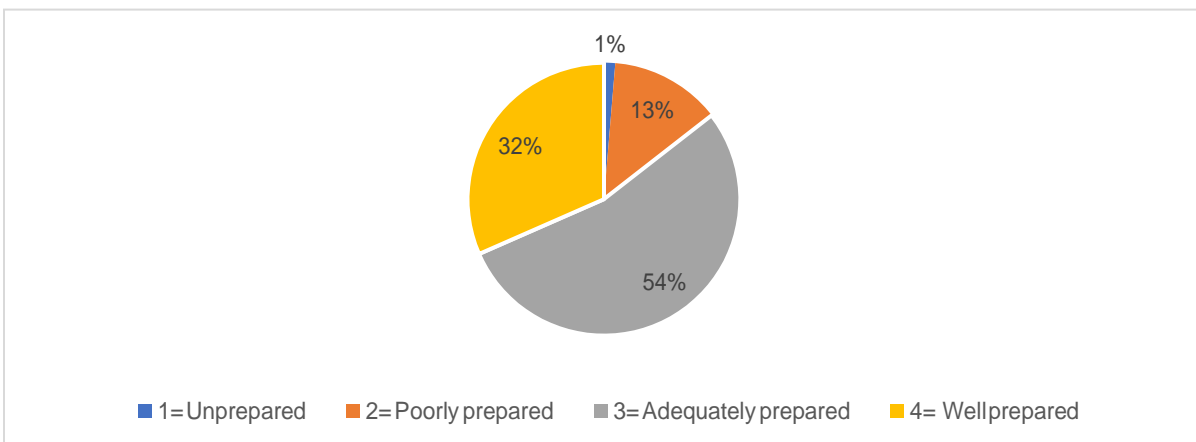
7. Knowledge and application of theories of human growth and development.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	0	3	37	35



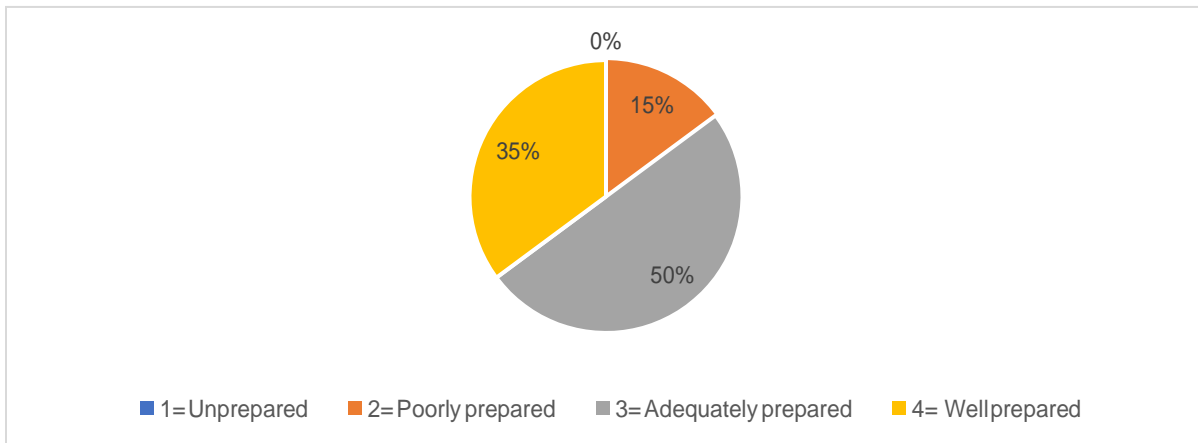
8. Knowledge and application of assessment/appraisal processes.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	1	10	41	24



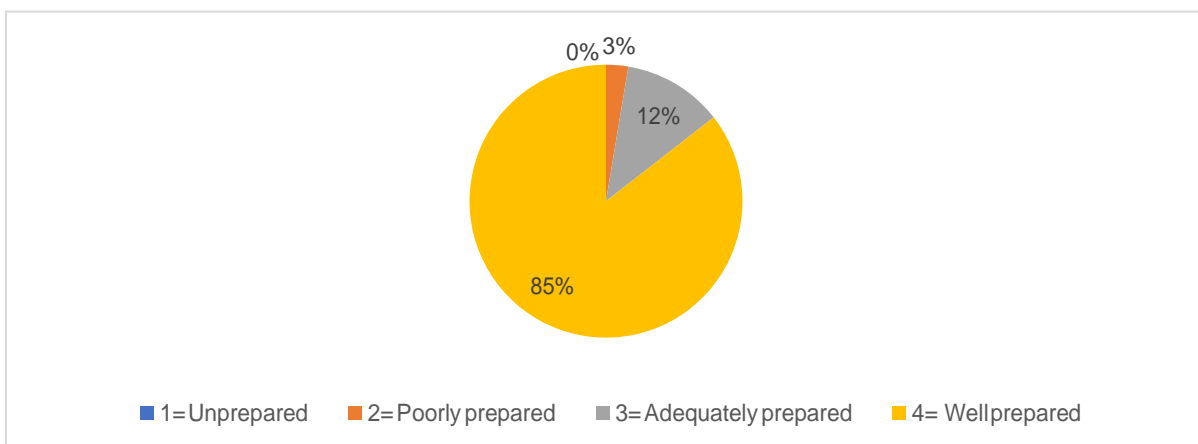
9. Knowledge and application of career/lifestyle development counseling theories.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	0	11	37	26



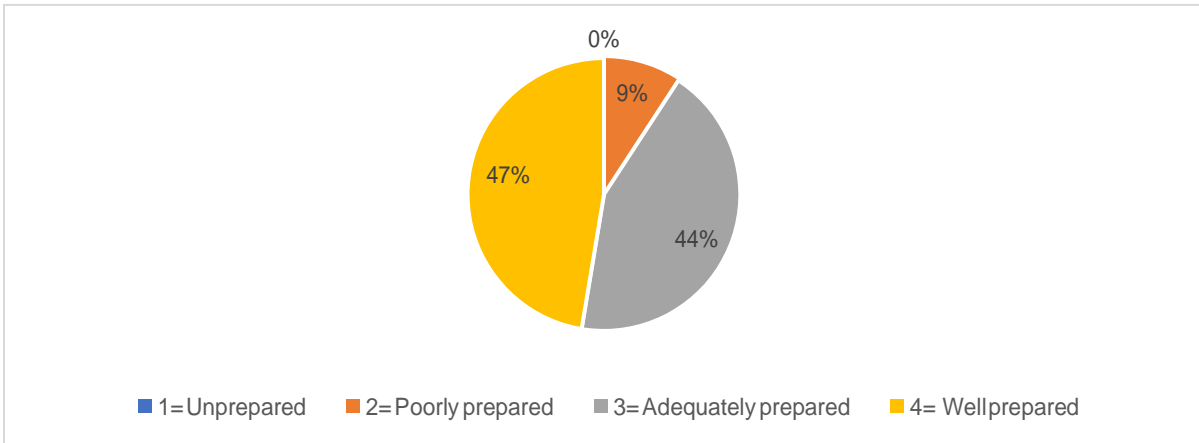
10. Knowledge and application of developing effective counseling relationships.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	0	2	9	65



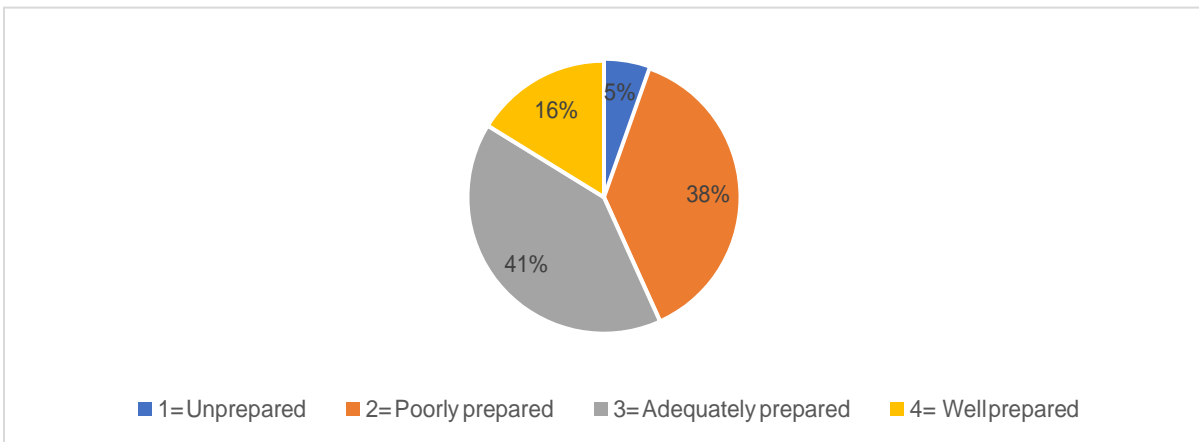
11. Knowledge of multicultural/pluralistic characteristics of diverse cultural groups.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	0	7	33	36



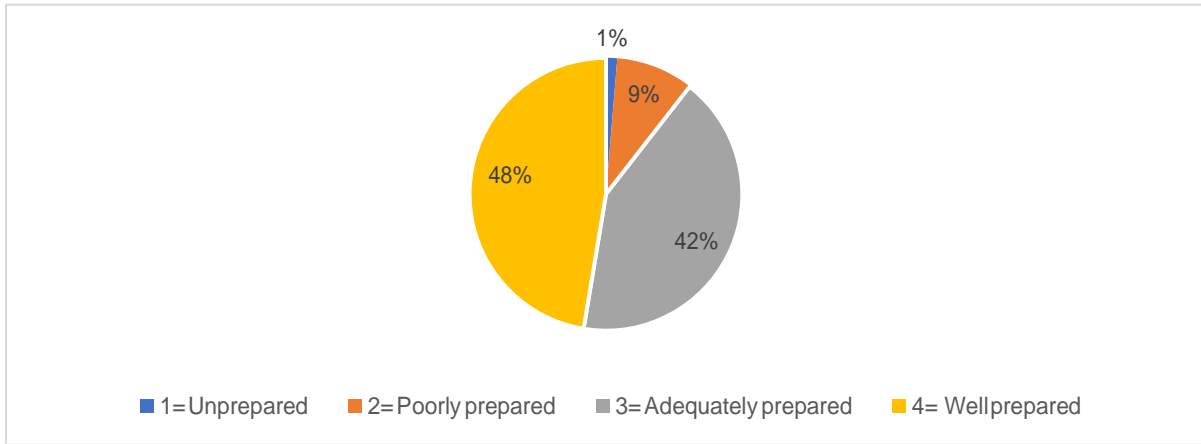
12. Knowledge and application of current and emerging technological resources for counselors.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	4	28	30	12



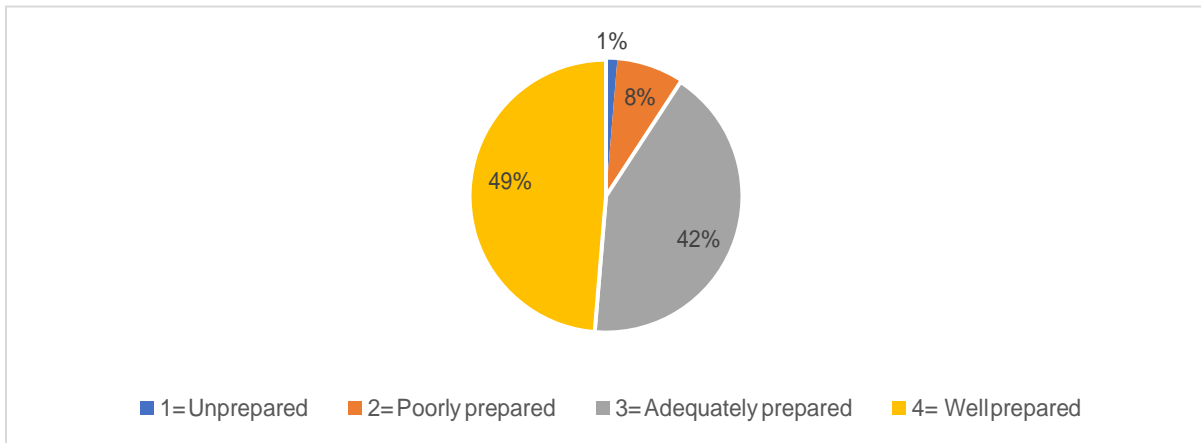
13. Knowledge of research and program evaluation and the ability to read, critique, and utilize professional research literature.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	1	7	32	36



14. Knowledge and application of evidence based practices.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	1	6	32	37



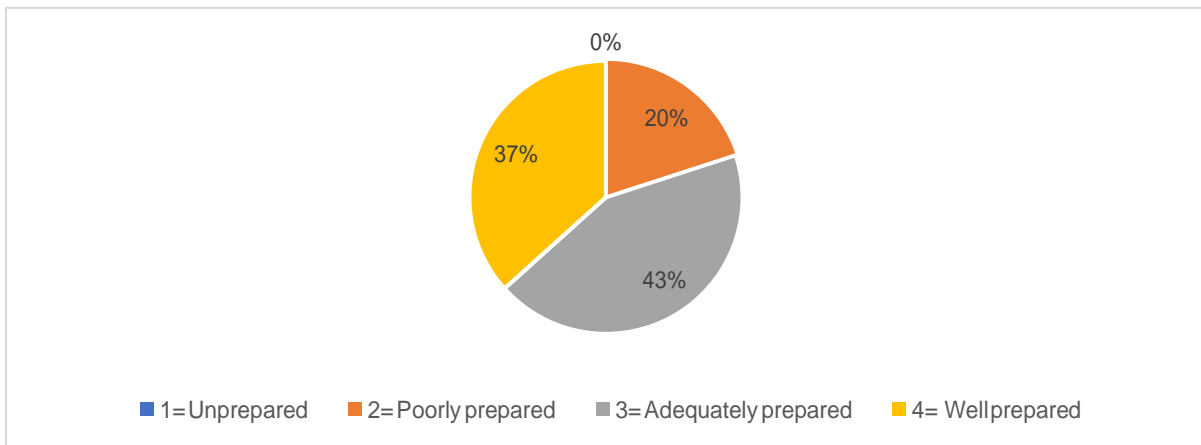
**Part 3: School Counseling Graduate Program**

**Total number of participants: 30**

**To what extent did the program prepare you in the following areas?**

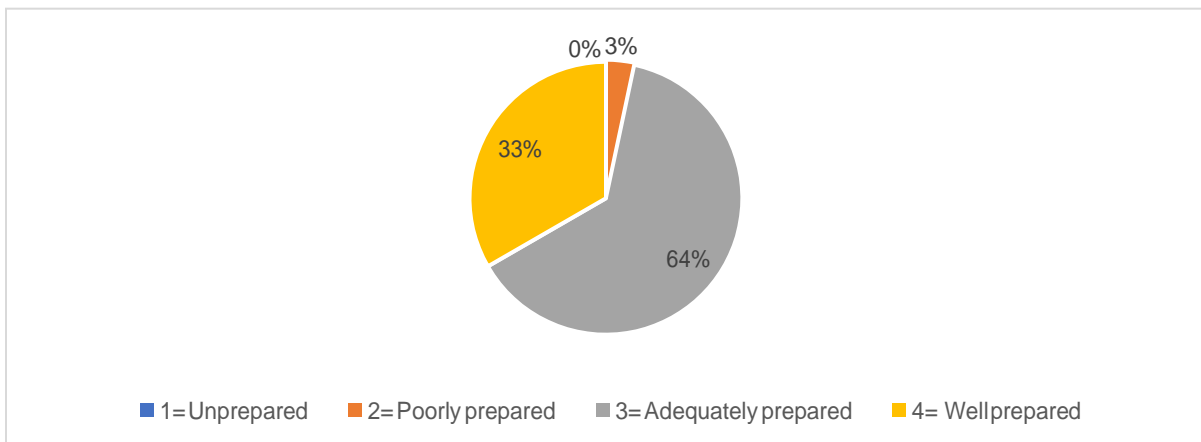
1. Ability to implement a strengths-based, ASCA model school counseling program and demonstrate ethical practice.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	0	6	13	11



- 
2. Understanding of and the ability to promote academic development.

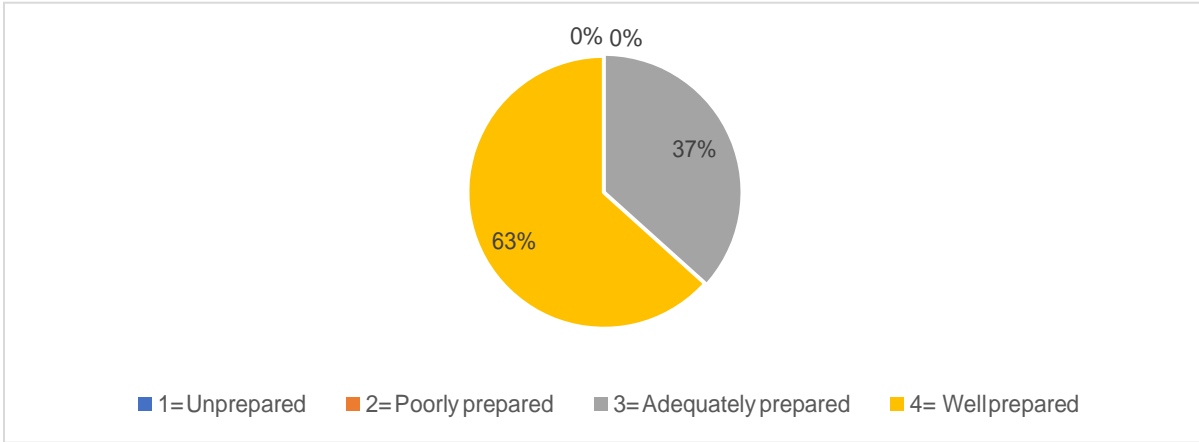
Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	0	1	19	10



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3. Ability to promote the personal and social development of students and build protective factors in the school environment.

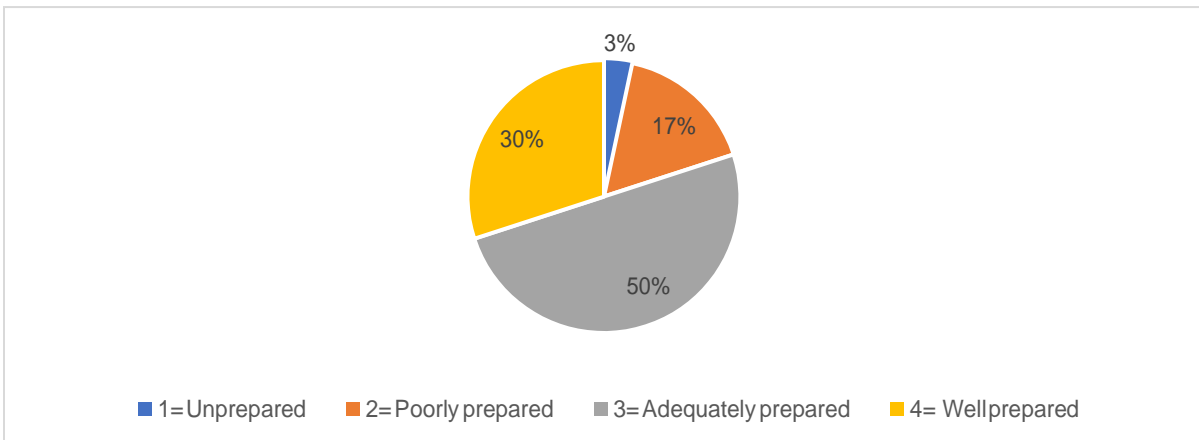
Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	0	0	11	19



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4. Understanding of and ability to promote career development and post secondary access and success.

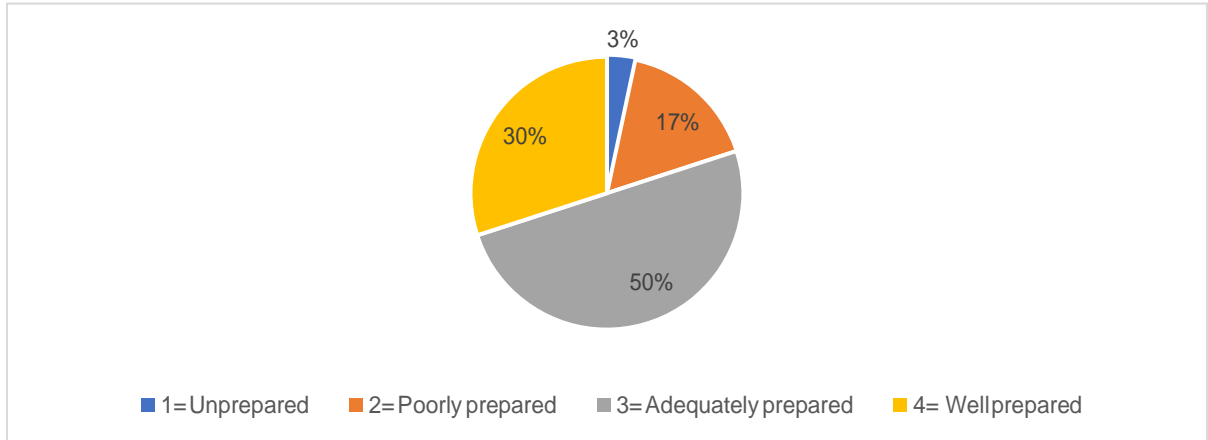
Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	1	5	15	9





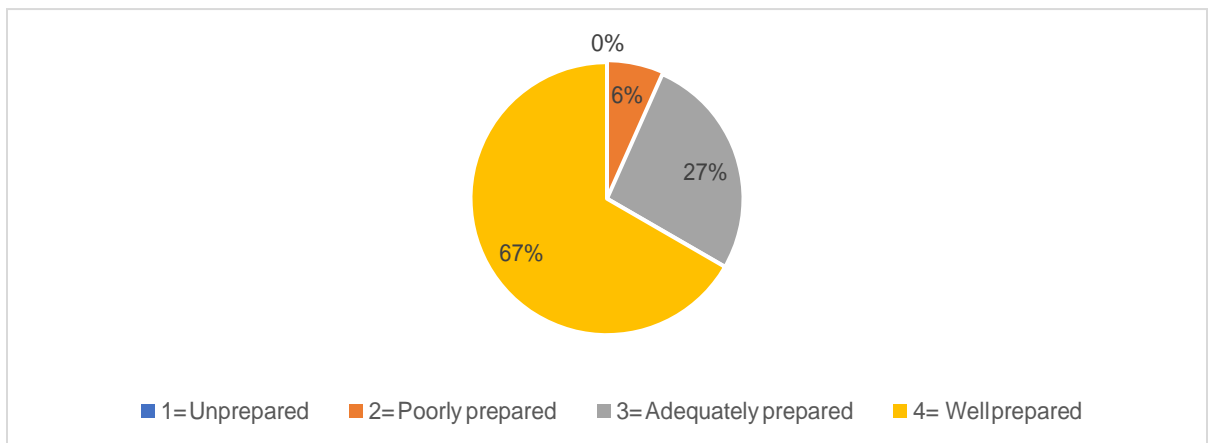
5. Ability to act as a leader in the school and community.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	0	2	11	17



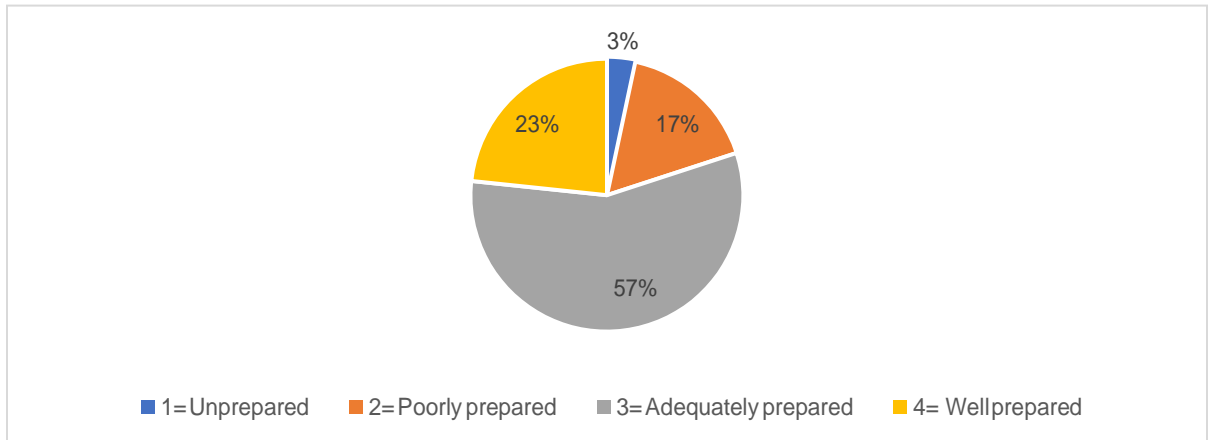
6. Ability to collaborate and consult with other stakeholders in the school and community.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	0	2	8	20



7. Ability to conduct research to improve the school counseling program in which you work.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	1	5	17	7

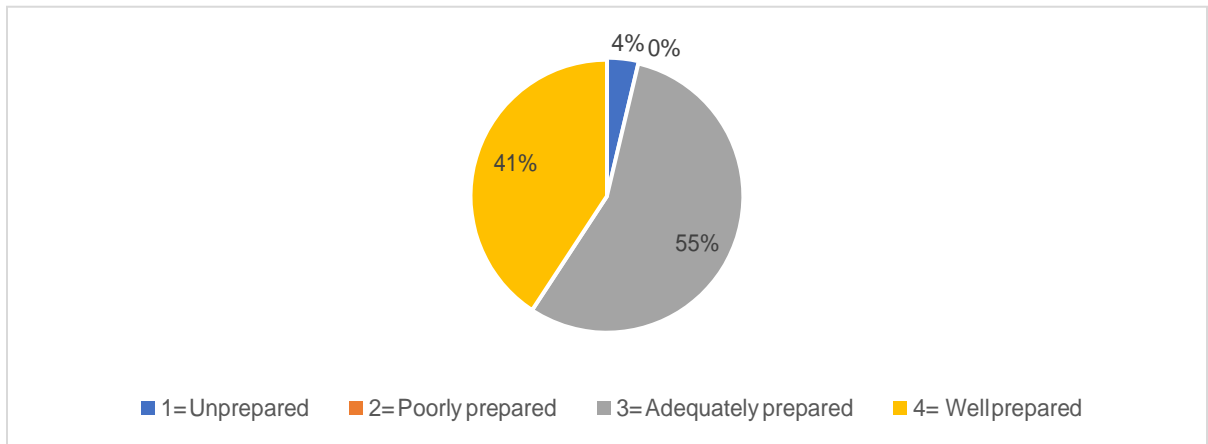


**Part 4 : Mental Health Counseling (N = 28)**

**To what extent did the program prepare you in the following areas:**

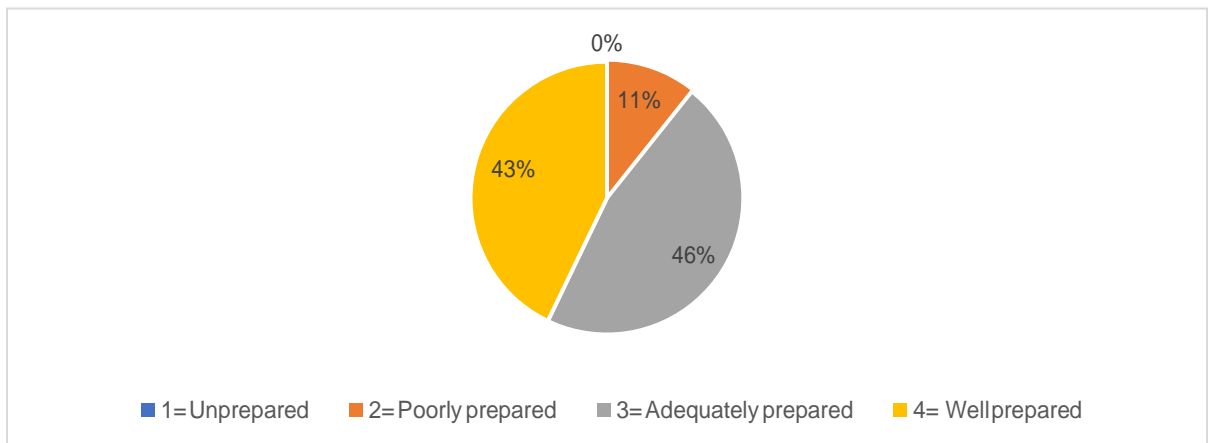
1. Ability to develop, implement, and evaluate individual client treatment plans.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	1	0	15	11



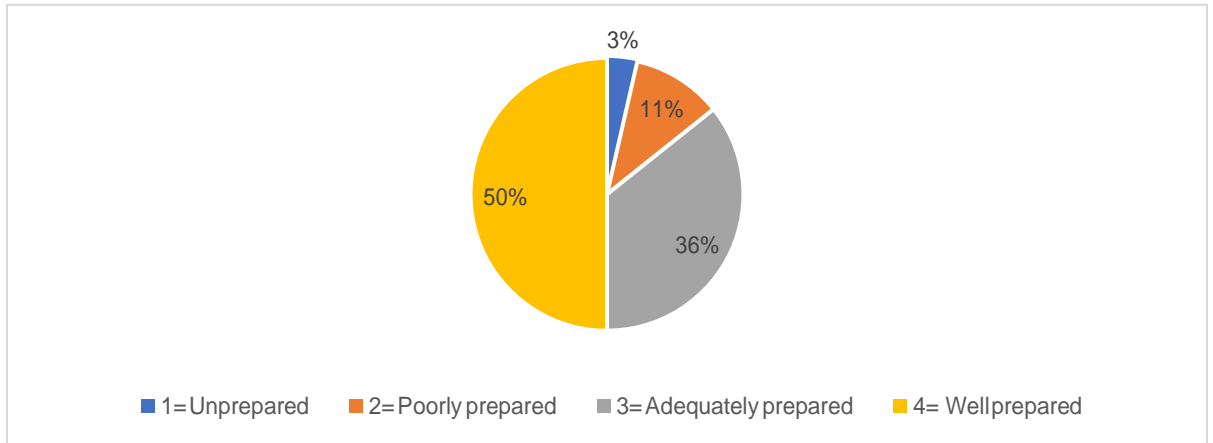
2. Understanding of the diagnostic categories within the diagnostic and statistical manual.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	0	3	13	12



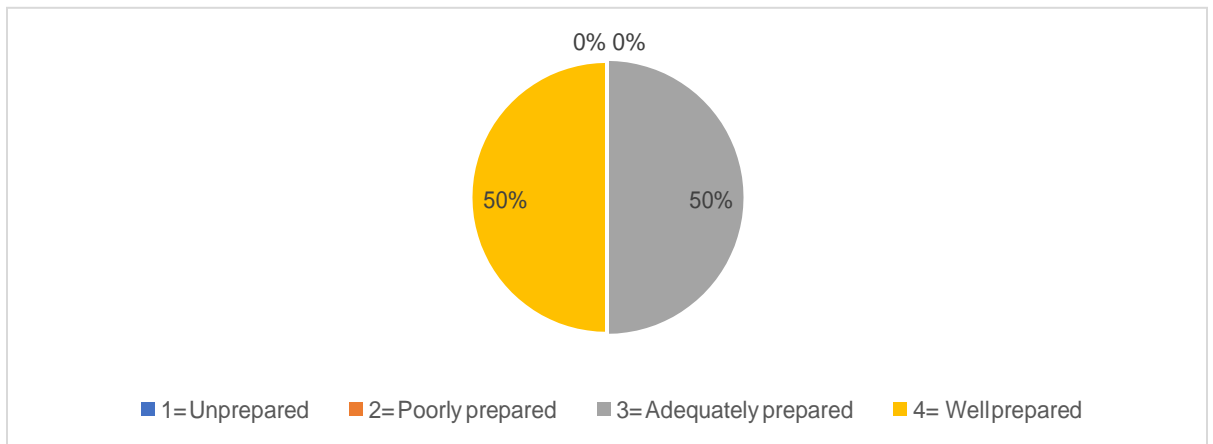
3. Understanding of the most appropriate theoretical approaches and evidence based practices for working with the population with whom I currently work

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	1	3	10	14



4. Ability to evaluate current research literature about best practices for treatment.

Scale	1= Unprepared	2= Poorly prepared	3= Adequately prepared	4= Well prepared
Number of selection	0	0	14	14



**Part 5: Program feedback according to student's experience (N=34)**

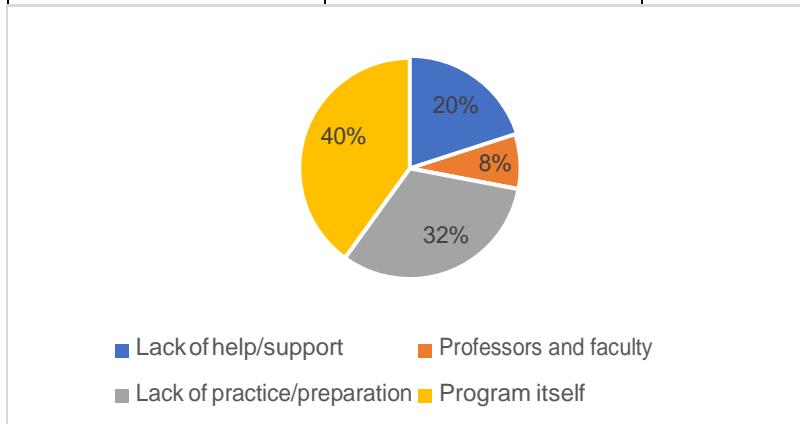
**1. Program weaknesses**

**50 students provided feedback**

Students comments revolved around 5 major themes

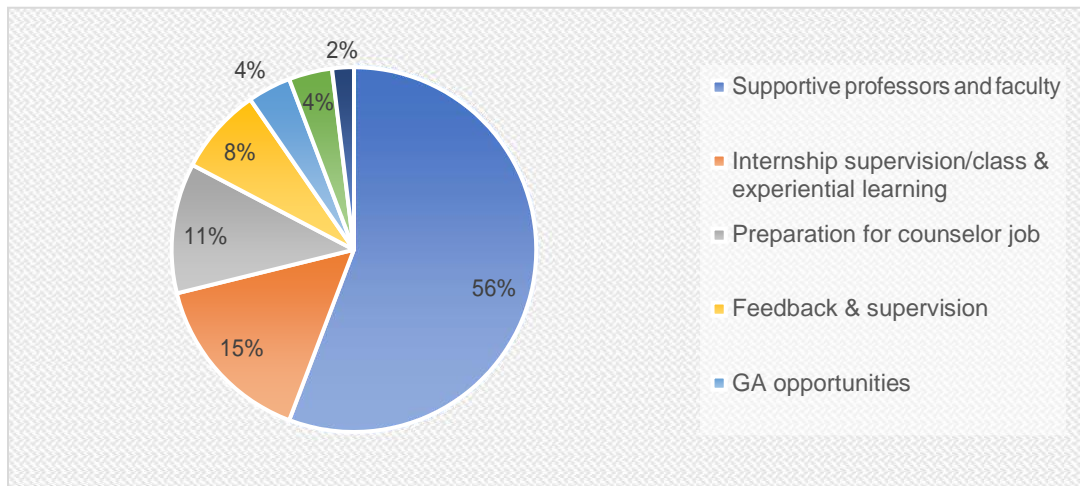
- a) **Lack of help/support in:** (finding internship/practicum placement, job search, understanding the field)
- b) **Professors and faculty:** (lack of experience in the field, unprepared, adjuncts)
- c) **Lack of practice/preparation in:** (individual theories, case conceptualization, lack of focus on specific settings/populations)
- d) **Program itself:** (disorganized, no CACREP accreditation, lack of diversity, lack of special education courses, too broad, crisis course should be a full semester)

Theme	Number of selection
Lack of help/support	10
Professors and faculty	4
Lack of practice/preparation	16
Program itself	20



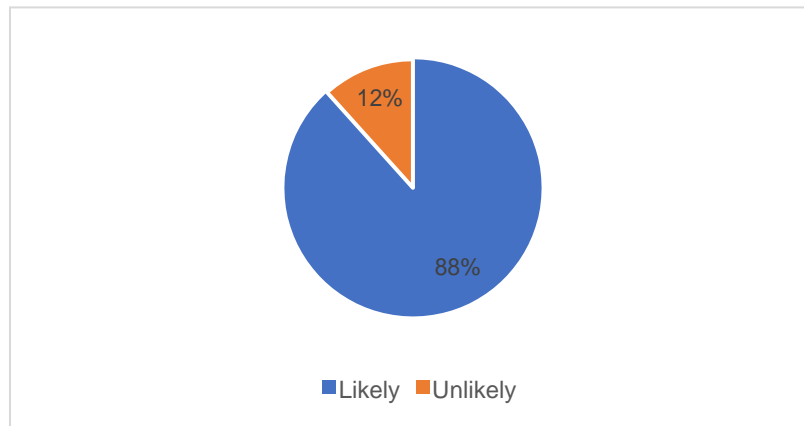
2. Program Strength

<u>Theme</u>	
<b>Supportive professors and faculty</b>	<b>29</b>
<b>Internship supervision/class &amp; experiential learning</b>	<b>8</b>
<b>Preparation for counselor job</b>	<b>6</b>
<b>Feedback &amp; supervision</b>	<b>4</b>
<b>GA opportunities</b>	<b>2</b>
<b>Networking opportunities</b>	<b>2</b>
<b>CACREP certified and dual certification</b>	<b>1</b>



**3. Would you recommend the counseling program to friends or colleagues?**

<b>Likely</b>	<b>53 students</b>
<b>Unlikely</b>	<b>7 students</b>



**4. Suggestions for improvement**

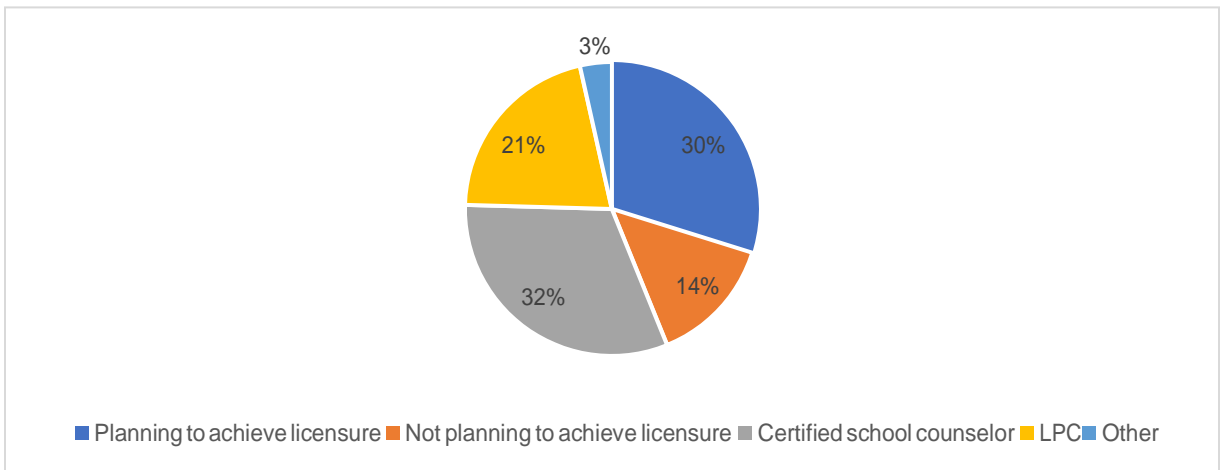
**37 students provided feedback**

1. Faculty that is more experienced and practice-oriented rather than research-oriented – 2 students
2. More practical coursework for school counselors – 4 students
3. Focus on holistic approaches to counseling – 1 student
4. Courses in additional topics (human sexuality, death & dying, corporate counseling, child/adolescent counseling) – 4 students
5. More research-related coursework – 1 student
6. Practical application of counseling techniques and theories – 5 students
7. Information about different level of care and services – 1 student
8. Assistance finding paid internship opportunities – 1 student
9. Supporting alumni – 1 student
10. More collaboration between students and professors – 3 students
11. Emphasis on trauma-informed care throughout courses – 3 students
12. Training/workshop opportunities – 1 student
13. Networking opportunities with professionals in the field – 6 students
14. Increase diversity among student body and professors – 2 students
15. More freedom in choosing courses – 2 students

**Part 6: Students information**

**1. Current licensure status**

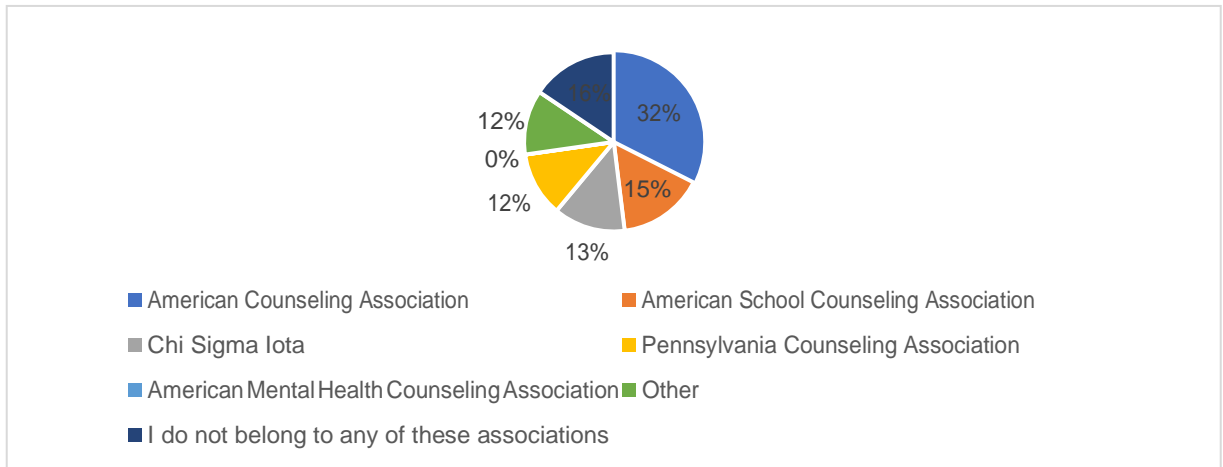
<b>Planning to achieve licensure</b>	<b>17 students</b>
<b>Not planning to achieve licensure</b>	<b>8 students</b>
<b>Certified school counselor</b>	<b>18 students</b>
<b>LPC</b>	<b>12 students</b>
<b>Other</b>	<b>2 students</b>



**2. Do you belong to a professional organization?**

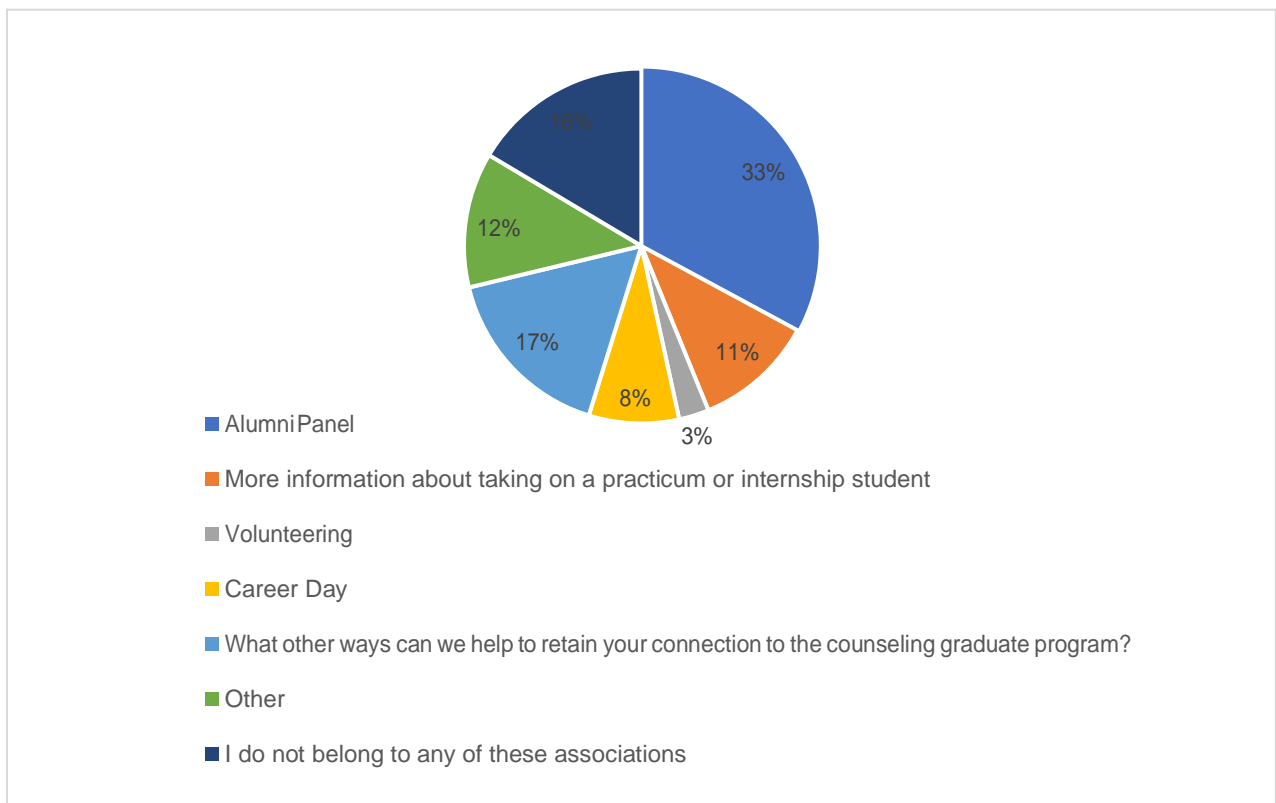
<b>American Counseling Association</b>	<b>25 students</b>
<b>American School Counseling Association</b>	<b>12 students</b>
<b>Chi Sigma Iota</b>	<b>10 students</b>
<b>Pennsylvania Counseling Association</b>	<b>9 students</b>
<b>American Mental Health Counseling Association</b>	<b>0 students</b>
<b>Other</b>	<b>9 students</b>
<b>I do not belong to any of these associations</b>	<b>12 students</b>





**3. Would you be interested in enhancing your connection to the counseling graduate program?**

<b>Alumni Panel</b>	<b>24 students</b>
<b>More information about taking on a practicum or internship student</b>	<b>8 students</b>
<b>Volunteering</b>	<b>2 students</b>
<b>Career Day</b>	<b>6 students</b>
<b>What other ways can we help to retain your connection to the counseling graduate program?</b>	<b>12 students</b>

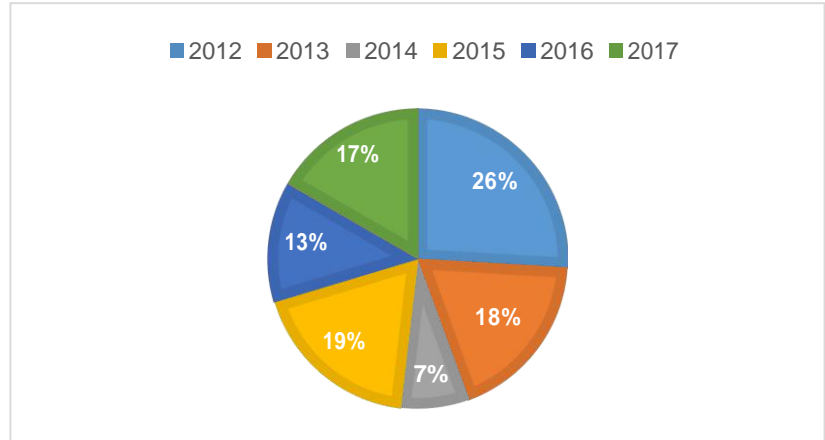


**Part1: Students Background**

**Total Number of Participants: 54**

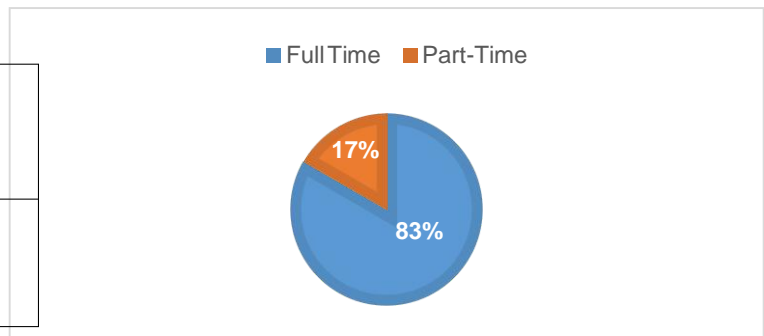
**1. Year in which graduate degree of counseling was received/will be received**

Year	Number of Students
2012	14
2013	10
2014	4
2015	10
2016	7
2017	9



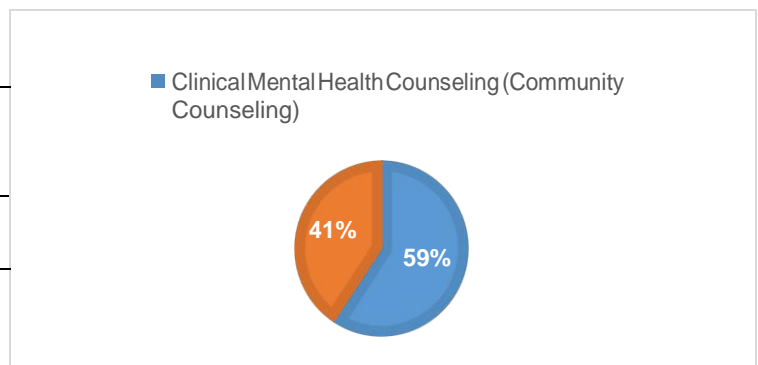
**2. Student Enrollment Status**

<b>Full Time</b>	<b>45 students</b>
<b>Part-Time</b>	<b>9 students</b>



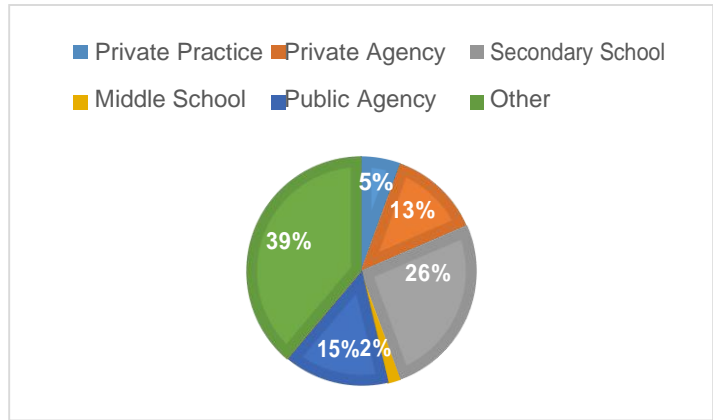
**3. Program completed**

<b>Clinical Mental Health Counseling (Community Counseling)</b>	<b>32 students</b>
<b>School Counselling</b>	<b>22 Students</b>



**4. Current employment**

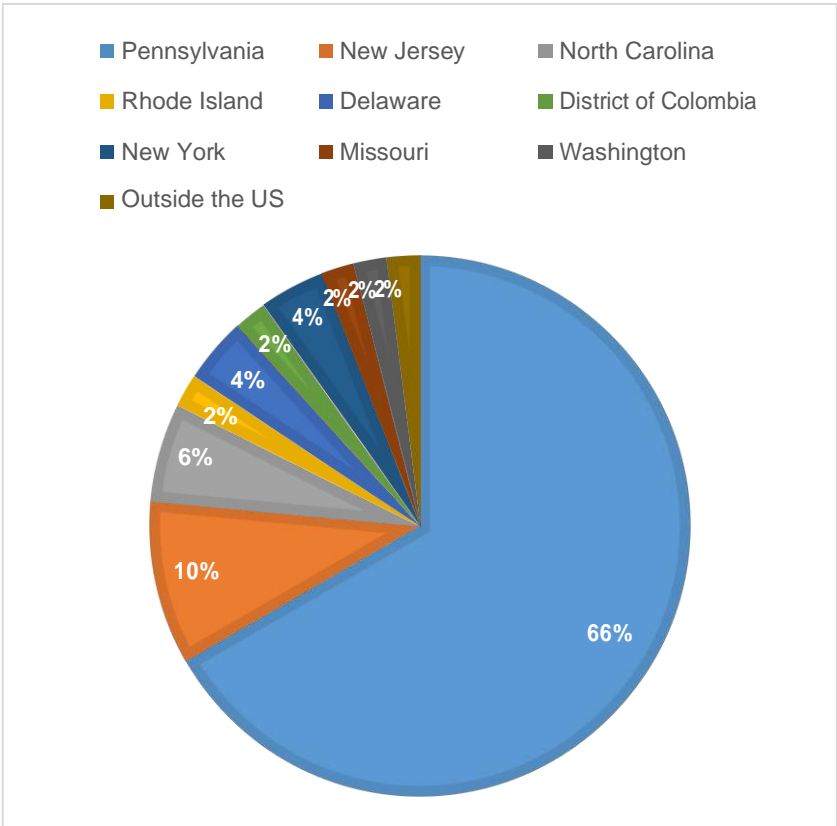
<b>Private Practice</b>	<b>3 students</b>
<b>Private Agency</b>	<b>7 students</b>
<b>Secondary School</b>	<b>14 students</b>
<b>Middle School</b>	<b>1 students</b>
<b>Public Agency</b>	<b>8 students</b>
<b>Other</b>	<b>21 students</b>



**5. Location of Employment (State)**

- Total answers: 51 as **3 students did not answer**

<b>Pennsylvania</b>	<b>34 students</b>
<b>New Jersey</b>	<b>5 students</b>
<b>North Carolina</b>	<b>3 students</b>
<b>Rhode Island</b>	<b>1 student</b>
<b>Delaware</b>	<b>2 students</b>
<b>District of Columbia</b>	<b>1 student</b>
<b>New York</b>	<b>2 students</b>
<b>Missouri</b>	<b>1 student</b>
<b>Washington</b>	<b>1 student</b>
<b>Outside the US</b>	<b>1 student</b>



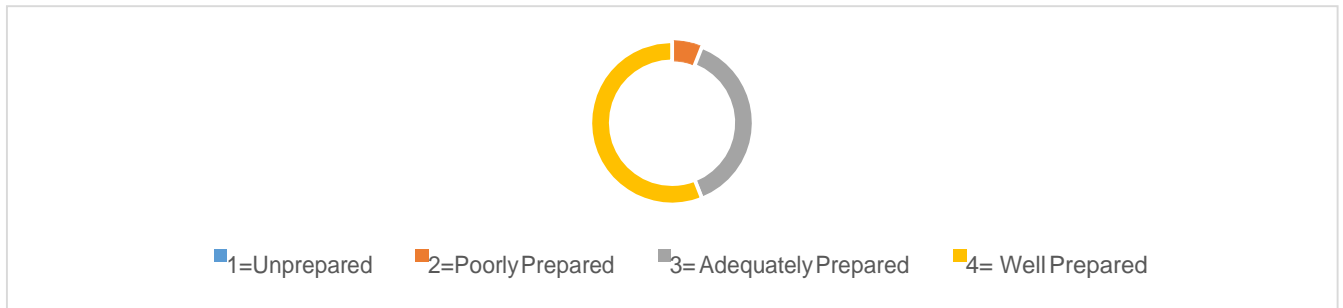
**Part 2: Villanova Counselling Program**

**Total Number of Participants: 54**

❖ **Based on your experience in Villanova’s Counselling program, please indicate the extent to which the program prepared you for your role as a counselor:**

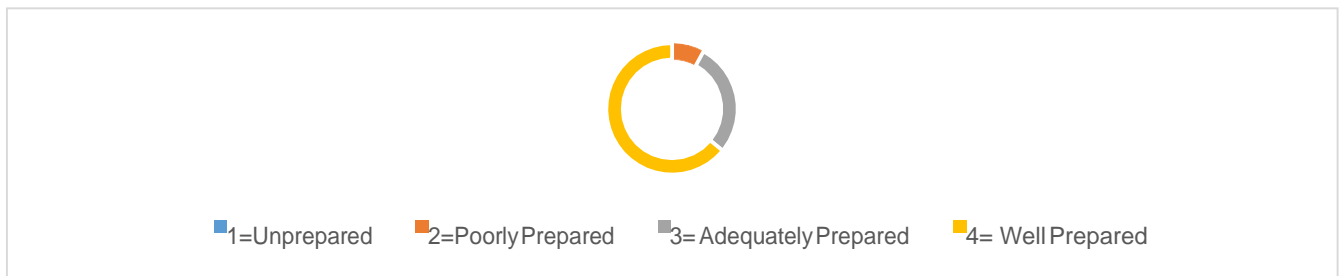
1. Commitment to personal and professional growth:

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	0	3	19	28



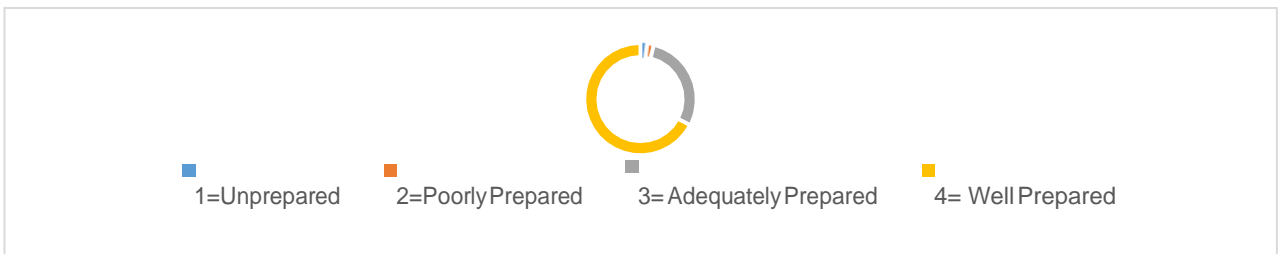
2. Commitment to the profession

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	0	4	14	32



3. Knowledge of and commitment to high ethical standards

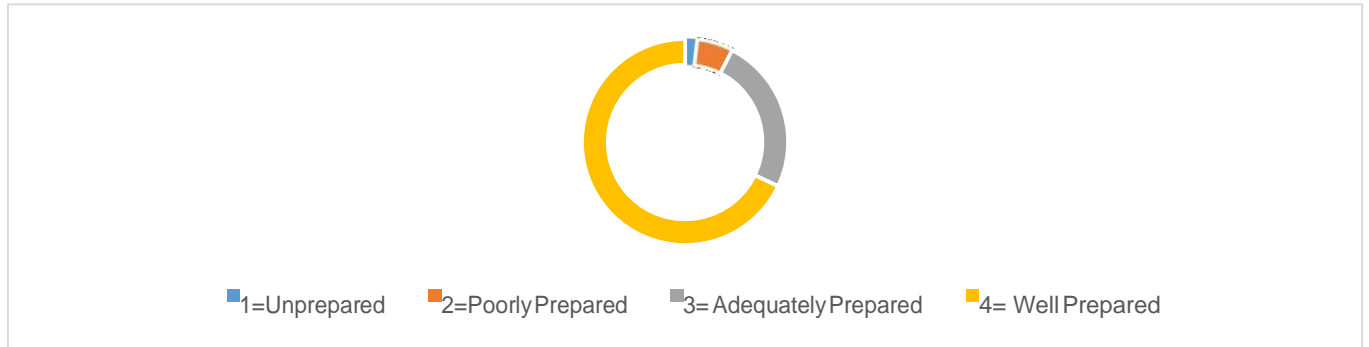
<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	1	1	15	35



Appendix B. Alumni Report 2017

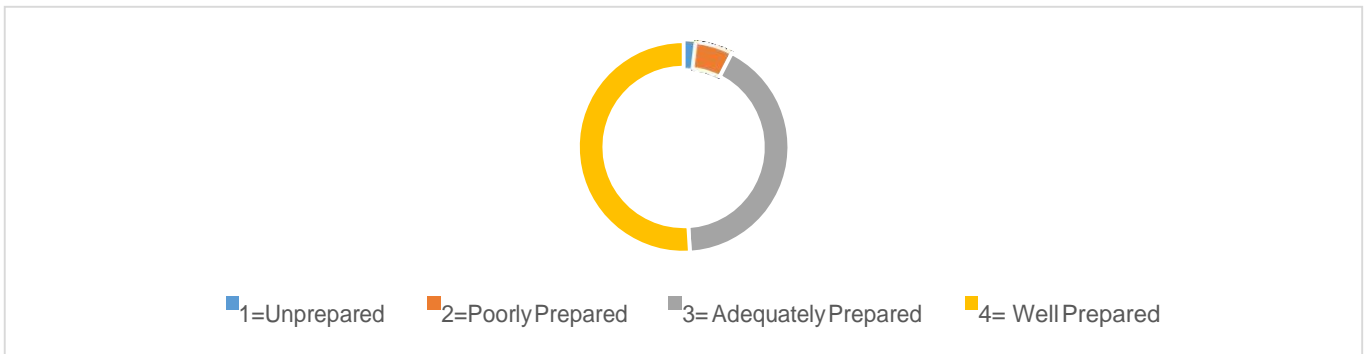
4. Active engagement with professional organizations and activities pertinent to the profession

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	1	3	13	36



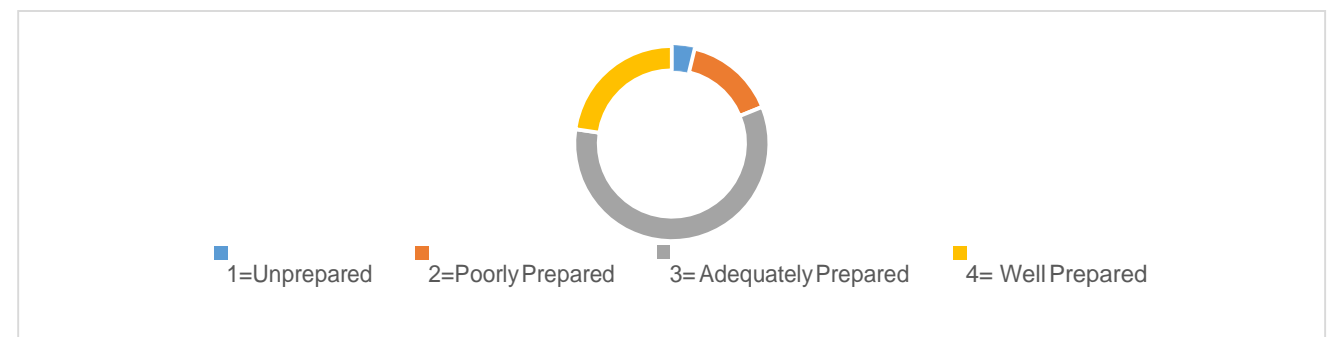
5. Knowledge of and application of individual counseling theories

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	1	3	22	27



6. Knowledge of and application of group counseling theories

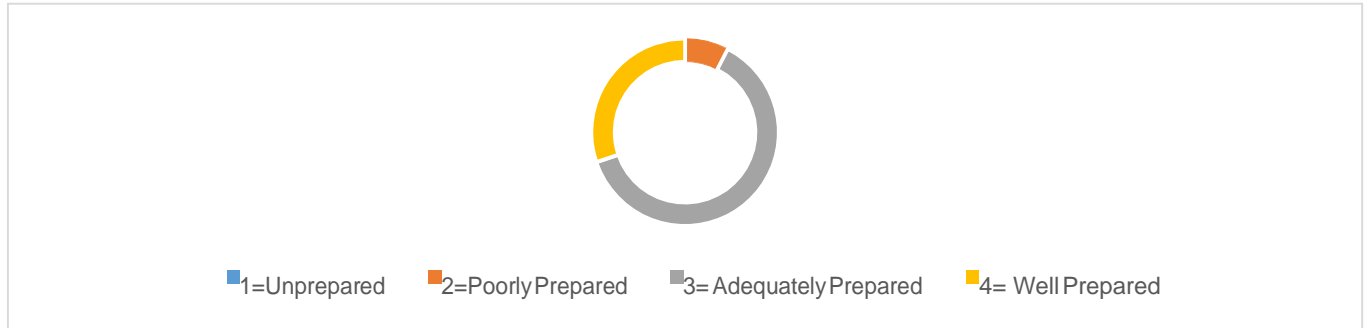
<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	2	8	31	12



Appendix B. Alumni Report 2017

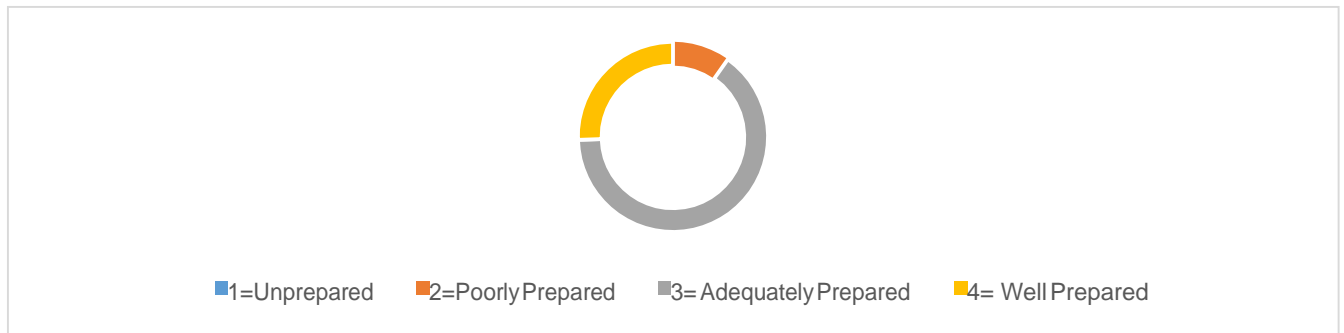
7. Knowledge and application of theories of human growth and development

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	0	4	33	16



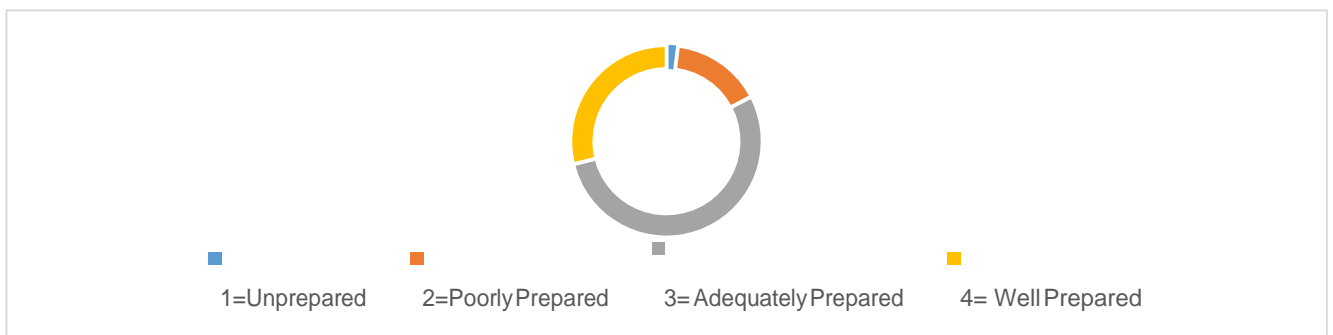
8. Knowledge and application of assessment /appraisal processes

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	0	5	33	13



9. Knowledge and application of career/lifestyle development counseling theories

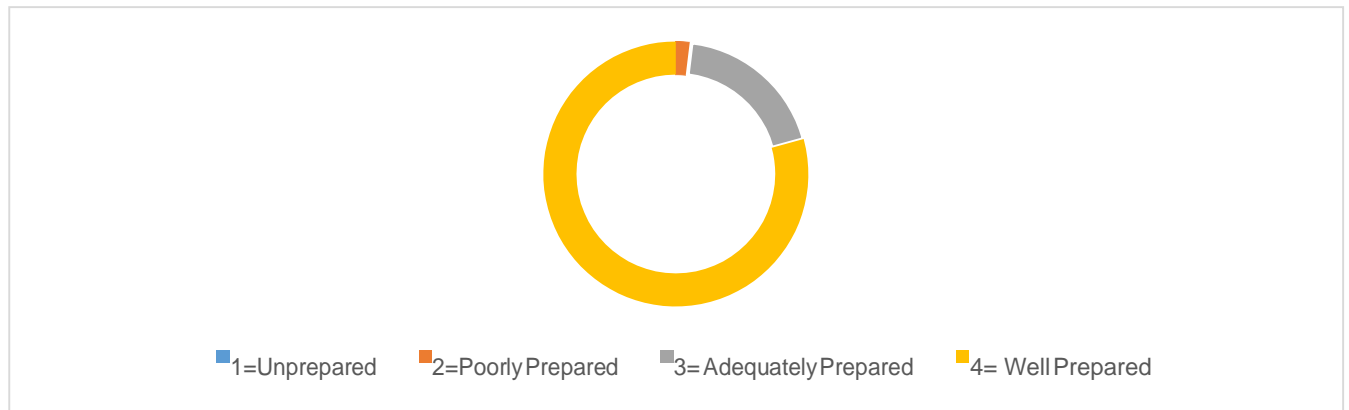
<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	1	8	28	15



Appendix B. Alumni Report 2017

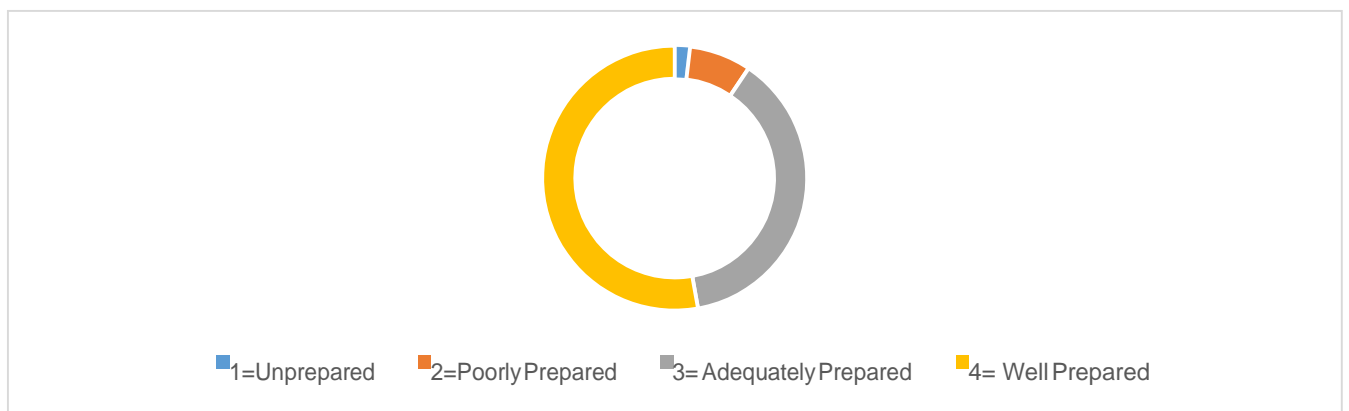
10. Knowledge and application of developing effective counseling relationships

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	0	1	10	42



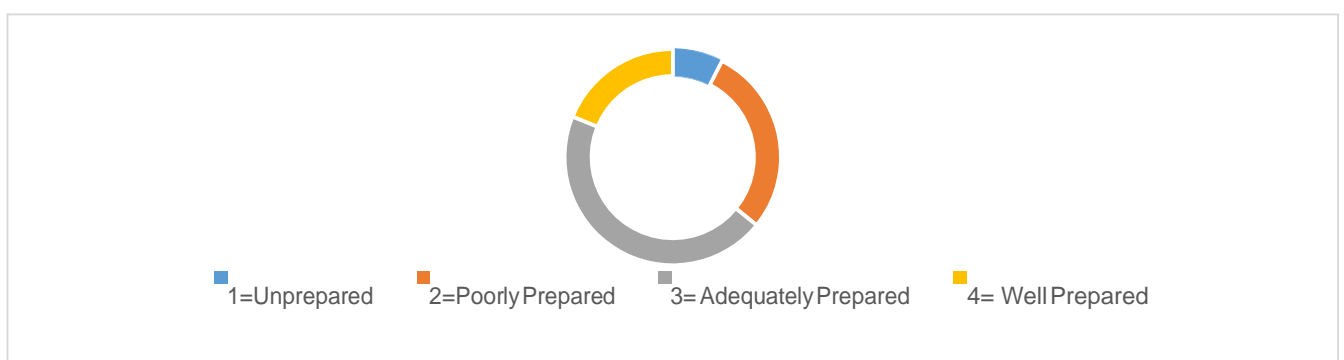
11. Knowledge of multicultural/pluralistic characteristics of diverse cultural groups

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	1	4	20	28



12. Knowledge and application of current and emerging technological resources for counselors

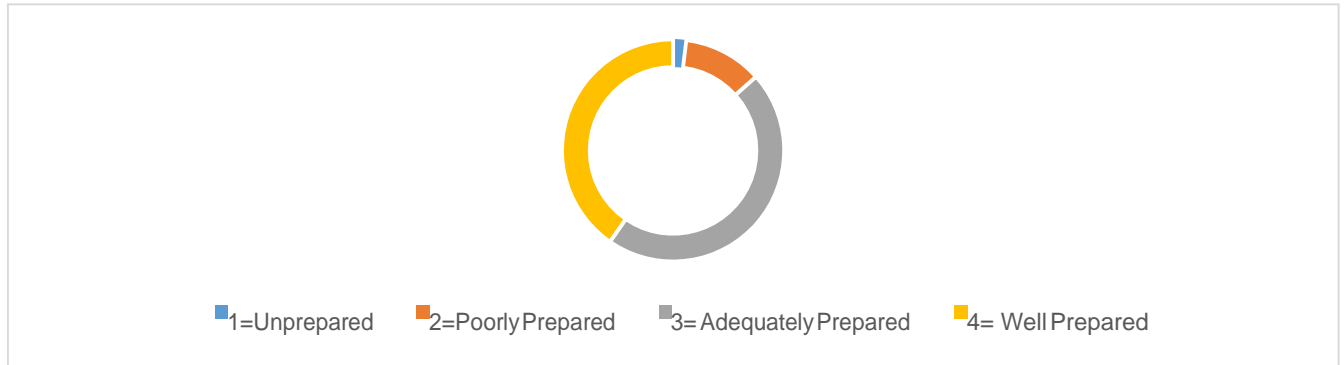
<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	4	15	24	10



Appendix B. Alumni Report 2017

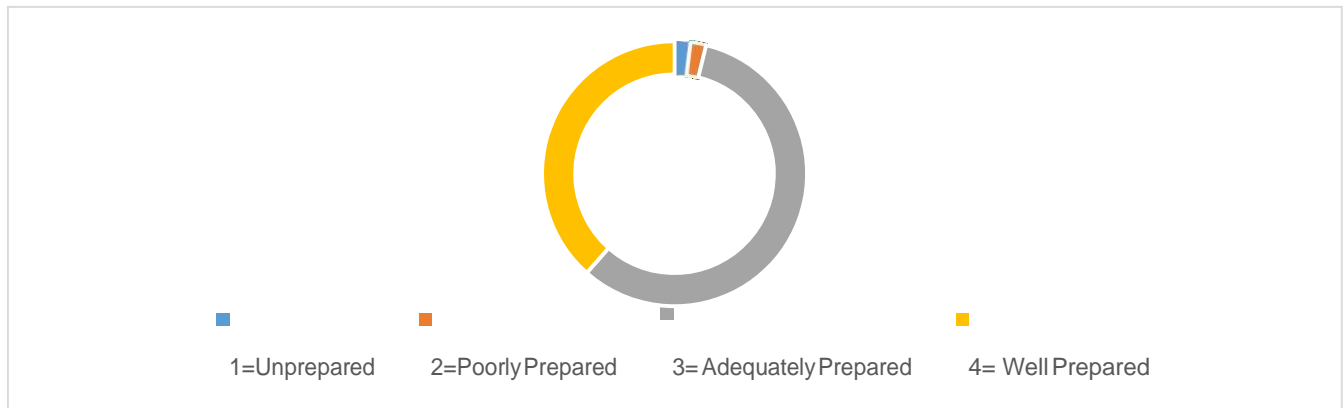
13. Knowledge of research and program evaluation and the ability to read, critique, and utilize professional research literature.

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	1	6	24	21



14. Knowledge and application of evidence based practices

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	1	1	30	20





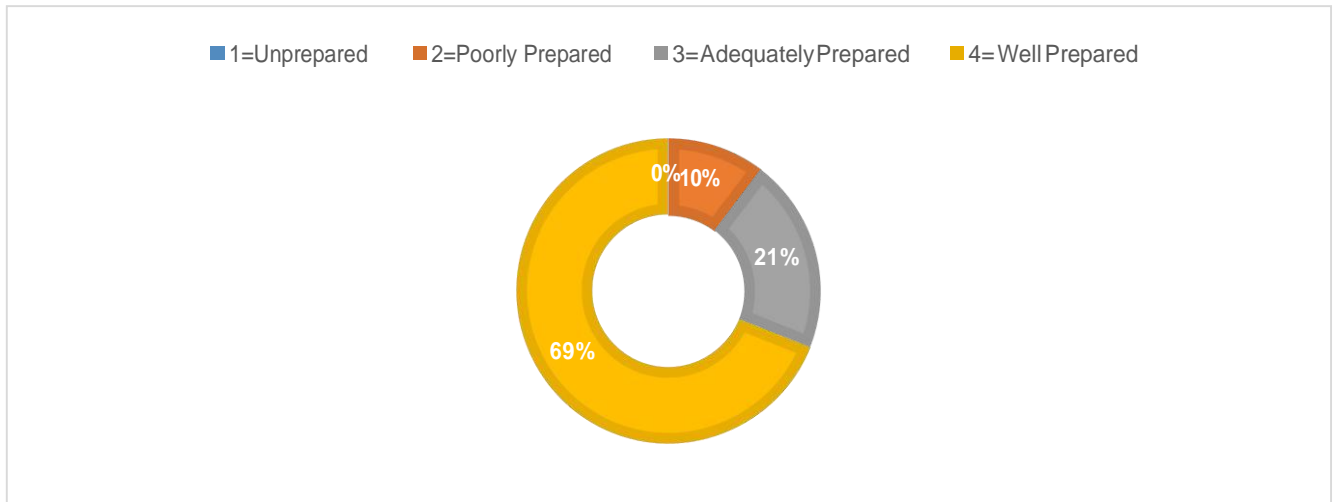
**Part 3: Counseling Graduate Program**

**Total number of participants: 12**

❖ **To what extent did the program prepare you in the following areas:**

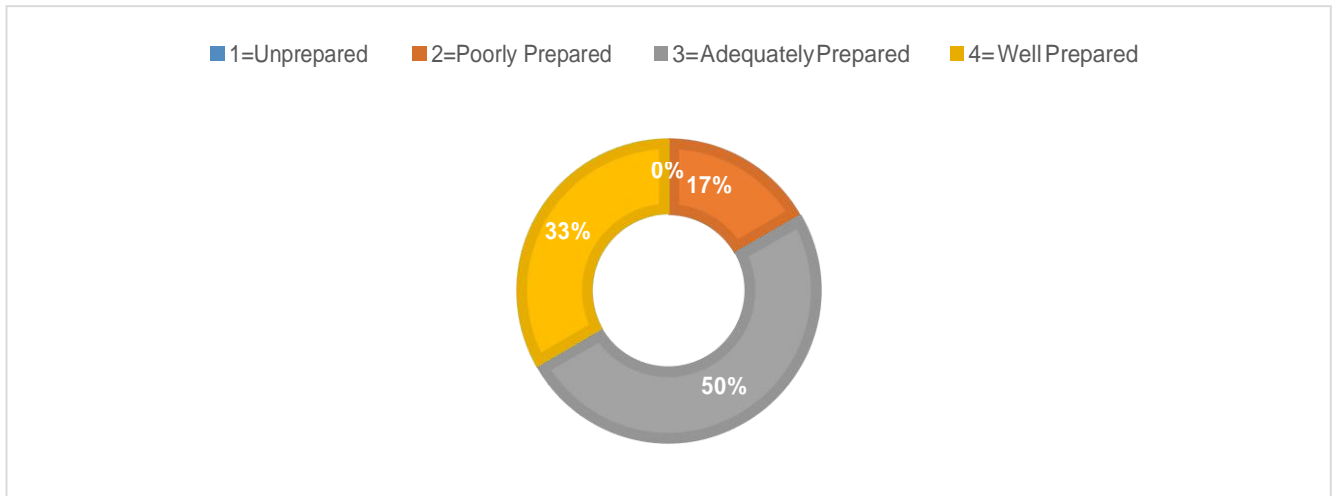
1. Ability to implement a strength-based ASCA model school counseling program and demonstrate ethical practice

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	0	3	6	3



2. Understanding of and the ability to promote academic development

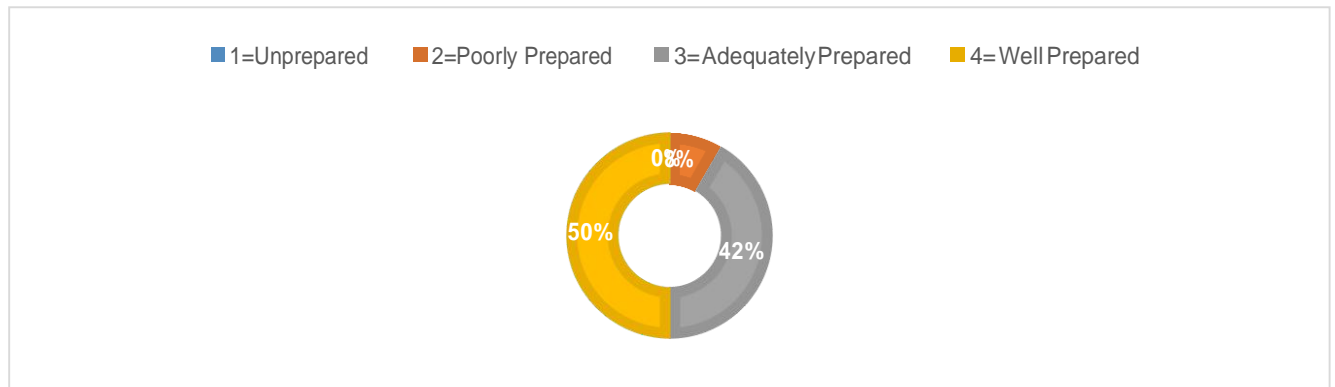
<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	0	2	6	4



Appendix B. Alumni Report 2017

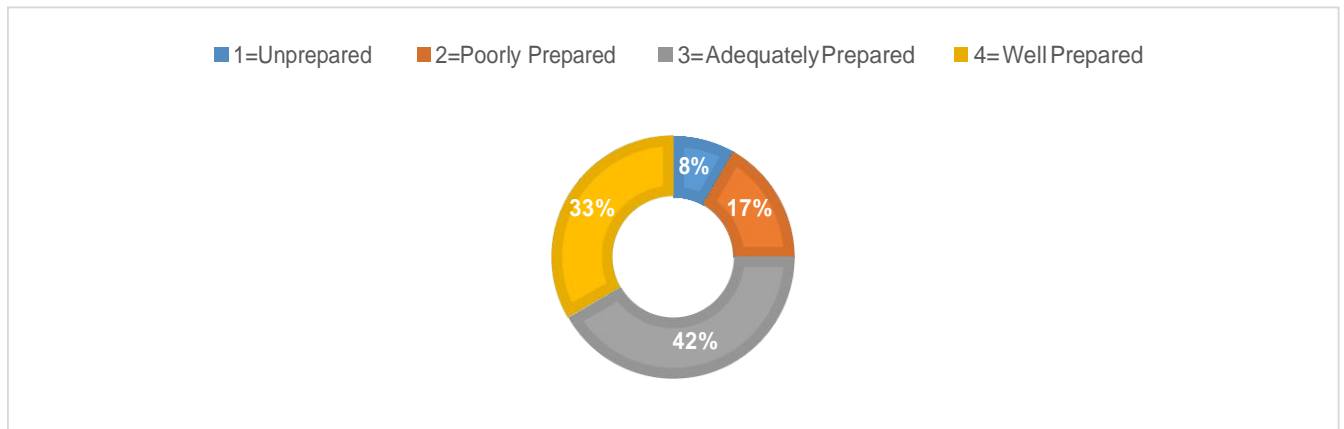
3. Ability to promote the personal and social development of students and build protective factors in the school environment

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	0	1	5	6



4. Understanding of and ability to promote career development and post-secondary access and success

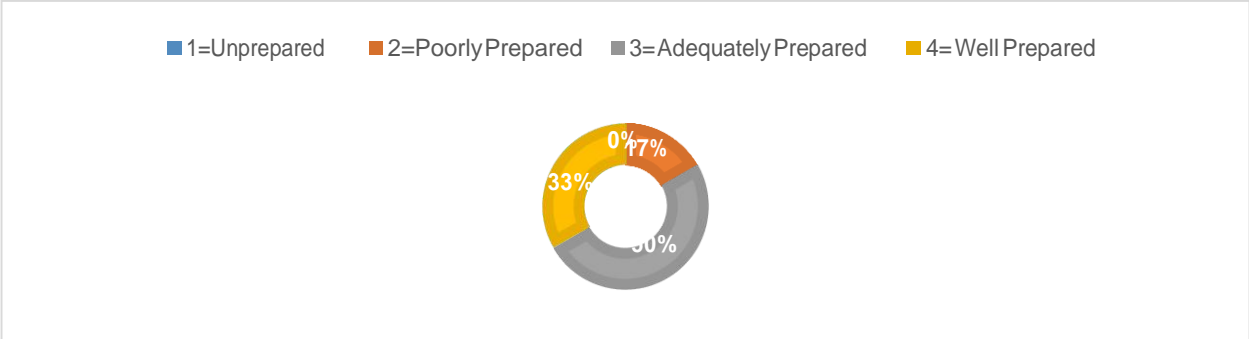
<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	1	2	5	4



5. Ability to act as a leader in the school and community

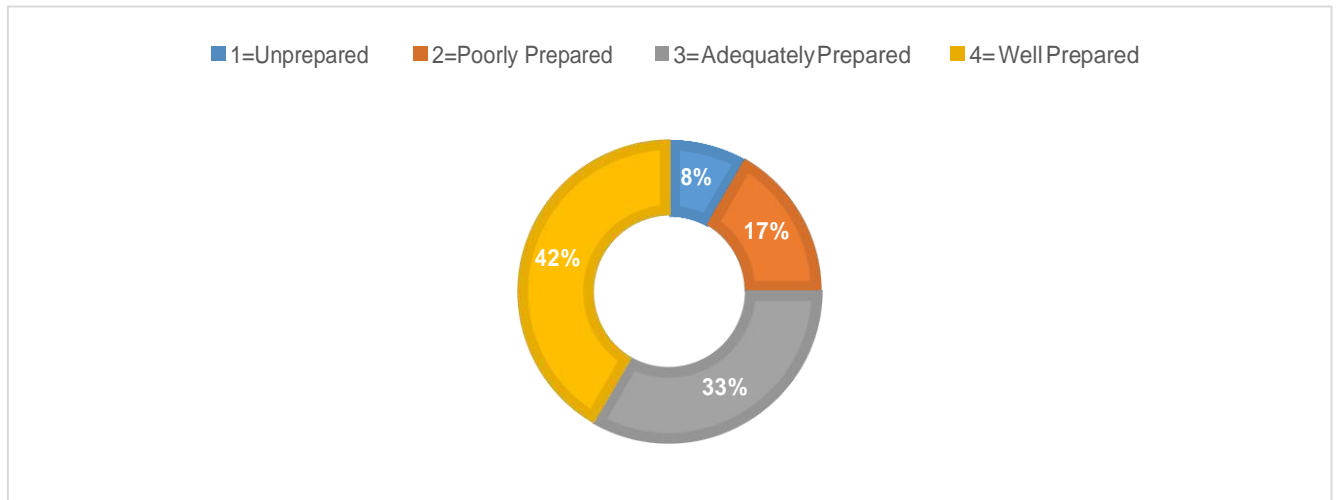
<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	0	2	6	4

Appendix B. Alumni Report 2017



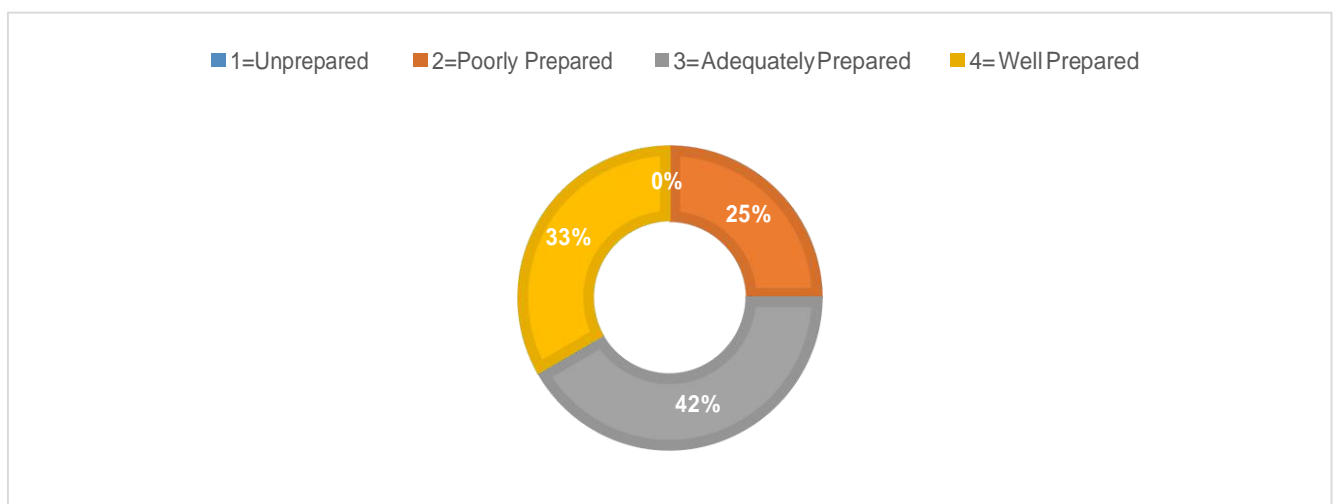
6. Ability to collaborate and consult with other stakeholders in the school community

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	1	2	4	5



7. Ability to conduct research to improve the school counseling program in which you work

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	0	3	5	4



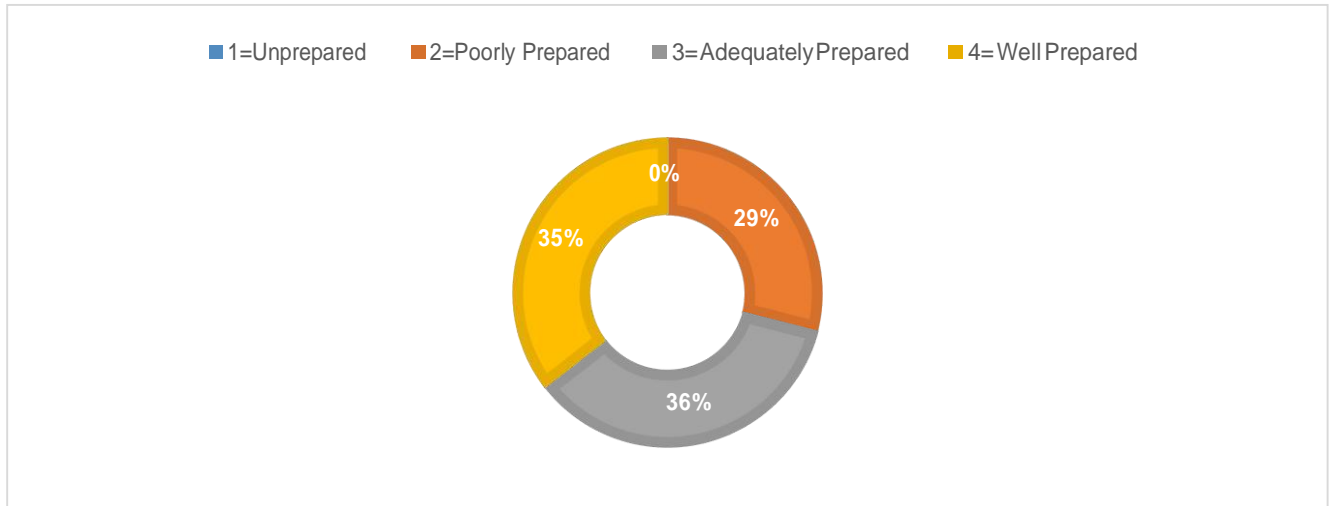
**Part 4: Mental Health Counseling (N=31)**

❖ To what extent did the program prepare you in the following areas:

❖

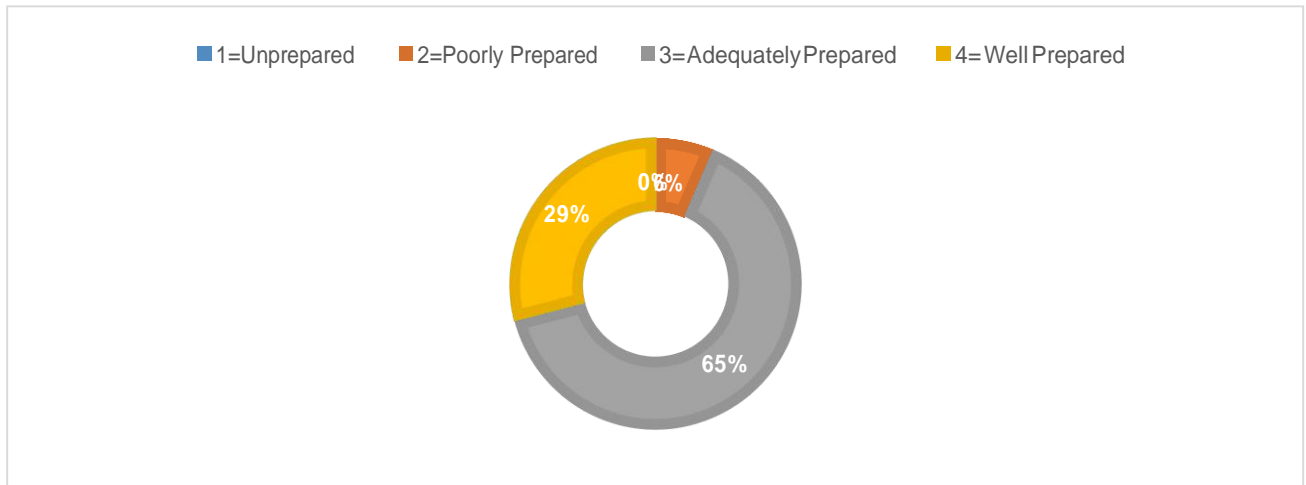
1. Ability to develop, implement, and evaluate individual client treatment plans

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	0	9	11	11



2. Understanding of the diagnostic categories within the diagnostic and statistical manual

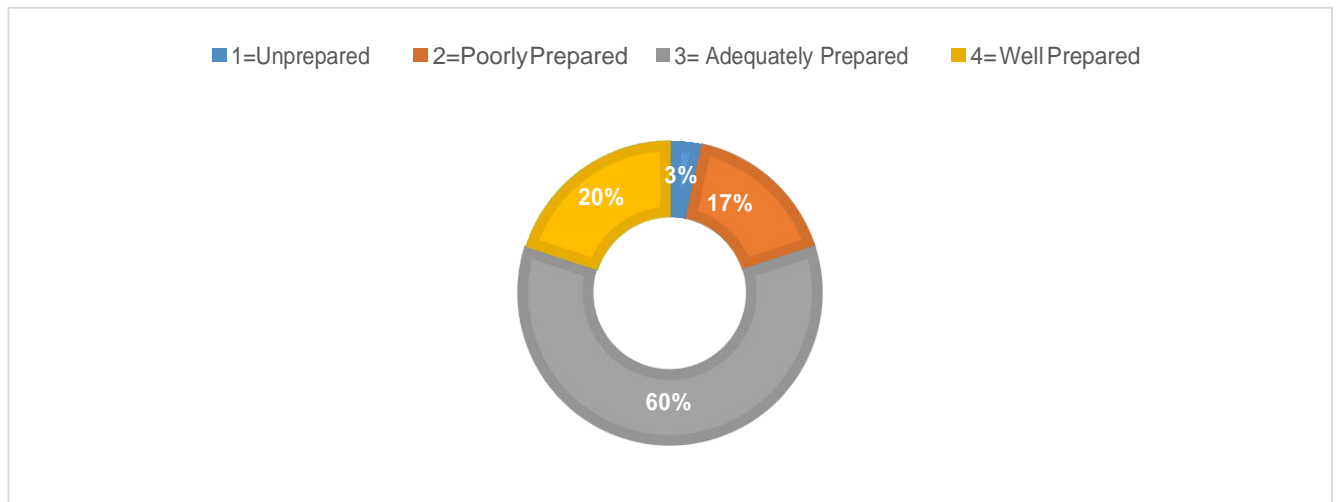
<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	0	2	20	9



Appendix B. Alumni Report 2017

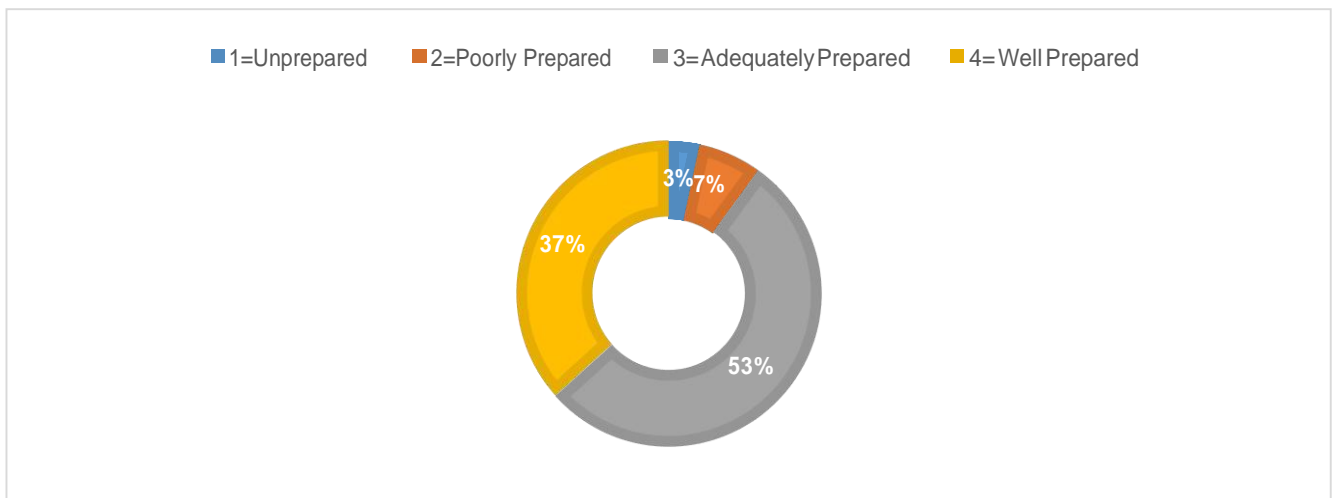
3. Understanding of the most appropriate theoretical approaches and evidence based practices for working with the population with whom I currently work

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	1	4	18	6



4. Ability to evaluate current research literature about best practices for treatment

<u>Scale</u>	1=Unprepared	2=Poorly Prepared	3= Adequately Prepared	4= Well Prepared
<u>Number of selection</u>	1	2	16	11



**Part 5: Program feedback according to student's experience (N=50)**

**1. Program weaknesses**

Only 35 students provided feedback out of 50

Students comments revolved around 5 major themes:

**1) Lack of help/support in:** (finding internship placements, Job search/understanding the field, practicum, Personal growth)

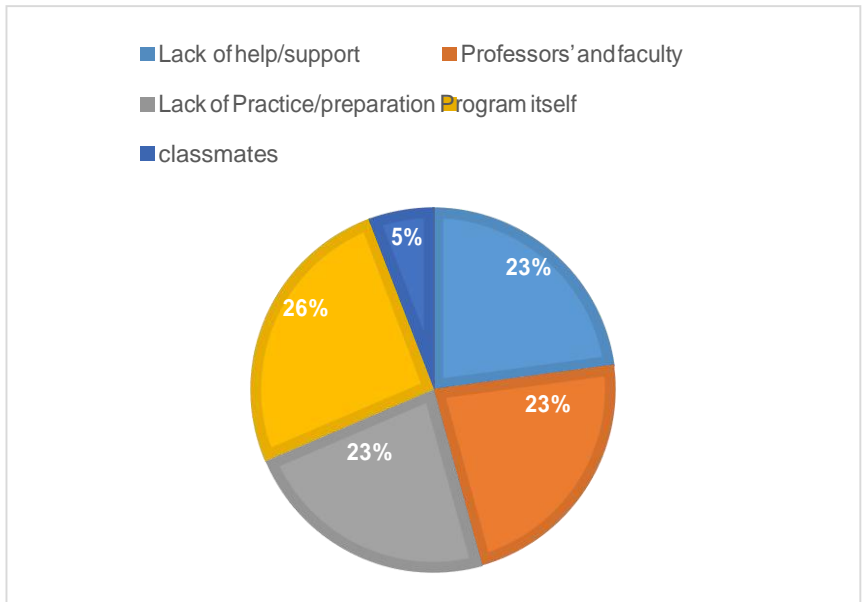
**2) Professors' and faculty:** (lack of balance between professor's experience and commitment to rigorous classroom, no preparation, lack of experience in the field (school context))

**3) Lack of Practice/preparation in:** (individual theories, treatment planning, lack of focus therapeutic orientation, day to day life of a counselor)

**4) Program itself:** (too broad, special ed., crisis course should be required, many of the classes were not practical, lack of organization, traditional/theory based, lack of diversity, no CACREP accreditation)

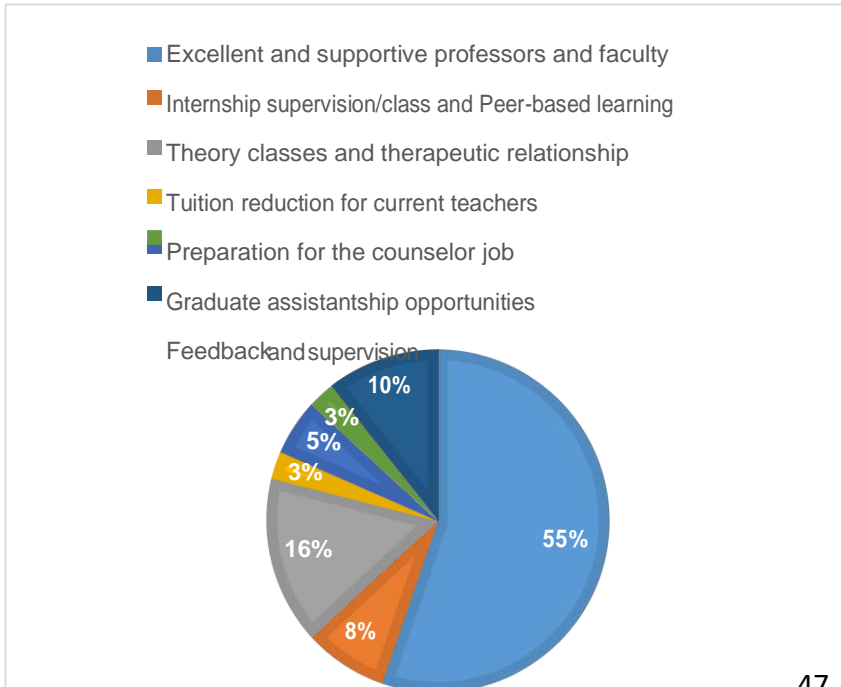
**5) classmates:** (lack of professionalism)

<u>Theme</u>	<u>Number of selection</u>
1) Lack of help/support	8
2) Professors' and faculty	8
3) Lack of Practice/preparation	8
4) Program itself	9
5) classmates	2



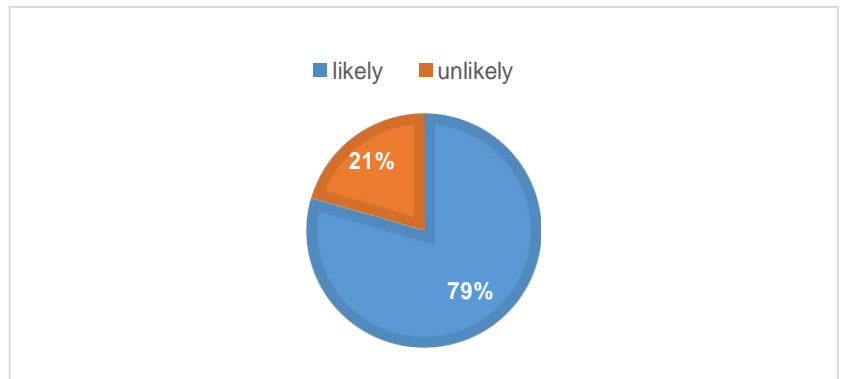
**2. Program strength**

<u>Theme</u>	
Excellent and supportive professors and faculty	21
Internship supervision/class and Peer-based learning	3
Theory classes and therapeutic relationship	6
Tuition reduction for current teachers	1
Preparation for the counselor job	2
Graduate assistantship opportunities	1
Feedback and supervision	4



**3. Would you recommend the counseling program to friends or colleague?**

<b>Likely</b>	<b>31 students</b>
<b>Unlikely</b>	<b>8 students</b>



**4. Suggestions for improvement**

**Only 26 students provided feedback out of 50**

- 1) Increase diversity (in faculty and students) – 2 students
- 2) More integration of the university catholic mission/identity – 1 student
- 3) Honest conversations with students during internship in regards to what the field looks- 1 student
- 4) Listen to student's feedback / CATS – 2 students
- 5) More real world practice/preparation – 3 students
- 6) More depth and specific topics – 1 student
- 7) More specific/direct feedback and more support- 3 students
- 8) Teachers that have experience in school context/ more focus on educational experiences and their relation to the real world -3 students
- 9) More workshop opportunities- 1 student
- 10) More focus on specific intervention for different patient population -1 student
- 11) More focus on special Ed. -1 student
- 12) Longer summer course -1 student
- 13) Separate courses for CBT or specific orientation and techniques -1 student
- 14) Teach a course for the program to insert all the components of a school counselor's daily life. – 1 student (this student mentioned he has ideas and to contact him if interested (students number 32))
- 15) Networking events with recent alumni -1 student
- 16) Interview students for admission -1 student
- 17) CATS evaluation to be applicable to all professors - 1 student
- 18) More training in primary documentation – 1 student
- 19) Key courses to be taught by full time faculty – 1 student

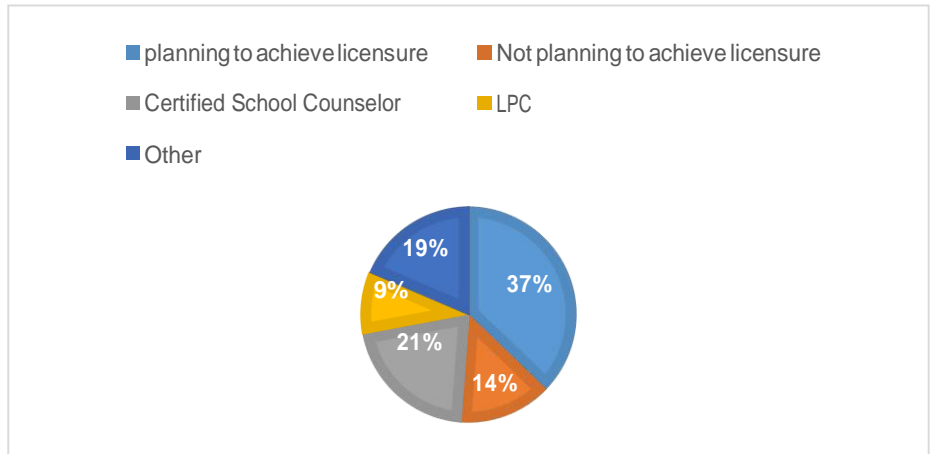


**Part 6: Students information**

**Total number of participants: 47 students out of 54**

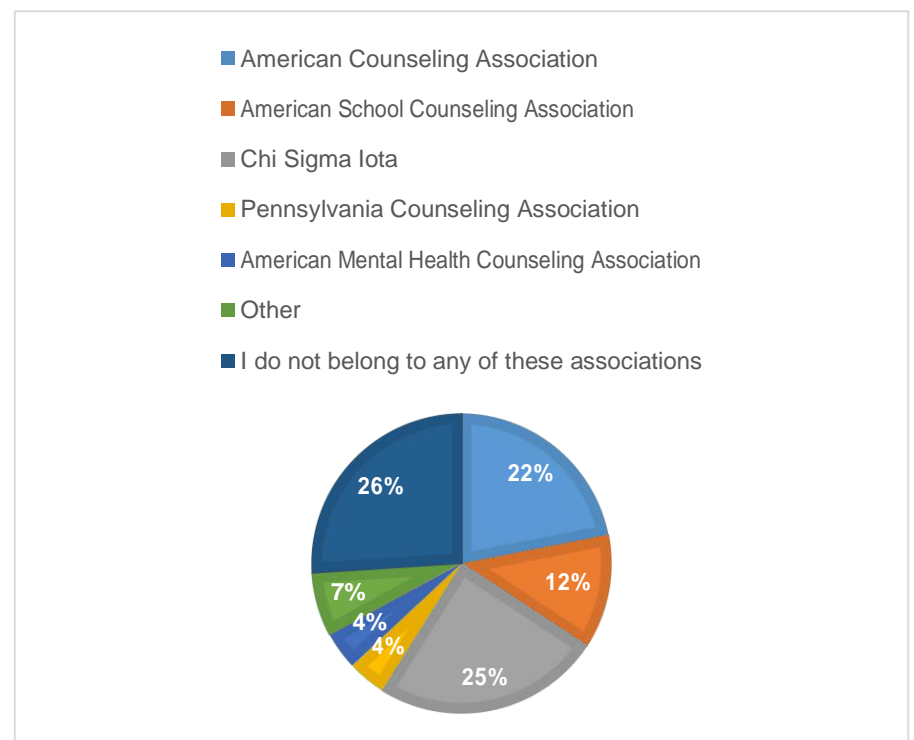
**1. Current Licensure status**

<b>planning to achieve licensure</b>	<b>16 students</b>
<b>Not planning to achieve licensure</b>	<b>6 students</b>
<b>Certified School Counselor</b>	<b>9 students</b>
<b>LPC</b>	<b>4 students</b>
<b>Other</b>	<b>8 students</b>



**2. Do you belong to a professional organization?**

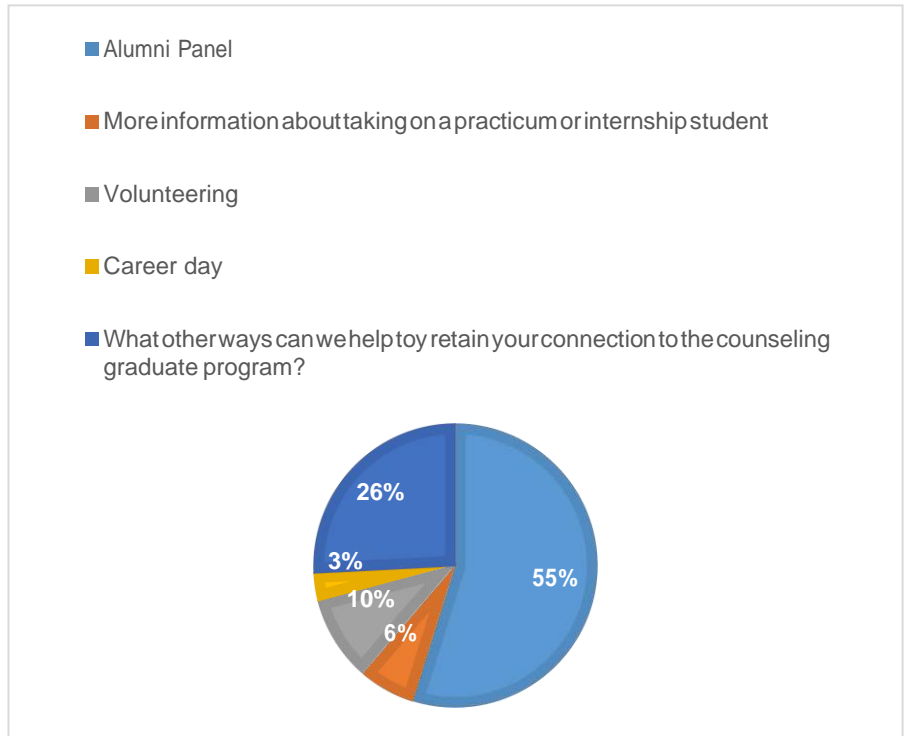
<b>American Counseling Association</b>	<b>16 students</b>
<b>American School Counseling Association</b>	<b>9 students</b>
<b>Chi Sigma Iota</b>	<b>18 students</b>
<b>Pennsylvania Counseling Association</b>	<b>3 students</b>
<b>American Mental Health Counseling Association</b>	<b>3 students</b>
<b>Other</b>	<b>5 students</b>
<b>I do not belong to any of these associations</b>	<b>19 students</b>



Appendix B. Alumni Report 2017

3. Would you be interested in enhancing your connection to the counseling graduate program?

<b>Alumni Panel</b>	<b>17 students</b>
<b>More information about taking on a practicum or internship student</b>	<b>2 students</b>
<b>Volunteering</b>	<b>3 students</b>
<b>Career day</b>	<b>1 students</b>
<b>What other ways can we help to retain your connection to the counseling graduate program?</b>	<b>8 students</b>



# Spring 2021 CLAS Campus Academic Experience Survey Report

Program = COUN

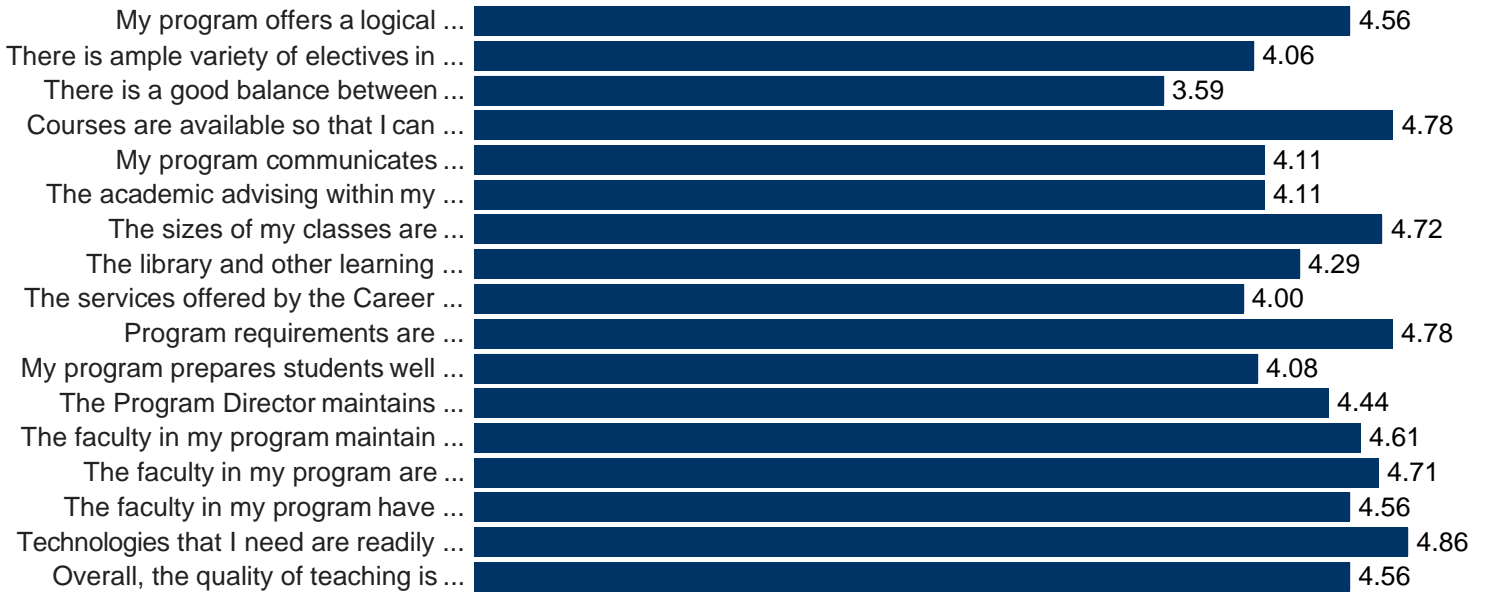
Invited: 67

Responded: 18

Response Rate: 27%

Q2 - Please use the scale below to indicate the extent to which you disagree or agree with each of the following statements about your Academic Experience in your graduate program at Villanova University.

Respondents were able to select "Not Applicable"



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
My program offers a logical sequence of courses.	3.00	5.00	4.56	0.60	0.36	18
There is ample variety of electives in my program.	2.00	5.00	4.06	0.85	0.72	18
There is a good balance between required and elective courses in my program.	2.00	5.00	3.59	0.97	0.95	17
Courses are available so that I can finish my degree in a timely manner.	4.00	5.00	4.78	0.42	0.17	18
My program communicates opportunities for presenting my academic work at conferences.	2.00	5.00	4.11	0.87	0.77	18
The academic advising within my program is effective.	2.00	5.00	4.11	0.99	0.99	18
The sizes of my classes are appropriate for effective learning.	3.00	5.00	4.72	0.56	0.31	18
The library and other learning resources that support my program	3.00	5.00	4.29	0.67	0.44	17
The services offered by the Career Center are adequate.	3.00	5.00	4.00	0.94	0.89	9
Program requirements are communicated well to the students.	4.00	5.00	4.78	0.42	0.17	18
My program prepares students well for doctoral studies.	3.00	5.00	4.08	0.62	0.38	13
The Program Director maintains adequate communication with me.	3.00	5.00	4.44	0.76	0.58	18
The faculty in my program maintain effective communication with me.	4.00	5.00	4.61	0.49	0.24	18
The faculty in my program are available when I need them.	4.00	5.00	4.71	0.46	0.21	17
The faculty in my program have current and thorough knowledge of their field.	1.00	5.00	4.56	0.96	0.91	18
Technologies that I need are readily accessible.	4.00	5.00	4.86	0.35	0.12	14
Overall, the quality of teaching is high in my graduate program.	3.00	5.00	4.56	0.68	0.47	18

## Q2 - Please use the scale below to indicate the extent to which you disagree or agree with each of the following statements about your Academic Experience in your graduate program at Villanova University.

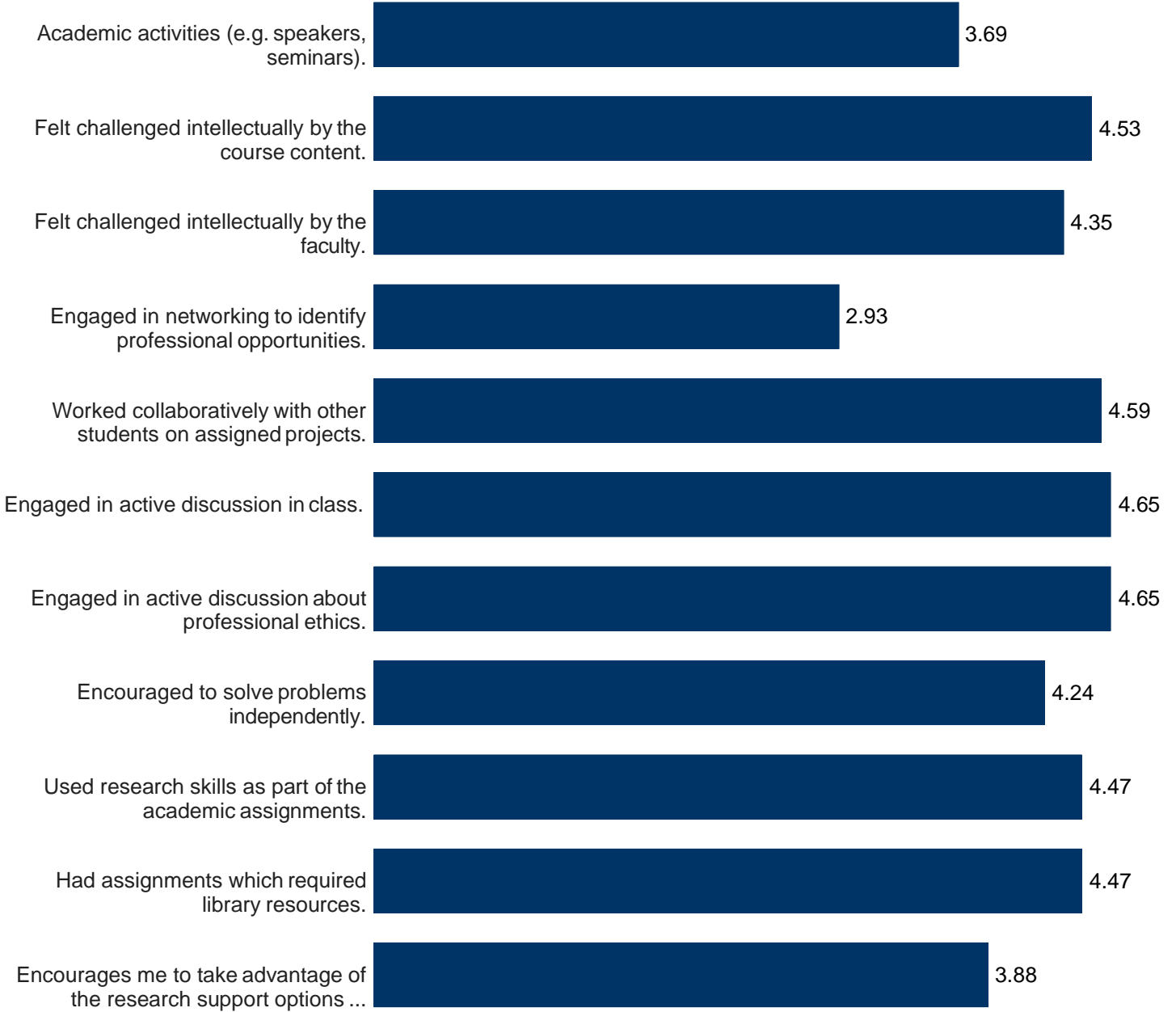
Respondents were able to select "Not Applicable"

Field	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Total
My program offers a logical sequence of courses.	0	0	1	6	11	18
There is ample variety of electives in my program.	0	1	3	8	6	18
There is a good balance between required and elective courses in my program.	0	2	7	4	4	17
Courses are available so that I can finish my degree in a timely manner.	0	0	0	4	14	18
My program communicates opportunities for presenting my academic work at conferences.	0	1	3	7	7	18
The academic advising within my program is effective.	0	1	5	3	9	18
The sizes of my classes are appropriate for effective learning.	0	0	1	3	14	18
The library and other learning resources that support my program are	0	0	2	8	7	17
The services offered by the Career Center are adequate.	0	0	4	1	4	9
Program requirements are communicated well to the students.	0	0	0	4	14	18
My program prepares students well for doctoral studies.	0	0	2	8	3	13
The Program Director maintains adequate communication with me.	0	0	3	4	11	18
The faculty in my program maintain effective communication with me.	0	0	0	7	11	18
The faculty in my program are available when I need them.	0	0	0	5	12	17
The faculty in my program have current and thorough knowledge of their field.	1	0	0	4	13	18
Technologies that I need are readily accessible.	0	0	0	2	12	14
Overall, the quality of teaching is high in my graduate program.	0	0	2	4	12	18

Field	1 - Strongly Disagree	2	3	4	5 - Strongly Agree
My program offers a logical sequence of courses.	0%	0%	6%	33%	61%
There is ample variety of electives in my program.	0%	6%	17%	44%	33%
There is a good balance between required and elective courses in my program.	0%	12%	41%	24%	24%
Courses are available so that I can finish my degree in a timely manner.	0%	0%	0%	22%	78%
My program communicates opportunities for presenting my academic work at conferences.	0%	6%	17%	39%	39%
The academic advising within my program is effective.	0%	6%	28%	17%	50%
The sizes of my classes are appropriate for effective learning.	0%	0%	6%	17%	78%
The library and other learning resources that support my program are adequate.	0%	0%	12%	47%	41%
The services offered by the Career Center are adequate.	0%	0%	44%	11%	44%
Program requirements are communicated well to the students.	0%	0%	0%	22%	78%
My program prepares students well for doctoral studies.	0%	0%	15%	62%	23%
The Program Director maintains adequate communication with me.	0%	0%	17%	22%	61%
The faculty in my program maintain effective communication with me.	0%	0%	0%	39%	61%
The faculty in my program are available when I need them.	0%	0%	0%	29%	71%
The faculty in my program have current and thorough knowledge of their field.	6%	0%	0%	22%	72%
Technologies that I need are readily accessible.	0%	0%	0%	14%	86%
Overall, the quality of teaching is high in my graduate program.	0%	0%	11%	22%	67%

**Q3 - Think about your overall Academic Experience in your graduate program at Villanova. Please rate how much each factor contributed to your Learning Experience, from 1, Very Little to 5, Greatly. If you had very little involvement or experience with any of the below, please select Not Applicable.**

Respondents were able to select "Not Applicable"



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Academic activities (e.g. speakers, seminars).	1.00	5.00	3.69	1.26	1.59	16
Felt challenged intellectually by the course content.	3.00	5.00	4.53	0.61	0.37	17
Felt challenged intellectually by the faculty.	3.00	5.00	4.35	0.68	0.46	17
Engaged in networking to identify professional opportunities.	1.00	5.00	2.93	1.12	1.26	15
Worked collaboratively with other students on assigned projects.	3.00	5.00	4.59	0.60	0.36	17
Engaged in active discussion in class.	3.00	5.00	4.65	0.59	0.35	17
Engaged in active discussion about professional ethics.	3.00	5.00	4.65	0.59	0.35	17
Encouraged to solve problems independently.	2.00	5.00	4.24	1.00	1.00	17
Used research skills as part of the academic assignments.	3.00	5.00	4.47	0.70	0.48	17
Had assignments which required library resources.	1.00	5.00	4.47	0.98	0.96	17
Encourages me to take advantage of the research support options available through my College.	2.00	5.00	3.88	1.17	1.36	16

**Q3 - Think about your overall Academic Experience in your graduate program at Villanova. Please rate how much each factor contributed to your Learning Experience, from 1, Very Little to 5, Greatly. If you had very little involvement or experience with any of the below, please select Not Applicable.**

Respondents were able to select "Not Applicable"

Field	1 - Very Little	2	3	4	5 - Greatly	Total
Academic activities (e.g. speakers, seminars).	1	2	4	3	6	16
Felt challenged intellectually by the course content.	0	0	1	6	10	17
Felt challenged intellectually by the faculty.	0	0	2	7	8	17
Engaged in networking to identify professional opportunities.	2	3	5	4	1	15
Worked collaboratively with other students on assigned projects.	0	0	1	5	11	17
Engaged in active discussion in class.	0	0	1	4	12	17
Engaged in active discussion about professional ethics.	0	0	1	4	12	17
Encouraged to solve problems independently.	0	2	1	5	9	17
Used research skills as part of the academic assignments.	0	0	2	5	10	17
Had assignments which required library resources.	1	0	0	5	11	17
Encourages me to take advantage of the research support options available through my College.	0	3	3	3	7	16

Field	1 - Very Little	2	3	4	5 - Greatly
Academic activities (e.g. speakers, seminars).	6%	13%	25%	19%	38%
Felt challenged intellectually by the course content.	0%	0%	6%	35%	59%
Felt challenged intellectually by the faculty.	0%	0%	12%	41%	47%
Engaged in networking to identify professional opportunities.	13%	20%	33%	27%	7%
Worked collaboratively with other students on assigned projects.	0%	0%	6%	29%	65%
Engaged in active discussion in class.	0%	0%	6%	24%	71%
Engaged in active discussion about professional ethics.	0%	0%	6%	24%	71%
Encouraged to solve problems independently.	0%	12%	6%	29%	53%
Used research skills as part of the academic assignments.	0%	0%	12%	29%	59%
Had assignments which required library resources.	6%	0%	0%	29%	65%
Encourages me to take advantage of the research support options available through my College.	0%	19%	19%	19%	44%

### Q4 - How would you assess the Overall Quality of your Academic Experience in your graduate program at Villanova?



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
How would you assess the Overall Quality of your Academic Experience in your graduate program at Villanova?	2.00	4.00	3.29	0.67	0.44	17

Field	Choice Count
Poor	0% 0
Fair	12% 2
Good	47% 8
Excellent	41% 7
Total	17

### Q5 - How would you assess the Academic Demands of your graduate program at Villanova?

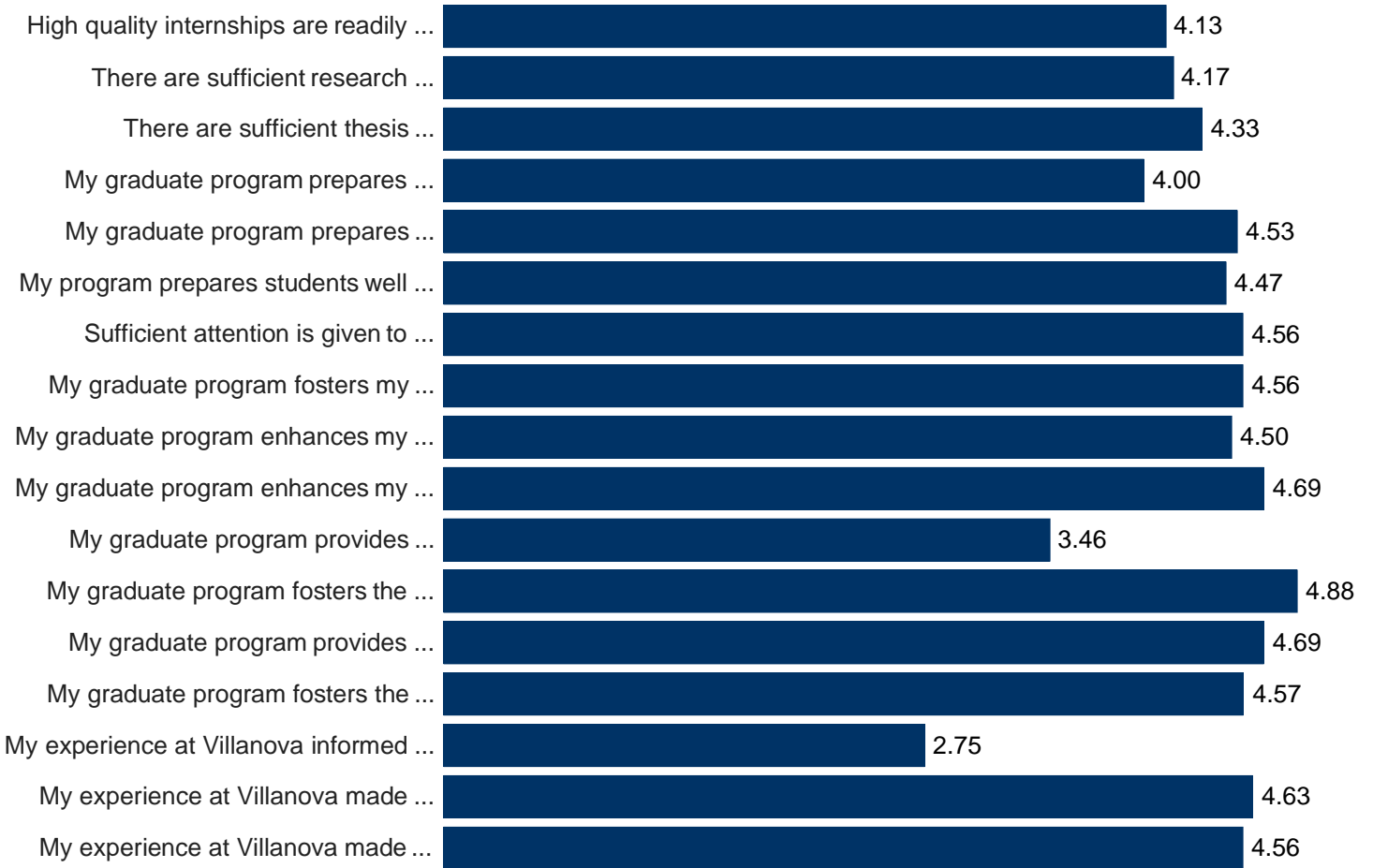


Field	Min	Max	Mean	Standard Deviation	Variance	Responses
How would you assess the Academic Demands of your graduate program at Villanova?	2.00	4.00	3.18	0.51	0.26	17

Field	Choice Count
Not Challenging	0% 0
Somewhat Challenging	6% 1
Challenging	71% 12
Very Challenging	24% 4
Total	17

## Q6 - Please use the scale below to indicate the extent to which you disagree or agree with each of the following statements about your Graduate Program at Villanova University.

Respondents were able to select "Not Applicable"



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
High quality internships are readily available in my program.	3.00	5.00	4.13	0.78	0.61	16
There are sufficient research opportunities in my program.	3.00	5.00	4.17	0.69	0.47	12
There are sufficient thesis opportunities in my Master's program.	3.00	5.00	4.33	0.75	0.56	12
My graduate program prepares students well for employment in non-academic positions in their field.	3.00	5.00	4.00	0.82	0.67	12
My graduate program prepares students well for employment in non-academic positions in their field.	3.00	5.00	4.53	0.62	0.38	15
My program prepares students well for career advancement.	3.00	5.00	4.47	0.62	0.38	15
Sufficient attention is given to knowledge of basic concepts in the program.	4.00	5.00	4.56	0.50	0.25	16
My graduate program fosters my ability to apply theory to practice.	3.00	5.00	4.56	0.61	0.37	16
My graduate program enhances my oral communication skills.	2.00	5.00	4.50	0.87	0.75	16
My graduate program enhances my written communication skills.	4.00	5.00	4.69	0.46	0.21	16
My graduate program provides appropriate technological training.	1.00	5.00	3.46	1.34	1.79	13
My graduate program fosters the ability to work with others.	4.00	5.00	4.88	0.33	0.11	16
My graduate program provides training in and personally exhibits professional ethics.	4.00	5.00	4.69	0.46	0.21	16
My graduate program fosters the ability to teach others.	3.00	5.00	4.57	0.62	0.39	14
My experience at Villanova informed my understanding of the mission and history of the Augustinian Tradition.	1.00	5.00	2.75	1.42	2.02	12
My experience at Villanova made me aware of the social justice issues within my academic area of study.	3.00	5.00	4.63	0.70	0.48	16
My experience at Villanova made me aware of diversity, equity and inclusion issues within my academic area of study.	3.00	5.00	4.56	0.79	0.62	16



## Q6 - Please use the scale below to indicate the extent to which you disagree or agree with each of the following statements about your Graduate Program at Villanova University.

Respondents were able to select "Not Applicable"

Field	1 - Strongly Disagree	2	3	4	5 - Strongly Agree	Total
High quality internships are readily available in my program.	0	0	4	6	6	16
There are sufficient research opportunities in my program.	0	0	2	6	4	12
There are sufficient thesis opportunities in my Master's program.	0	0	2	4	6	12
My graduate program prepares students well for employment in academia.	0	0	4	4	4	12
My graduate program prepares students well for employment in non-academic positions in their field.	0	0	1	5	9	15
My program prepares students well for career advancement.	0	0	1	6	8	15
Sufficient attention is given to knowledge of basic concepts in the program.	0	0	0	7	9	16
My graduate program fosters my ability to apply theory to practice.	0	0	1	5	10	16
My graduate program enhances my oral communication skills.	0	1	1	3	11	16
My graduate program enhances my written communication skills.	0	0	0	5	11	16
My graduate program provides appropriate technological training.	1	3	2	3	4	13
My graduate program fosters the ability to work with others.	0	0	0	2	14	16
My graduate program provides training in and personally exhibits professional ethics.	0	0	0	5	11	16
My graduate program fosters the ability to teach others.	0	0	1	4	9	14
My experience at Villanova informed my understanding of the mission and history of the Augustinian Tradition.	3	3	2	2	2	12
My experience at Villanova made me aware of the social justice issues within my	0	0	2	2	12	16
My experience at Villanova made me aware of diversity, equity and inclusion issues within my academic area of study.	0	0	3	1	12	16

Field	1 - Strongly Disagree	2	3	4	5 - Strongly Agree
High quality internships are readily available in my program.	0%	0%	25%	38%	38%
There are sufficient research opportunities in my program.	0%	0%	17%	50%	33%
There are sufficient thesis opportunities in my Master's program.	0%	0%	17%	33%	50%
My graduate program prepares students well for employment in academia.	0%	0%	33%	33%	33%
My graduate program prepares students well for employment in non-academic positions in their field.	0%	0%	7%	33%	60%
My program prepares students well for career advancement.	0%	0%	7%	40%	53%
Sufficient attention is given to knowledge of basic concepts in the program.	0%	0%	0%	44%	56%
My graduate program fosters my ability to apply theory to practice.	0%	0%	6%	31%	63%
My graduate program enhances my oral communication skills.	0%	6%	6%	19%	69%
My graduate program enhances my written communication skills.	0%	0%	0%	31%	69%
My graduate program provides appropriate technological training.	8%	23%	15%	23%	31%
My graduate program fosters the ability to work with others.	0%	0%	0%	13%	88%
My graduate program provides training in and personally exhibits professional ethics.	0%	0%	0%	31%	69%
My graduate program fosters the ability to teach others.	0%	0%	7%	29%	64%
My experience at Villanova informed my understanding of the mission and history of the Augustinian Tradition.	25%	25%	17%	17%	17%
My experience at Villanova made me aware of the social justice issues within my	0%	0%	13%	13%	75%
My experience at Villanova made me aware of diversity, equity and inclusion issues within my academic area of study.	0%	0%	19%	6%	75%

### Q7 - Please choose the your primary graduate degree or certificate program:

Field	Choice Count
Choose one	0% 0
Master of Science, Applied Statistics	0% 0
Certificate of Graduate Study in Applied Statistics	0% 0
Master of Science, Biology	0% 0
Master of Arts, Biology	0% 0
Post-Master's Certificate of Advanced Graduate Study in Cell, Molecular, and Developmental Biology	0% 0
Post-Master's Certificate of Advanced Graduate Study in Ecology, Evolution, and Organismal Biology	0% 0
Pre-Master's Certificate of Graduate Study in Cell, Molecular and Developmental Biology	0% 0
Pre-Master's Certificate of Graduate Study in Ecology, Evolution, and Organismal Biology	0% 0
Master of Science in Chemistry	0% 0
Master of Arts, Classical Studies	0% 0
Certificate in Communication and Critical/Cultural Studies	0% 0
Certificate in Journalism and New Media	0% 0
Certificate in Mediated Communication	0% 0
Certificate in Organizational Communication and Leadership	0% 0
Certificate in Public Relations and Advertising	0% 0
Master of Arts, Communication	0% 0
Master of Science, Computer Science	0% 0
Graduate Certificate in Health Informatics	0% 0
Master of Science, Counseling - Clinical Mental Health	60% 9
Master of Science, Counseling - School Counseling	40% 6
Certificate in Education	0% 0
Certificate in Higher Education Leadership	0% 0
Certificate in Teacher Leadership	0% 0
Master of Arts, Education	0% 0
Master of Arts, Education - Concentration in Higher Education	0% 0
Master of Arts, Education - Concentration in Teacher Leadership	0% 0
Master of Arts, Education - Plus Teacher Certification	0% 0
Master of Arts, English	0% 0
Post-Master's Certificate of Advanced Graduate Study in English	0% 0
Master of Science, Environmental Science	0% 0
Certificate in Gender and Women's Studies	0% 0
Graduate Certificate in Teaching Advanced History and Government	0% 0
Certificate of Graduate Study in American History	0% 0
Certificate of Graduate Study in History	0% 0
Certificate of Graduate Study in European History	0% 0
Certificate of Graduate Study in World History	0% 0
Master of Arts, History	0% 0
HR Analytics and Research Certificate	0% 0
HR Business Partner Certificate	0% 0
HR Leadership Certificate	0% 0
Organization Development Certificate	0% 0
Master of Science, Human Resource Development	0% 0
Certificate of Graduate Study in American Studies	0% 0
Certificate of Graduate Study in Ancient Worlds	0% 0
Certificate of Graduate Study in Great Books	0% 0
Certificate of Graduate Study in Peace and Justice	0% 0
Post-Master's Certificate in Interdisciplinary Studies	0% 0
Master of Arts, Liberal Studies	0% 0

Appendix C. CLAS Graduation Satisfaction Survey Report

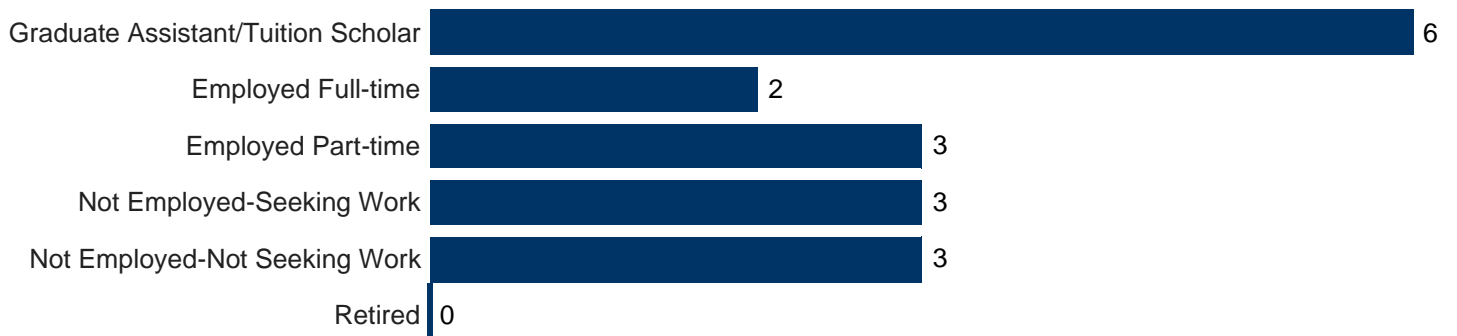
Certificate of Graduate Study in the Teaching of Secondary School Mathematics	0%	0
Post-Master's Certificate in Mathematics	0%	0
Master of Arts, Mathematics	0%	0
PhD in Philosophy	0%	0
Certificate in American Politics	0%	0
Certificate in International Politics	0%	0
Master of Arts, Political Science	0%	0
Master of Science, Psychology	0%	0
Certificate of Graduate Study in City Management	0%	0
Certificate of Graduate Study in Non-Profit Management	0%	0
Certificate of Graduate Study in Public Administration	0%	0
Master of Public Administration	0%	0
Master of Science, Software Engineering	0%	0
Graduate Certificate in Practical Theatre	0%	0
Master of Arts, Theatre	0%	0
Inclusion and Diversity Strategy Certificate	0%	0
Certificate in Interdisciplinary Theological Inquiry	0%	0
Certificate in Pastoral Ministry	0%	0
Certificate in Theological Studies	0%	0
Master of Arts in Ministry and Theology	0%	0
Master of Arts, Theology	0%	0
Master of Theological Studies	0%	0
PhD in Theology	0%	0
Total		15

### Q8 - In a typical semester how many graduate courses do you take?



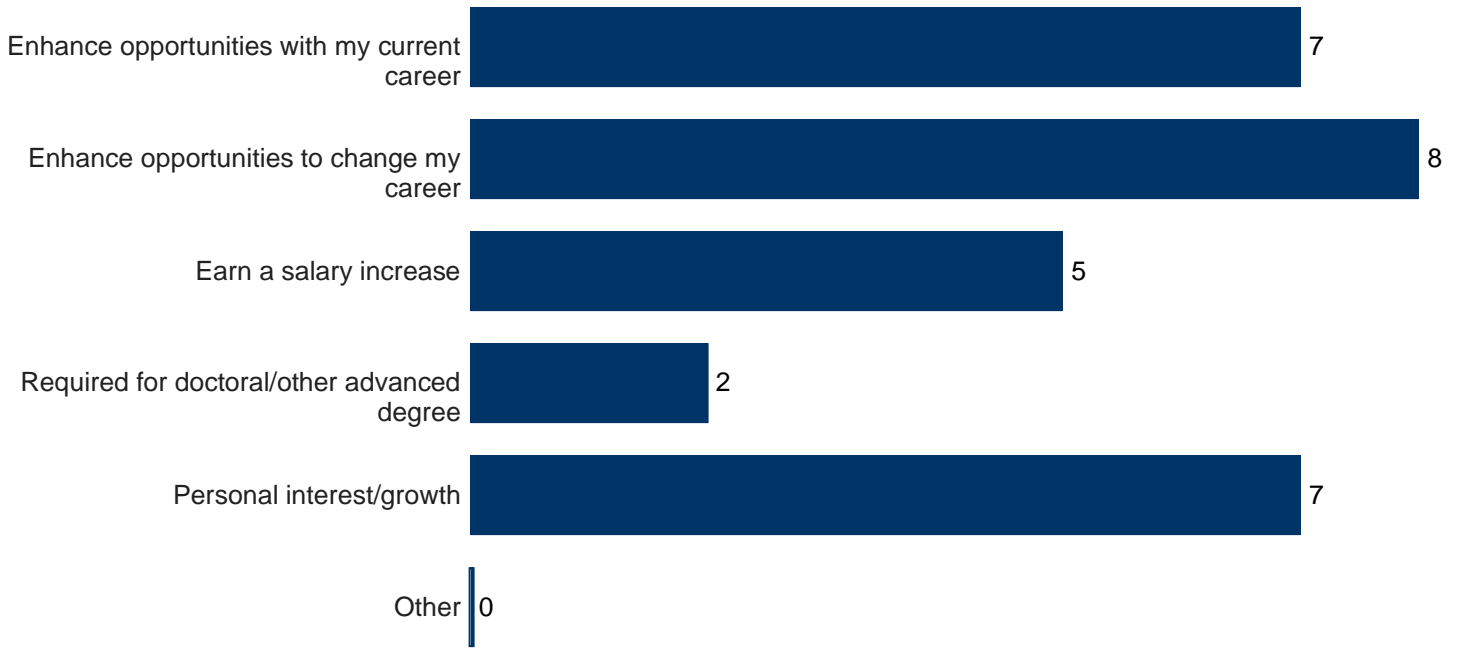
Field	Choice Count
1 course	0% 0
2 courses	6% 1
3 or 4 courses	94% 15
Total	16

### Q9 - What is your current employment status? Select all that apply.



Field	Choice Count
Graduate Assistant/Tuition Scholar	38% 6
Employed Full-time	13% 2
Employed Part-time	19% 3
Not Employed-Seeking Work	19% 3
Not Employed-Not Seeking Work	19% 3
Retired	0% 0
Total	16

Q10 - What are your reasons for enrolling in your graduate program at Villanova? Select all that apply.



Field	Choice Count
Enhance opportunities with my current career	44% 7
Enhance opportunities to change my career	50% 8
Earn a salary increase	31% 5
Required for doctoral/other advanced degree	13% 2
Personal interest/growth	44% 7
Other	0% 0
Total	16

### Q11 - When do you plan to graduate?



Field	Choice Count
May 2021	41% 7
September 2021	0% 0
December 2021	0% 0
May 2022 or later	59% 10
Total	17

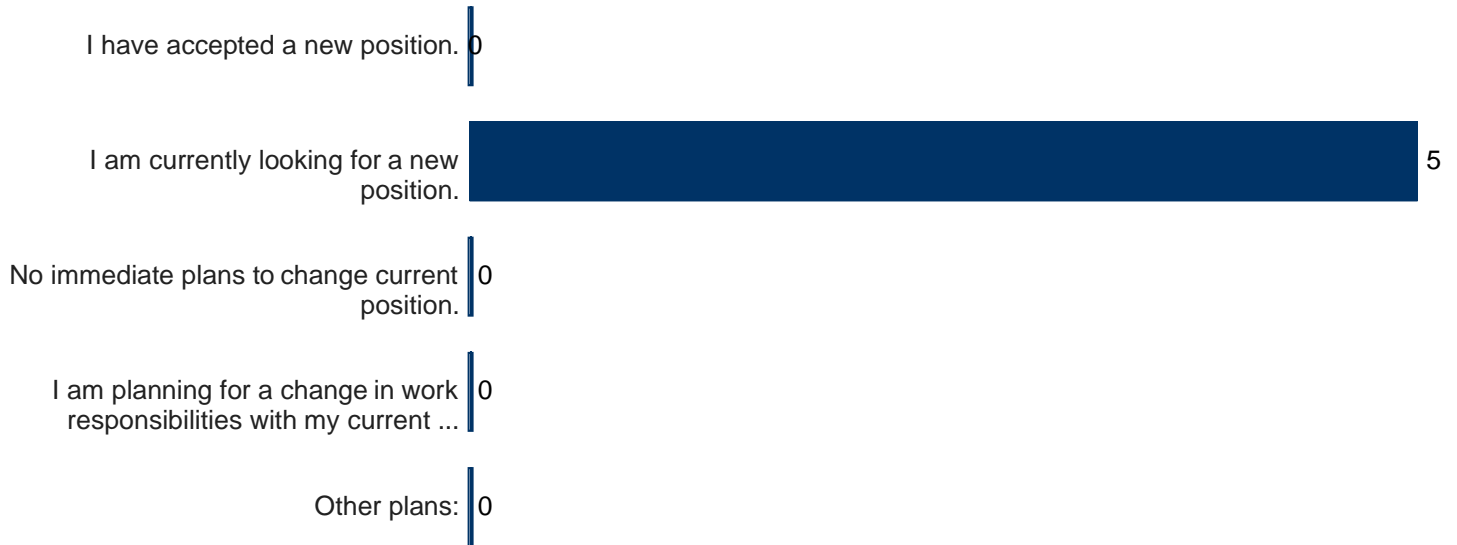
### Q12 - After graduating from Villanova, are you planning to attend an additional graduate or professional program in the near future?

Shown to those that selected "May 2021", "September 2021", or "December 2021" in Q11  
 Results not shown where fewer than 5 do not plan to graduate this year

Field	Choice Count
Yes, I have been accepted and will be attending...	0% 0
Yes, I am applying and hope to attend in the near future.	0% 0
No immediate plans to attend a program.	100% 5
Total	5

### Q13 - What are your employment plans after graduation?

Shown to those that selected "May 2021", "September 2021", or "December 2021" in Q11  
 Results not shown where fewer than 5 do not plan to graduate this year



Field	Choice Count
I have accepted a new position.	0% 0
I am currently looking for a new position.	100% 5
No immediate plans to change current position.	0% 0
I am planning for a change in work responsibilities with my current employer.	0% 0
Other plans:	0% 0
<b>Total</b>	<b>5</b>

**Q14 - What was the academic value of each of the following experiences that you may have had through your graduate program? If you did not engage in a particular experience, please select Not Applicable.**

Shown to those that selected "May 2021", "September 2021", or "December 2021" in Q11

Respondents were able to select "Not Applicable"

Results not shown where fewer than 5 do not plan to graduate this year



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Comprehensive Examination	2.00	5.00	4.17	1.07	1.14	6
Internship / Practicum	5.00	5.00	5.00	0.00	0.00	6
Thesis / Dissertation	5.00	5.00	5.00	0.00	0.00	1
Team Projects with other students	3.00	5.00	4.33	0.75	0.56	6
Independent Study	5.00	5.00	5.00	0.00	0.00	2

Field	1 - No Value	2	3	4	5 - High Value	Total
Comprehensive Examination	0	1	0	2	3	6
Internship / Practicum	0	0	0	0	6	6
Thesis / Dissertation	0	0	0	0	1	1
Team Projects with other students	0	0	1	2	3	6
Independent Study	0	0	0	0	2	2

Field	1 - No Value	2	3	4	5 - High Value
Comprehensive Examination	0%	17%	0%	33%	50%
Internship / Practicum	0%	0%	0%	0%	100%
Thesis / Dissertation	0%	0%	0%	0%	100%
Team Projects with other students	0%	0%	17%	33%	50%
Independent Study	0%	0%	0%	0%	100%

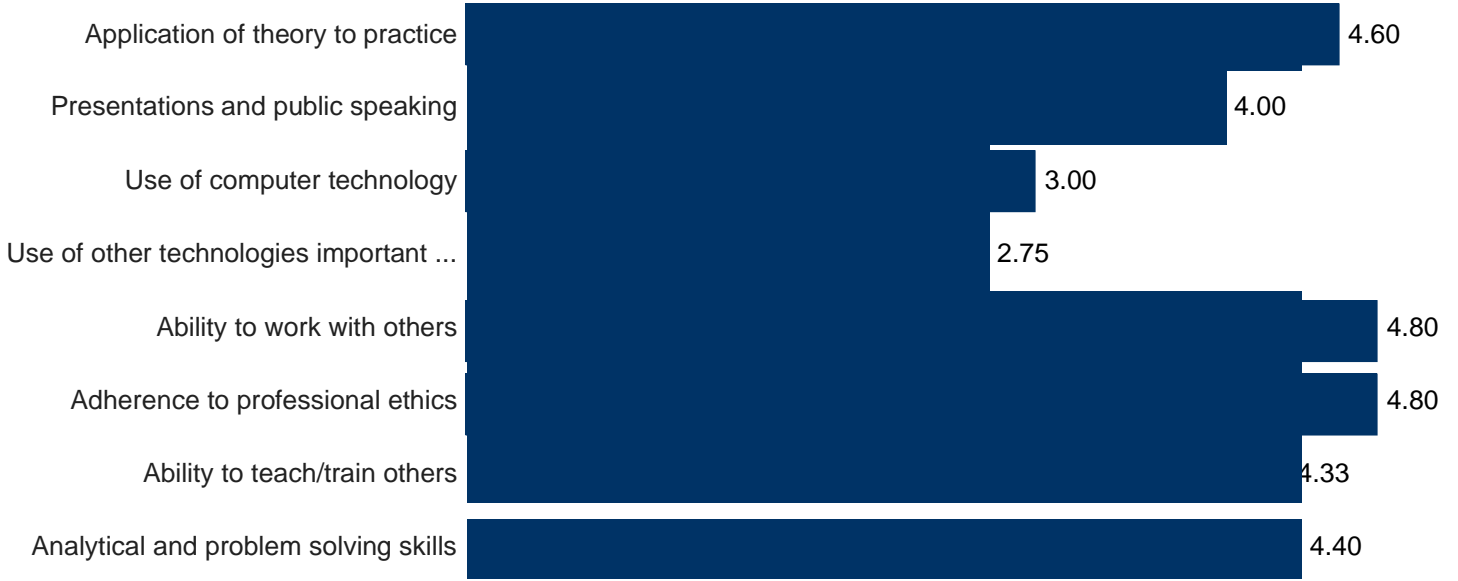
Type your text



### Q15 - In thinking about your overall academic experience in your graduate program, please indicate the extent to which each of the following skills or abilities was enhanced by your experience at Villanova.

Shown to those that selected "May 2021", "September 2021", or "December 2021" in Q11  
 Respondents were able to select "Not Applicable"

Results not shown where fewer than 5 do not plan to graduate this year



Field	Min	Max	Mean	Standard Deviation	Variance	Responses
Application of theory to practice	4.00	5.00	4.60	0.49	0.24	5
Presentations and public speaking	3.00	5.00	4.00	0.63	0.40	5
Use of computer technology	1.00	5.00	3.00	1.58	2.50	4
Use of other technologies important to your discipline	1.00	5.00	2.75	1.48	2.19	4
Ability to work with others	4.00	5.00	4.80	0.40	0.16	5
Adherence to professional ethics	4.00	5.00	4.80	0.40	0.16	5
Ability to teach/train others	3.00	5.00	4.33	0.94	0.89	3
Analytical and problem solving skills	3.00	5.00	4.40	0.80	0.64	5

Field	1 - Not at all	2	3	4	5 - Greatly	Total
Application of theory to practice	0	0	0	2	3	5
Presentations and public speaking	0	0	1	3	1	5
Use of computer technology	1	1	0	1	1	4
Use of other technologies important to your discipline	1	1	1	0	1	4
Ability to work with others	0	0	0	1	4	5
Adherence to professional ethics	0	0	0	1	4	5
Ability to teach/train others	0	0	1	0	2	3
Analytical and problem solving skills	0	0	1	1	3	5

Field	1 - Not at all	2	3	4	5 - Greatly
Application of theory to practice	0%	0%	0%	40%	60%
Presentations and public speaking	0%	0%	20%	60%	20%
Use of computer technology	25%	25%	0%	25%	25%
Use of other technologies important to your discipline	25%	25%	25%	0%	25%
Ability to work with others	0%	0%	0%	20%	80%
Adherence to professional ethics	0%	0%	0%	20%	80%
Ability to teach/train others	0%	0%	33%	0%	67%
Analytical and problem solving skills	0%	0%	20%	20%	60%

### Q16 - If you were making your choice of graduate schools, would you again elect to attend Villanova University?



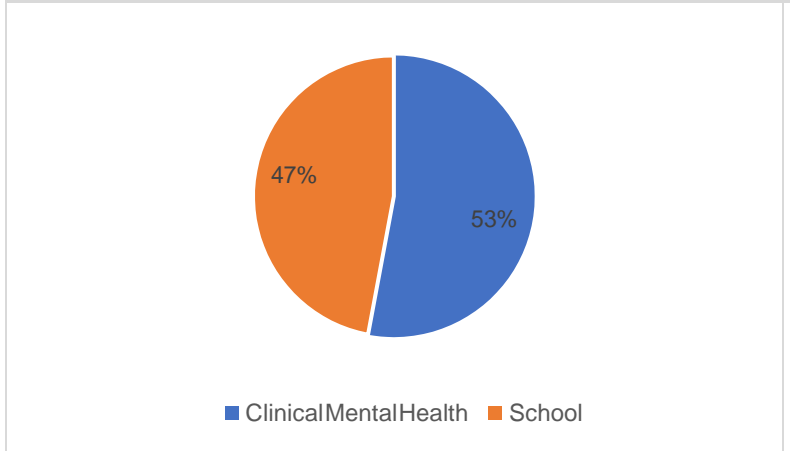
Field	Choice Count
Yes	88% 14
No	0% 0
Unsure	13% 2
Total	16

**Counselor Preparation Survey – Site Supervisor Version**

**Total number of participants: 34**

**1. Please indicate which program the person you supervised was in at Villanova:**

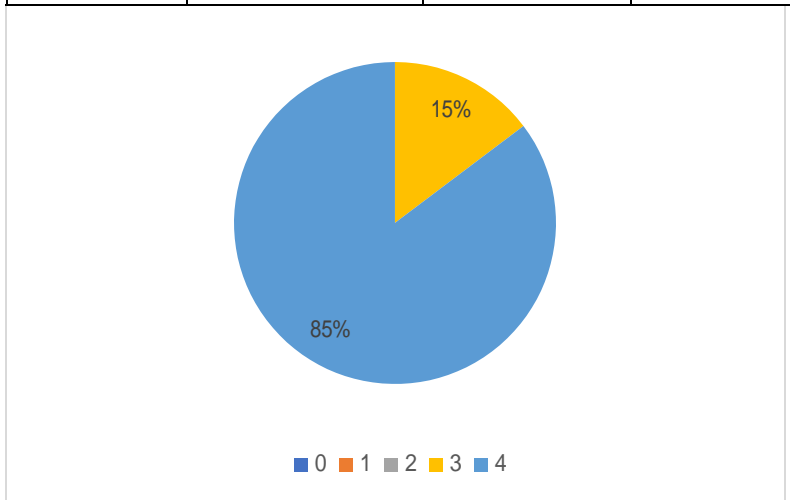
Clinical Mental Health	18 students
School	16 students



Based on your experience with this Villanova graduate, please indicate the extent to which our programs prepared them for their work with you:

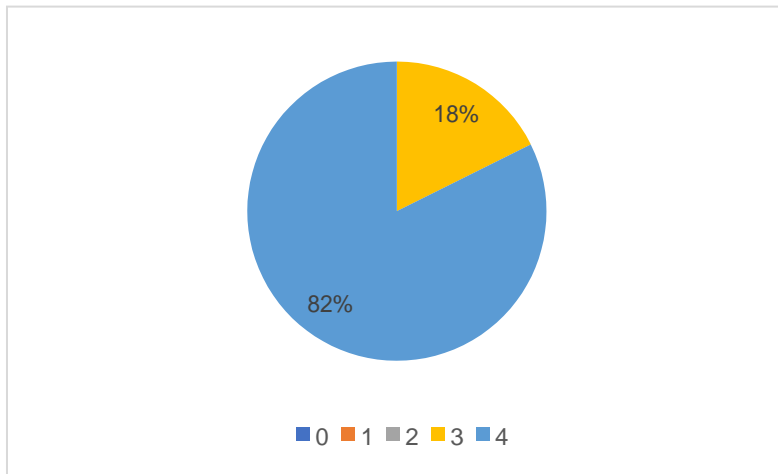
**2. Commitment to personal and professional growth**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	0	0	0	5	29



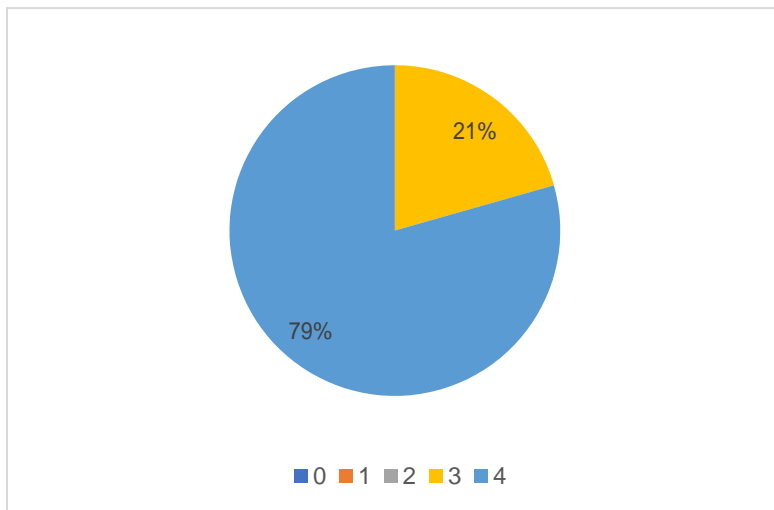
**3. Commitment to his/her profession**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	0	0	0	6	28



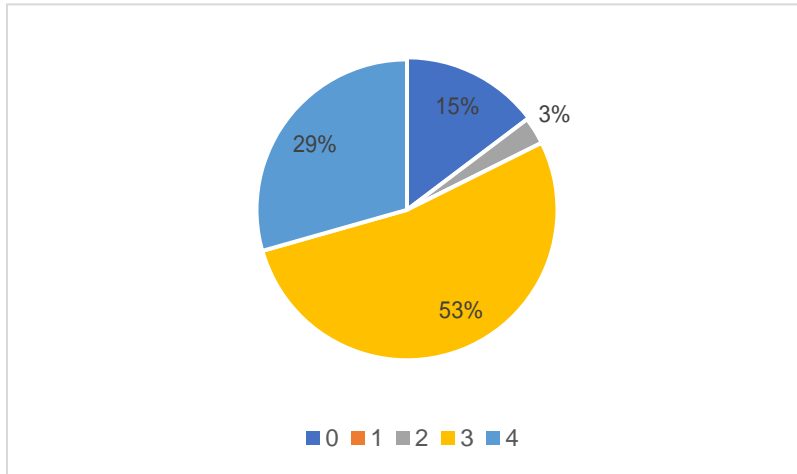
**4. Knowledge of and commitment to ethical standards**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	0	0	0	7	27



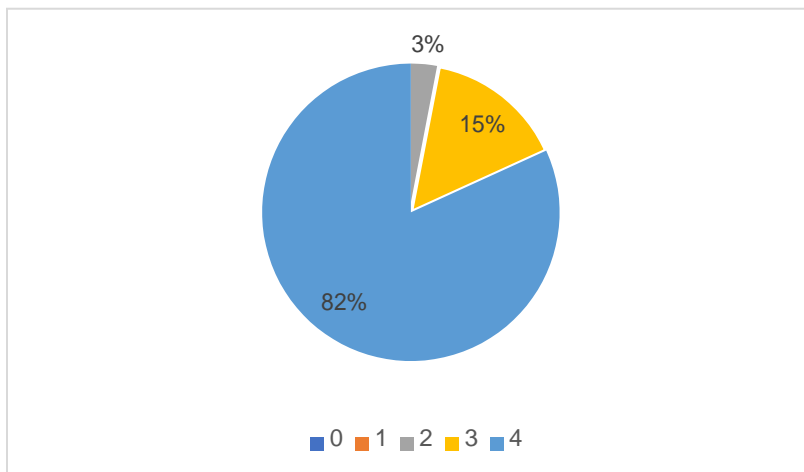
**5. Active engagement with professional organizations and activities pertinent to the profession**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	5	0	1	18	10



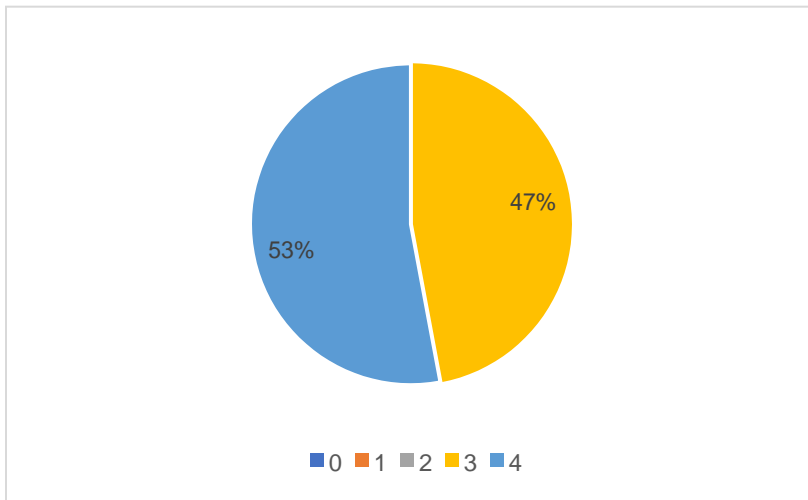
**6. Commitment to supervision and feedback**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	0	0	1	5	27



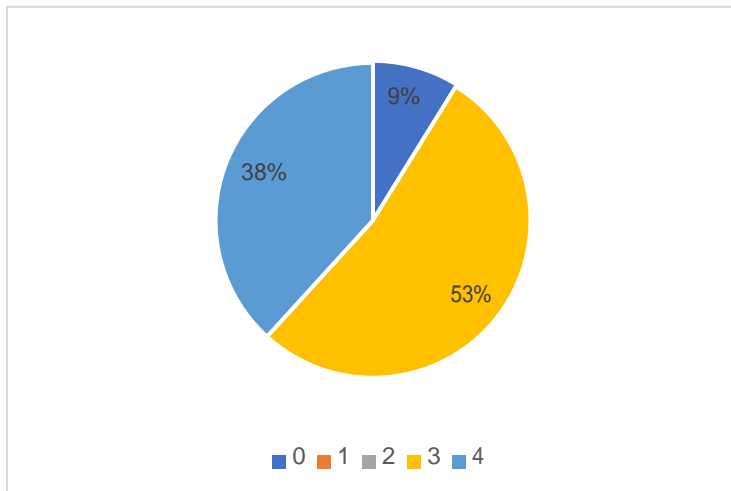
**7. Knowledge and application of individual counseling theories**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	0	0	0	16	18



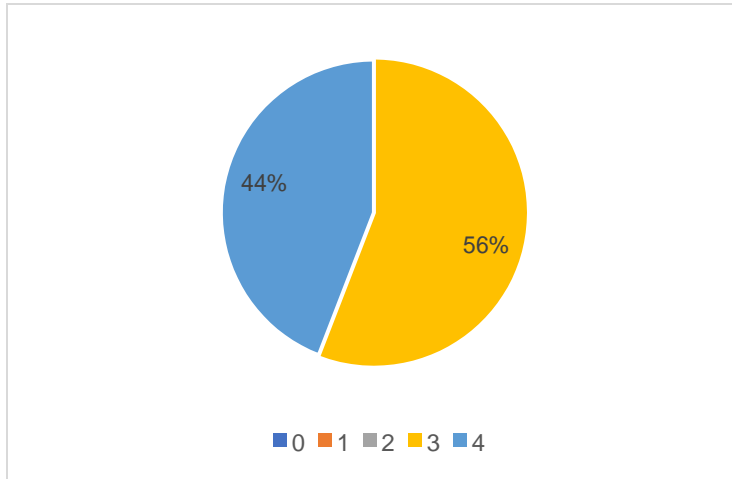
**8. Knowledge and application of group counseling theories**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	3	0	0	18	13



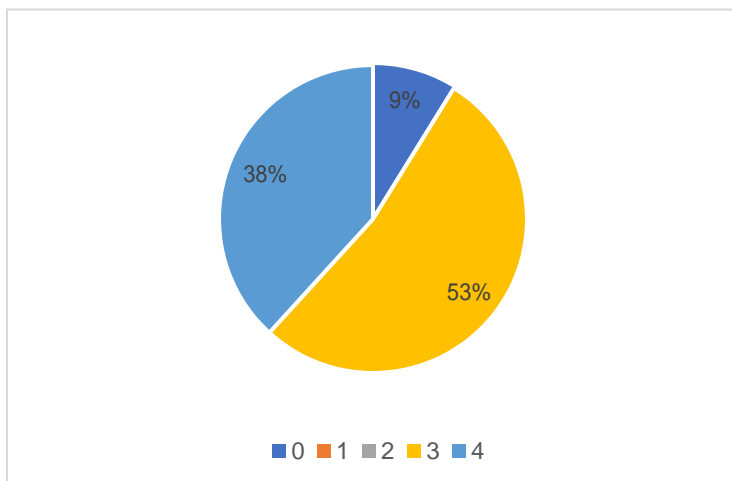
**9. Knowledge and application of theories of human growth and development**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	0	0	0	19	15



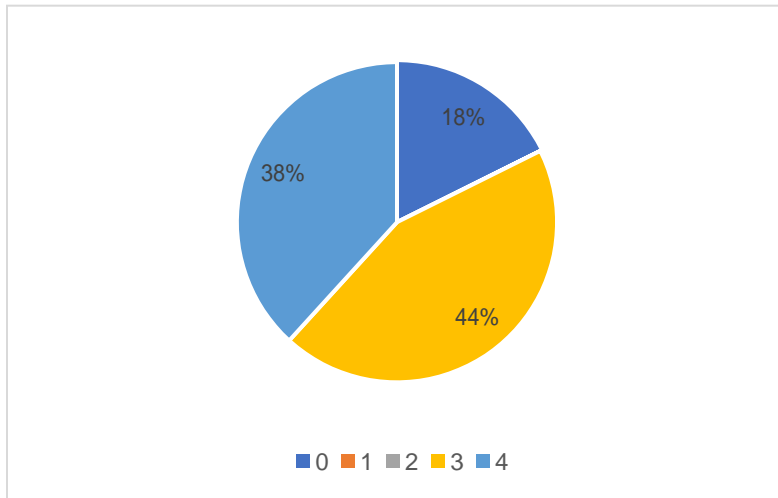
**10. Knowledge and application of assessment/appraisal processes**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	3	0	0	18	13



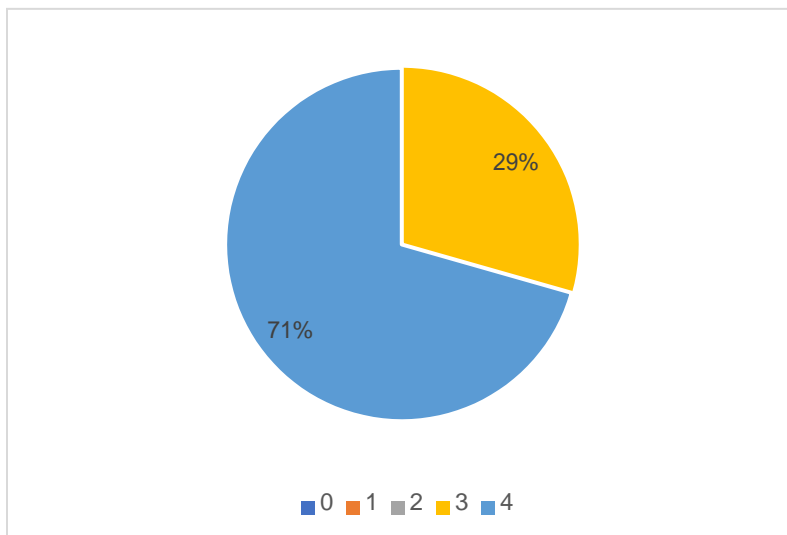
**11. Knowledge and application of career/lifestyle development counseling theories**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	6	0	0	15	13



**12. Knowledge and application of developing effective counseling relationships**

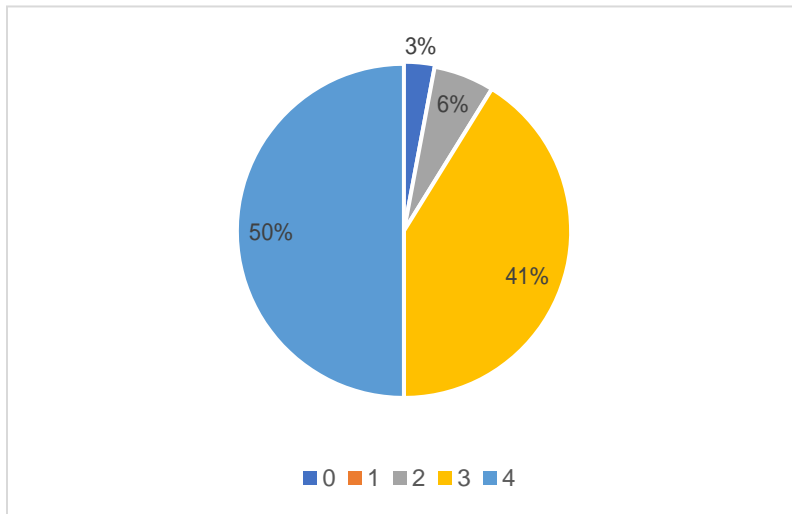
Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	0	0	0	10	24





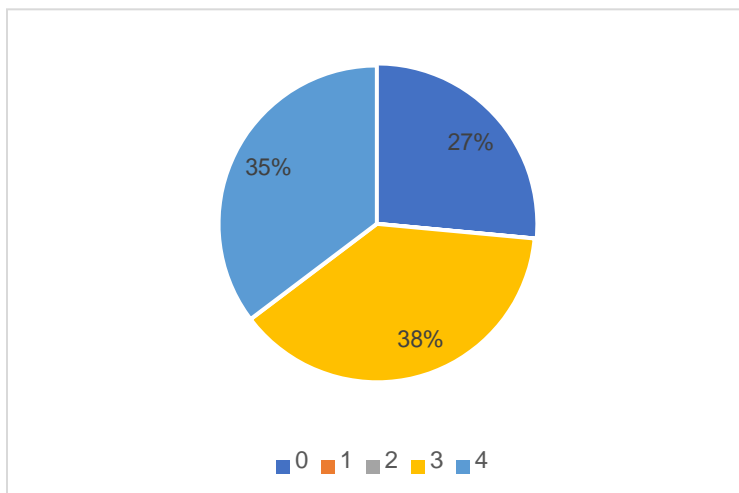
**13. Knowledge of multicultural/pluralistic characteristics of diverse cultural groups**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	1	0	2	14	17



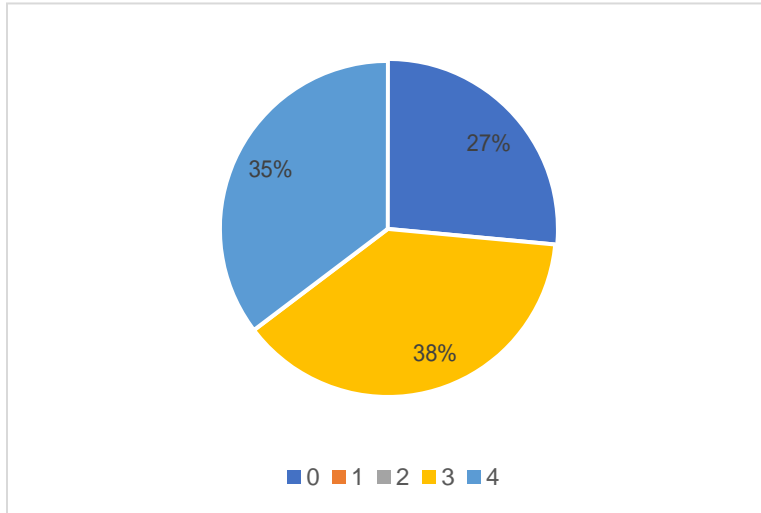
**14. Knowledge and application of current and emerging technological resources for counselors**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	9	0	0	13	12



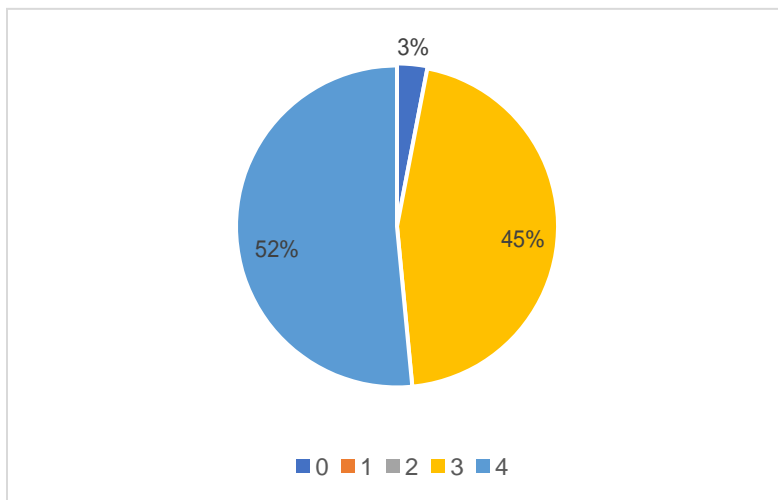
**15. Knowledge of research and program evaluation and the ability to read, critique, and utilize professional research literature**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	9	0	0	13	12



**16. Knowledge and application of evidence-based practices**

Scale	0 = Not relevant to the individuals position	1 = Unprepared	2 = Poorly prepared	3 = Adequately prepared	4 = Well prepared
Number of selection	1	0	0	15	17



### Employer Evaluation (N=3)

The purpose of this report is to present the findings from a survey sent to employers of students who completed the Counseling Master's Program at Villanova University. The survey was sent to a total of 28 employers and 3 of these individuals completed it. Fourteen questions were asked and participants responded using a 4 point Likert Scale (1=unprepared, 4=well prepared; a score of 0 indicate non-applicability of the question to the site). Overall, the mean scores were either 4 or 3.5 indicating that on average employers believed that students were adequately to well prepared to work in the field.

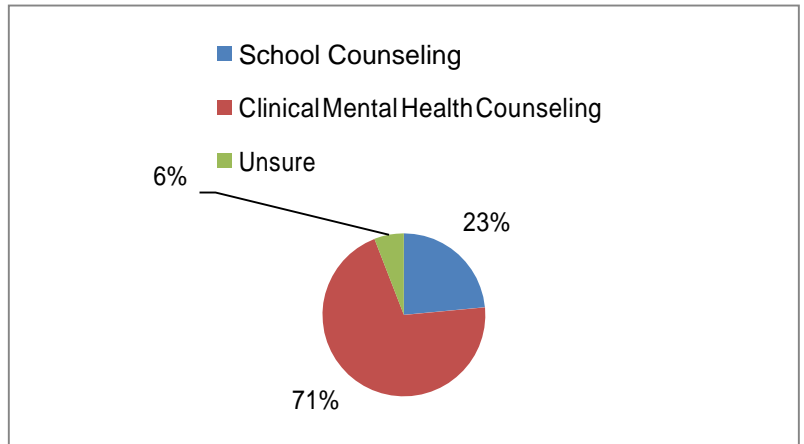
	0	1	2	3	4
1. Employee's commitment to personal and professional growth	0%	0%	0%	33%	66%
2. Employee's commitment to his/her profession	0%	0%	0%	33%	66%
3. Employee's knowledge of and commitment to high ethical standards	0%	0%	0%	0%	100%
4. Employee's active engagement with professional organizations and activities pertinent to the profession	0%	0%	0%	0%	100%
5. Employee's commitment to supervision and feedback	0%	0%	0%	0%	100%
6. Employee's knowledge and application of individual counseling theories	33%	0%	0%	33%	33%
7. Employee's knowledge and application of group counseling theories (one participant did not answer)	50%	0%	0%	50%	0%
8. Employee's knowledge and application of group counseling theories	0%	0%	0%	33%	66%
9. Employee's knowledge and application of assessment/appraisal processes	33%	0%	0%	33%	33%
10. Employee's knowledge and application of career/lifestyle development counseling theories	33%	0%	0%	33%	33%
11. Employee's knowledge and application of developing effective counseling relationships	0%	0%	0%	0%	100%
12. Employee's knowledge of multicultural/pluralistic characteristics of diverse cultural groups	0%	0%	0%	0%	100%
13. Employee's knowledge and application of current and emerging technological resources for counselors	33%	0%	0%	33%	33%
14. Employee's knowledge of research and program evaluation and the ability to read, critique, and utilize professional research literature.	33%	0%	0%	33%	33%
15. Employee's knowledge and application of evidence based practices	33%	0%	0%	33%	33%

**Counselor Preparation Survey - Site Supervisor Version**

**Total number of participants: 17**

**1. Please indicate which program the person you supervised was in at Villanova:**

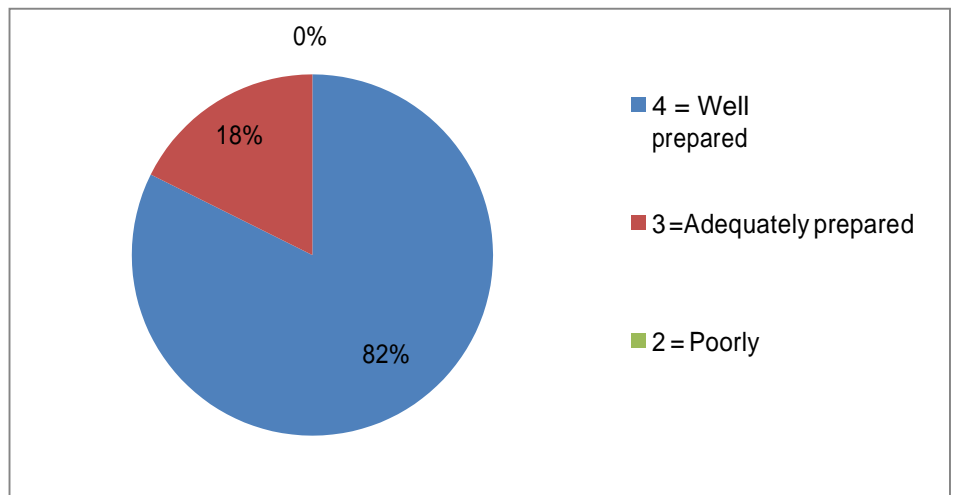
School Counseling	4 students
Clinical Mental Health Counseling	12 students
Unsure	1 student



❖ **Based on your experience with this Villanova graduate, please indicate the extent to which our programs prepared them for their work with you:**

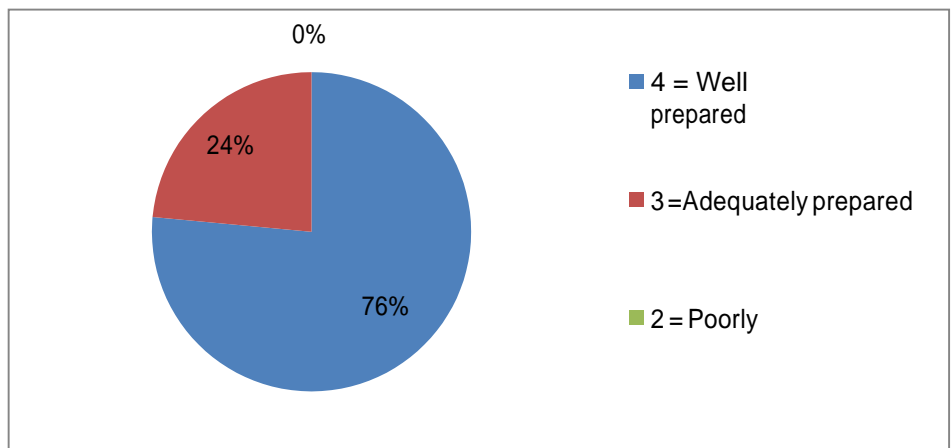
**2. Commitment to personal and professional growth**

4 = Well prepared	14 Students
3 = Adequately prepared	3 Students
2 = Poorly prepared	0 Student
1 = Unprepared	0 Student
0 = Not relevant to the individual's position	0 Student



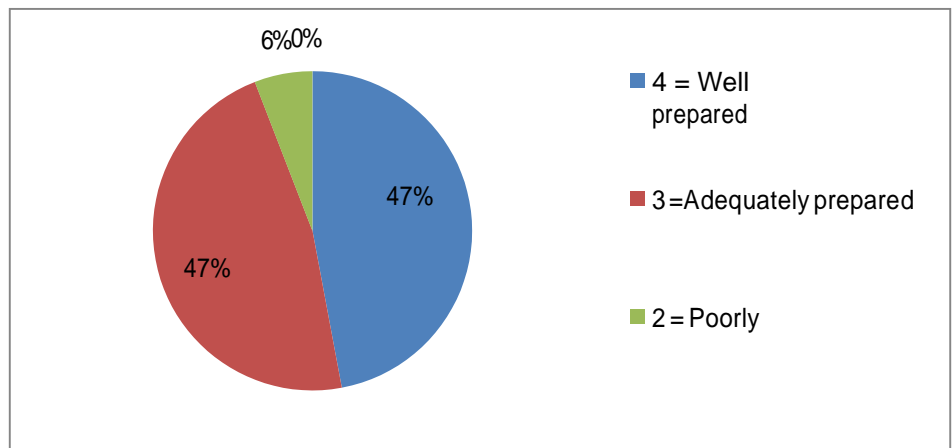
**3. Knowledge of and commitment to high ethical standards**

4 = Well prepared	13 Students
3 =Adequately prepared	4 Students
2 = Poorly prepared	0 Student
1 =Unprepared	0 Student
0 = Not relevant to the individual's position	0 Student



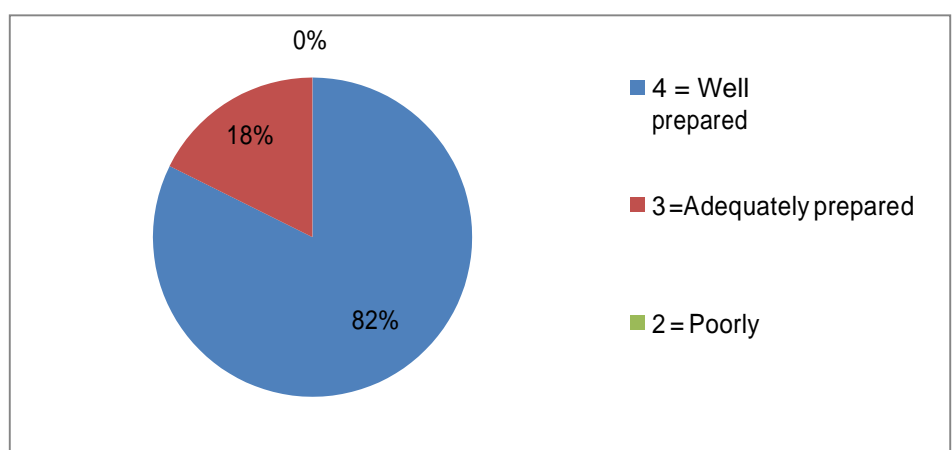
**4. Active engagement with professional organizations and activities pertinent to the profession**

4 = Well prepared	8 Students
3 =Adequately prepared	8 Students
2 = Poorly prepared	1 Student
1 =Unprepared	0 Student
0 = Not relevant to the individual's position	0 Student



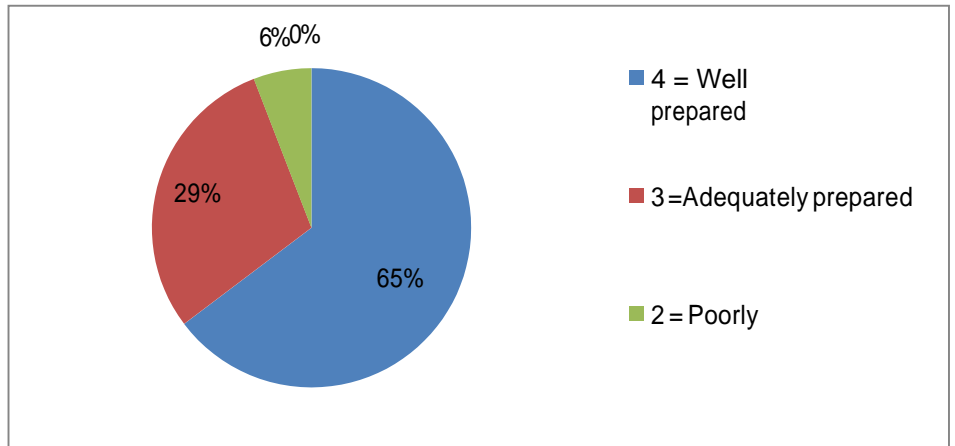
**5. Commitment to supervision and feedback**

4 = Well prepared	14 Students
3 =Adequately prepared	3 Students
2 = Poorly prepared	0 Student
1 =Unprepared	0 Student
0 = Not relevant to the individual's position	0 Student



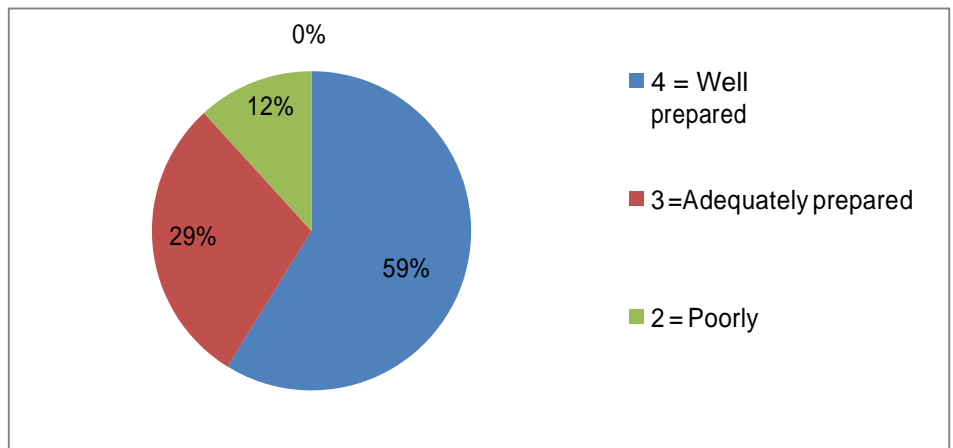
**6. Knowledge and application of individual counseling theories**

4 = Well prepared	11 Students
3 =Adequately prepared	5 Students
2 = Poorly prepared	1 Student
1 =Unprepared	0 Student
0 = Not relevant to the individual's position	0 Student



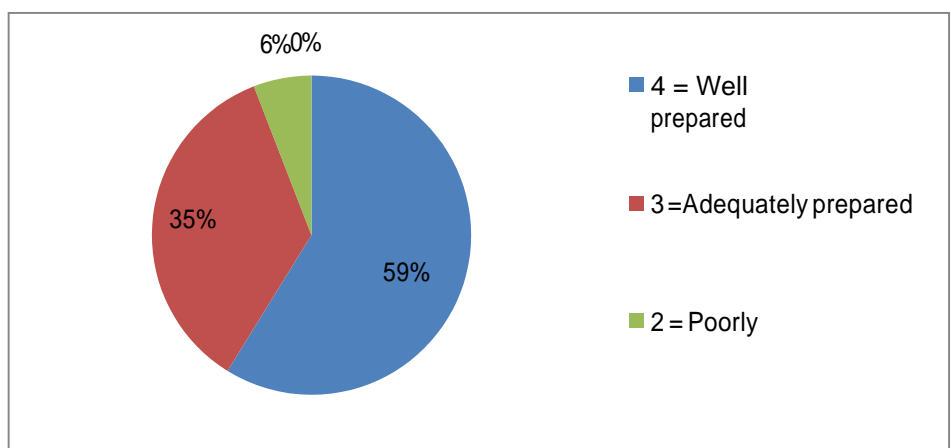
**7. Knowledge and application of group counseling theories**

4 = Well prepared	10 Students
3 =Adequately prepared	5 Students
2 = Poorly prepared	2 Student
1 =Unprepared	0 Student
0 = Not relevant to the individual's position	0 Student



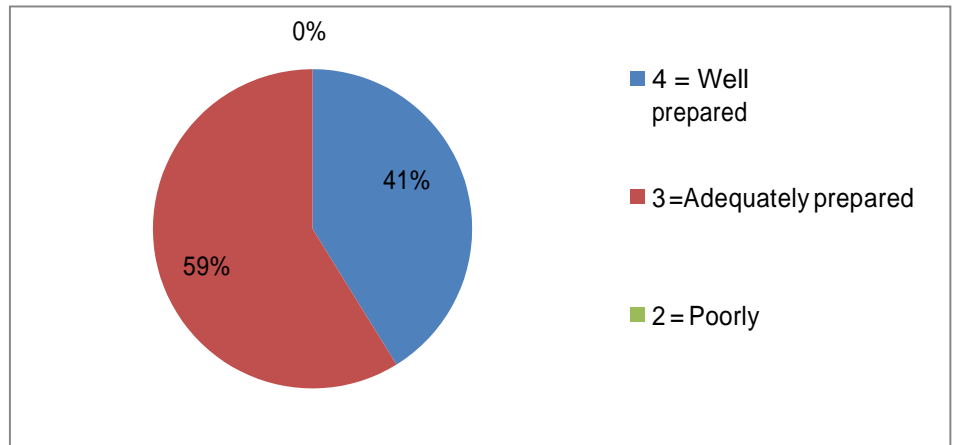
**8. Knowledge and application of theories of human growth and development**

4 = Well prepared	10 Students
3 =Adequately prepared	6 Students
2 = Poorly prepared	1 Student
1 =Unprepared	0 Student
0 = Not relevant to the individual's position	0 Student



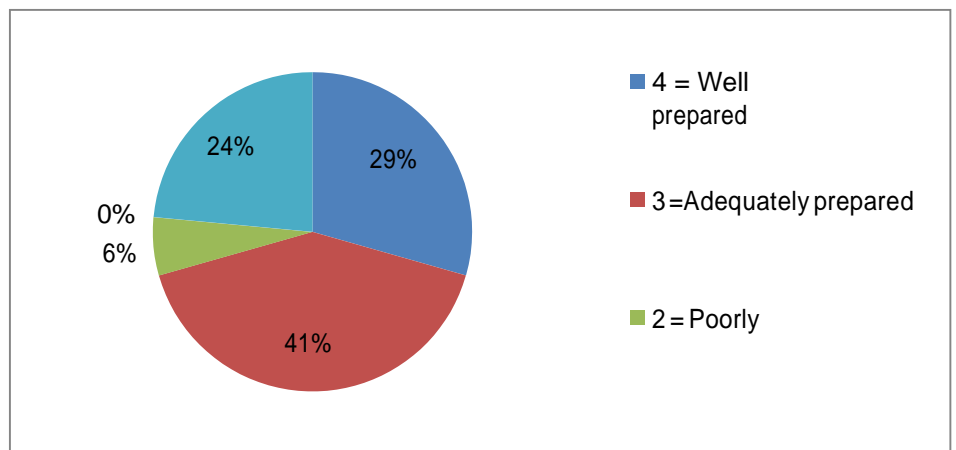
**9. Knowledge and application of assessment/appraisal processes**

4 = Well prepared	7 Students
3 =Adequately prepared	10 Students
2 = Poorly prepared	0 Student
1 =Unprepared	0 Student
0 = Not relevant to the individual's position	0 Student



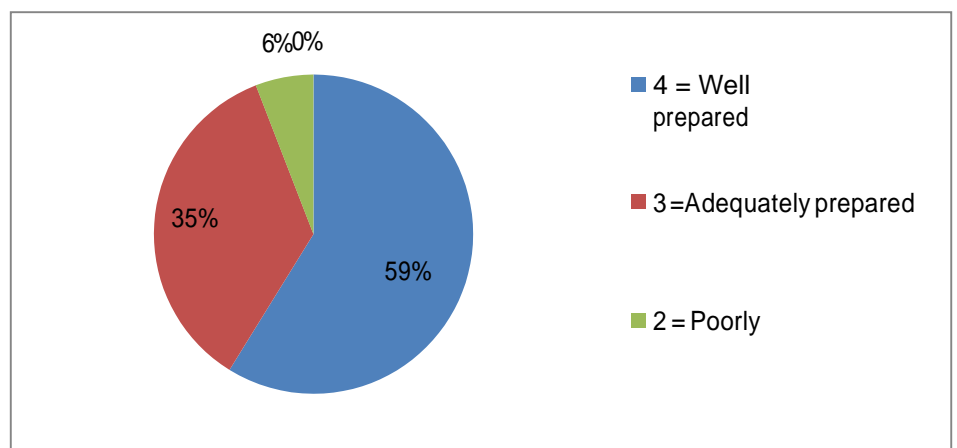
**10. Knowledge and application of career/lifestyle development counseling theories**

4 = Well prepared	5 Students
3 =Adequately prepared	7 Students
2 = Poorly prepared	1 Student
1 =Unprepared	0 Student
0 = Not relevant to the individual's position	4 Student



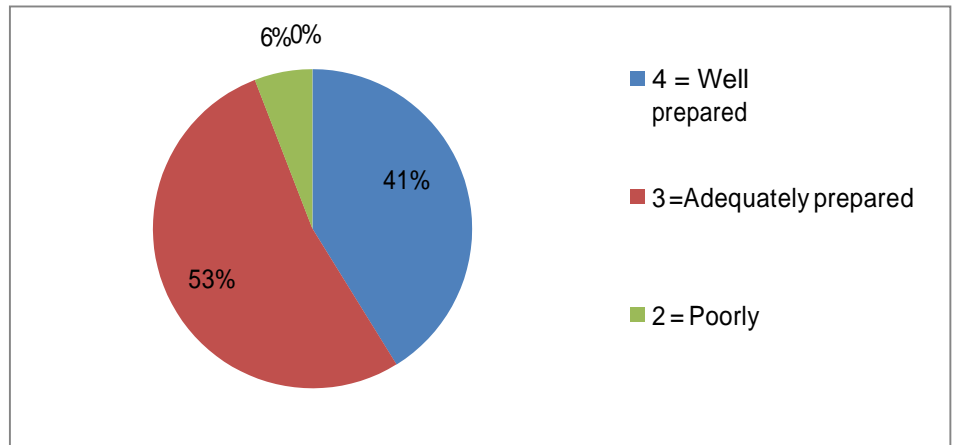
**11. Knowledge and application of developing effective counseling relationships**

4 = Well prepared	10 Students
3 =Adequately prepared	6 Students
2 = Poorly prepared	1 Student
1 =Unprepared	0 Student
0 = Not relevant to the individual's position	0 Student



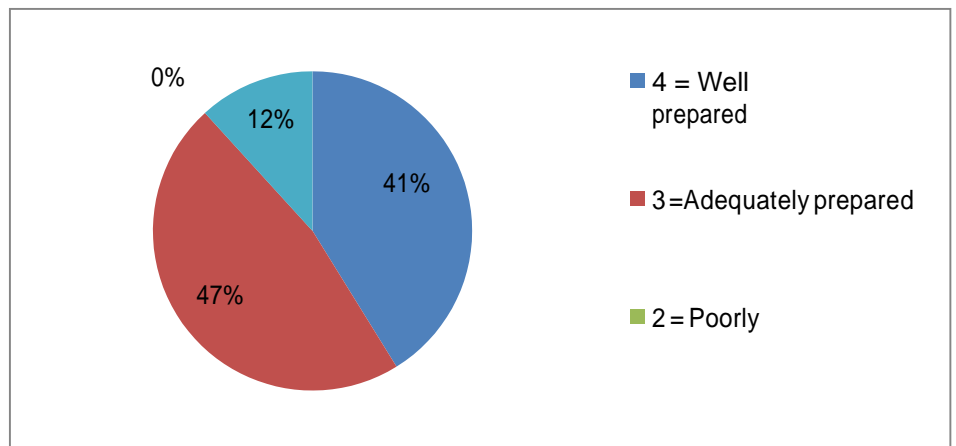
**12. Knowledge of multicultural/pluralistic characteristics of diverse cultural groups**

4 = Well prepared	7 Students
3 =Adequately prepared	9 Students
2 = Poorly prepared	1 Student
1 =Unprepared	0 Student
0 = Not relevant to the individual's position	0 Student



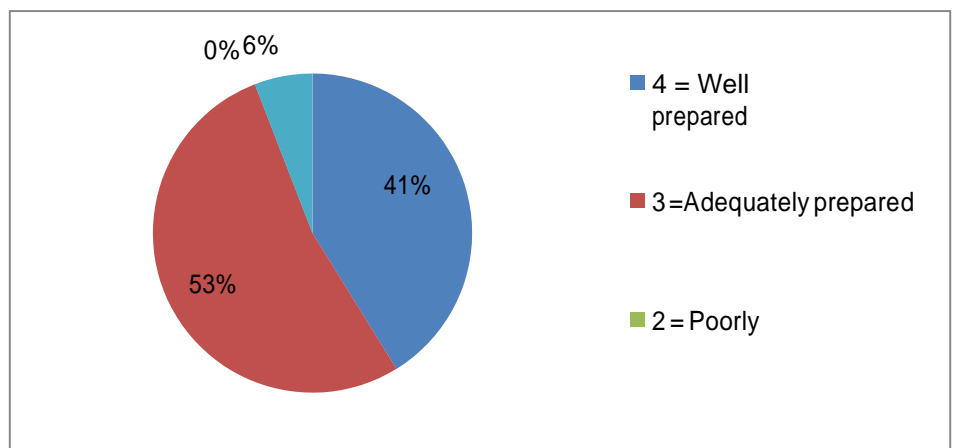
**13. Knowledge and application of current and emerging technological resources for counselors**

4 = Well prepared	7 Students
3 =Adequately prepared	8 Students
2 = Poorly prepared	0 Student
1 =Unprepared	0 Student
0 = Not relevant to the individual's position	2 Student



**14. Knowledge of research and program evaluation and the ability to read, critique, and utilize professional research literature.**

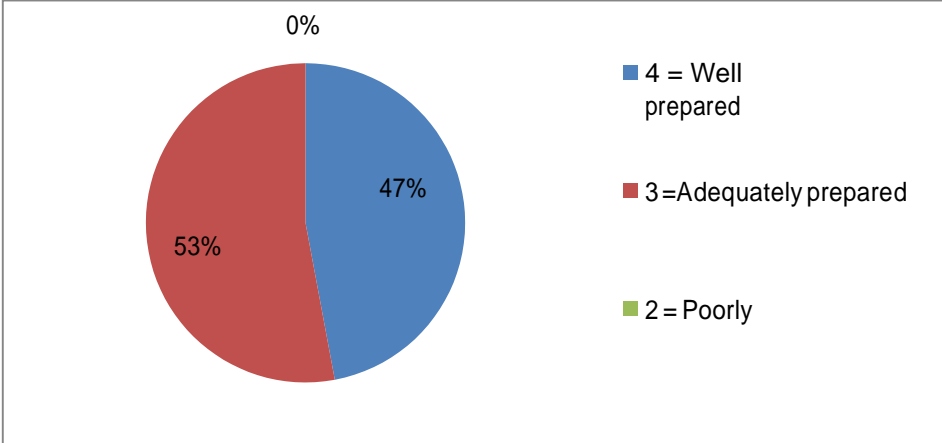
4 = Well prepared	7 Students
3 =Adequately prepared	9 Students
2 = Poorly prepared	0 Student
1 =Unprepared	0 Student
0 = Not relevant to the individual's position	1 Student





**15. Knowledge and application of evidence based practices.**

4 = Well prepared	8 Students
3 =Adequately prepared	9 Students
2 = Poorly prepared	0 Student
1 =Unprepared	0 Student
0 = Not relevant to the individual's position	0 Student



**CHR 8850 - Supervised Internship in Clinical Mental Health Counseling  
2013-2014**

**Field Site Supervisor Orientation Checklist**

**Instructions:** This orientation is to be conducted by the course instructor during the initial visit to each field site. Its purpose is to highlight topics that have shown to be critical to effective university-agency/school partnership. A checkmark by each topic and a supervisor signature will verify that the material has been discussed to the satisfaction of the field site supervisor.

┌ **Goals of internship**

- to provide interns with supervised, direct, client service experience (**individual and group work totally at least 240 of the 600 hours**)
- for interns to demonstrate their ability to work effectively within the culture of a professional human services agency or school

┌ **Key university expectations of field site supervisor**

- authorization of video or audio recording of student sessions
- provision of 1 hour or uninterrupted individual supervision per week
- evaluation of intern performance at the close of each semester
- if the supervisor is not immediately present, the intern has an emergency contact**

┌ **Primary vs. secondary supervisor roles**

- field site supervisors are the primary supervisors of interns' clinical work at their field site.
- university supervisors will assist interns in case conceptualization and basic skill development but will never override the directives of the primary supervisor.

┌ **Channels of communication**

- all communication from the university to the field site will be directed to the intern's named (on the Field Site Supervisor Agreement) primary supervisor.
- all communication from the field site to the university should be directed to the course instructor

┌ **Holidays/Semester breaks**

- academic holiday break for interns is from Dec. 12<sup>th</sup> - Jan. 12<sup>th</sup>.
- it shall be the primary supervisor's decision regarding the intern's schedule during the holiday period
- if the student continues to perform duties, weekly supervision must continue**

┌ **Evaluation**

- intern attainment of course goals is to be evaluated at the close of each academic semester using the form provided by the instructor
- performance problems at any time during the internship should be reported to the course instructor

Appendix G. Site Supervisor Orientation Checklist

┌ **University supervision style**

- interns are used to a developmental style of supervision at VU.
- tends to include more examination of viable options than directives
- expectation is for interns to adapt to supervision style at the field placement site

┌ **Confidentiality**

- recorded data (counseling sessions) is viewed only by those enrolled in the course and course instructor
- recorded data is destroyed at course conclusion

┌ **Additional topic**\_\_\_\_\_:

┌ **Additional topic**\_\_\_\_\_:

┌ **Additional topic**\_\_\_\_\_:

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**Student Supervised:**

Printed Name	Signature	Date
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**Site Supervisor:**

Printed Name	Signature	Date
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**University Supervisor:**

<u>Edward Wahesh</u>		
Printed Name	Signature	Date

Appendix H. Clinical Mental Health Matrix

Course Name	Practicum in Clin. MH Couns.	Internship I in Clin. MH Couns	Internship II in Clin. MH Couns.	Clin. Mental Health Orientation	Community Resources & Crisis Intervention	Psychopathology	Substance Abuse Counseling	Prevention Theory and Practice	Family Systems Theory	Laboratory in Counseling Diverse Populations	Research & Evaluation	Assessment & Appraisal	Ethics & Professional Practice
Course Number	CHR 8682	CHR 8850	CHR 8851	CHR 8688	CHR 8840	CHR 8880	CHR 8873	CHR 8874	CHR 8844	CHR 8860	CHR 8604	CHR 8855	CHR 7132
<b>FOUNDATIONS</b>													
A	Knowledge: Foundation												
A1.				X									
A2.		X	X										X
A3.				X									
A4.				X									
A5.				X									
A6.							X						
A7.				X									
A8.				X									
A9.					X								

Appendix H. Clinical Mental Health Matrix

	Course Name	Practicum in Clin. MH Couns.	Internship I in Clin. MH Couns	Internship II in Clin. MH Couns.	Clin. Mental Health Orientation	Community Resources & Crisis Intervention	Psychopathology	Substance Abuse Counseling	Prevention Theory and Practice	Family Systems Theory	Laboratory in Counseling Diverse Populations	Research & Evaluation	Assessment & Appraisal	Ethics & Professional Practice
A10.	Understands the operation of an emergency management system within clinical mental health agencies and in the community.				X									
B.	Skills and Practices: Foundation													
B1.	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.		X	X										
B2.	Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.				X									
C.	COUNSELING, PREVENTION, AND INTERVENTION													
C.	Knowledge: Counseling, Prevention, and Intervention													
C1.	Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.								X					
C2.	Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.						X		X					
C3.	Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).								X					
C4.	Knows the disease concept and etiology of addiction and co-occurring disorders.							X						
C5.	Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.				X									

Appendix H. Clinical Mental Health Matrix

Course Name	Practicum in Clin. MH Couns.	Internship I in Clin. MH Couns	Internship II in Clin. MH Couns.	Clin. Mental Health Orientation	Community Resources & Crisis Intervention	Psychopathology	Substance Abuse Counseling	Prevention Theory and Practice	Family Systems Theory	Laboratory in Counseling Diverse Populations	Research & Evaluation	Assessment & Appraisal	Ethics & Professional Practice
C6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.					X								
C7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.		X	X										
C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.									X				
C9. Understands professional issues relevant to the practice of clinical mental health counseling.				X									
D. Skills and Practices: Counseling, Prevention, and Intervention													
D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.		X	X										
D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.		X	X										
D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.								X					
D4. Applies effective strategies to promote client understanding of and access to a variety of community resources.		X	X										
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.		X	X										

Appendix H. Clinical Mental Health Matrix

Course Name	Practicum in Clin. MH Couns.	Internship I in Clin. MH Couns	Internship II in Clin. MH Couns.	Clin. Mental Health Orientation	Community Resources & Crisis Intervention	Psychopathology	Substance Abuse Counseling	Prevention Theory and Practice	Family Systems Theory	Laboratory in Counseling Diverse Populations	Research & Evaluation	Assessment & Appraisal	Ethics & Professional Practice
D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.					X								
D7. Applies current record-keeping standards related to clinical mental health counseling.		X	X										
D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.							X						
D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.		X	X										
E. DIVERSITY AND ADVOCACY													
E. Knowledge: Diversity and Advocacy													
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.										X			
E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.										X			
E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.										X			
E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.										X			

Appendix H. Clinical Mental Health Matrix

Course Name	Practicum in Clin. MH Couns.	Internship I in Clin. MH Couns	Internship II in Clin. MH Couns.	Clin. Mental Health Orientation	Community Resources & Crisis Intervention	Psychopathology	Substance Abuse Counseling	Prevention Theory and Practice	Family Systems Theory	Laboratory in Counseling Diverse Populations	Research & Evaluation	Assessment & Appraisal	Ethics & Professional Practice
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.										X			
E6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.										X			
F. Skills and Practices: Diversity and Advocacy													
F1. Maintains information regarding community resources to make appropriate referrals.										X			
F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.										X			
F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.										X			
G. ASSESSMENT													
G. Knowledge: Assessment													
G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.												X	
G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.												X	



Appendix H. Clinical Mental Health Matrix

Course Name	Practicum in Clin. MH Couns.	Internship I in Clin. MH Couns	Internship II in Clin. MH Couns.	Clin. Mental Health Orientation	Community Resources & Crisis Intervention	Psychopathology	Substance Abuse Counseling	Prevention Theory and Practice	Family Systems Theory	Laboratory in Counseling Diverse Populations	Research & Evaluation	Assessment & Appraisal	Ethics & Professional Practice
G3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.						X							
G4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.							X						
<b>H. Skills and Practices: Assessment</b>													
H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.												X	
H2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.				X									
H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.				X			X						
H4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.							X						
<b>I. RESEARCH AND EVALUATION</b>													
<b>I. Knowledge: Research and Evaluation</b>													
I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.											X		
I2. Knows models of program evaluation for clinical mental health programs.								X					

Appendix H. Clinical Mental Health Matrix

Course Name	Practicum in Clin. MH Couns.	Internship I in Clin. MH Couns	Internship II in Clin. MH Couns.	Clin. Mental Health Orientation	Community Resources & Crisis Intervention	Psychopathology	Substance Abuse Counseling	Prevention Theory and Practice	Family Systems Theory	Laboratory in Counseling Diverse Populations	Research & Evaluation	Assessment & Appraisal	Ethics & Professional Practice
I3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.		X	X										
J. Skills and Practices: Research and Evaluation													
J1. Applies relevant research findings to inform the practice of clinical mental health counseling.		X	X										
J2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.		X	X										
J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs		X	X										
K. DIAGNOSIS													
K. Knowledge: Diagnosis													
K1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).						X							
K2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.						X							
K3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.							X						
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.						X							
K5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.					X								

Appendix H. Clinical Mental Health Matrix

Course Name	Practicum in Clin. MH Couns.	Internship I in Clin. MH Couns	Internship II in Clin. MH Couns.	Clin. Mental Health Orientation	Community Resources & Crisis Intervention	Psychopathology	Substance Abuse Counseling	Prevention Theory and Practice	Family Systems Theory	Laboratory in Counseling Diverse Populations	Research & Evaluation	Assessment & Appraisal	Ethics & Professional Practice
L. Skills and Practices													
L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.						X							
L2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.						X							
L3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.					X								

## Appendix H.1 Orientation to CMH

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Used
Orientation to CMH	H2.	Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	Case Management Report	The student cannot sufficiently conduct standard case management practices (MSE, biopsychosocial, MH history, psychological assessment, treatment planning).	The student is able to conduct standard case management practices (MSE, biopsychosocial, MH history, psychological assessment, treatment planning).	The student excels at conducting standard case management practices (MSE, biopsychosocial, MH history, psychological assessment, treatment planning).	Case Management Report Rubric
Orientation to CMH	H3.	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Case Management Report	The student cannot or does not appropriately screen for addiction, aggression, self or other harm, and co-occurring disorders.	The student appropriately screens for addiction, aggression, self or other harm, and co-occurring disorders.	In every case, the student appropriately screens for addiction, aggression, self or other harm, and co-occurring disorders.	Case Management Report Rubric
Orientation to CMH	A4.	Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Licensing Requirements Assignment	Does not know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling exceptionally well.	Licensing Requirements Assignment Rubric
Orientation to CMH	A1.	Understands the history, philosophy, and trends in clinical mental health counseling.	Program Development Proposal	The student does not understand the history, philosophy, and trends in clinical mental health counseling at an exceptional level.	The student understands the history, philosophy, and trends in clinical mental health counseling.	The student shows exceptional progress in understanding the history, philosophy, and trends in clinical mental health counseling.	Program Development Proposal Rubric
Orientation to CMH	A3.	Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	Program Development Proposal	Does not understand the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including	Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment	Students understanding the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams	Program Development Proposal Rubric
Orientation to CMH	A5.	Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	Program Development Proposal	Does not understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision exceptionally.	Program Development Proposal Rubric
Orientation to CMH	A7.	Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).	Program Development Proposal	Is not aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).	Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).	Is fully aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).	Program Development Proposal Rubric
Orientation to CMH	A8.	Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	Program Development Proposal	Does not understand the management of mental health services and programs, including areas such as administration, finance, and accountability.	Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	Understands the management of mental health services and programs, including areas such as administration, finance, and accountability exceptionally.	Program Development Proposal Rubric
Orientation to CMH	B2.	Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in	Program Development Proposal	Does not apply knowledge of public mental health policy, financing, and regulatory processes to improve	Student applies knowledge of public mental health policy, financing, and regulatory processes to improve	Student does an exceptional job at applying knowledge of public mental health policy, financing, and regulatory processes to	Program Development Proposal Rubric
Orientation to CMH	C5.	Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.	Program Development Proposal	Does not understand the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.	Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.	Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network at an exceptional level.	Program Development Proposal Rubric

## Appendix H.1 Orientation to CMH

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Used
Orientation to CMH	C9.	Understands professional issues relevant to the practice of clinical mental health counseling.	Program Development Proposal	Does not understand professional issues relevant to the practice of clinical mental health counseling.	Understands professional issues relevant to the practice of clinical mental health counseling.	Understands professional issues relevant to the practice of clinical mental health counseling at an exceptional level.	Program Development Proposal Rubric
Orientation to CMH	A10.	Understands the operation of an emergency management system within clinical mental health agencies and in the community.	Program Development Proposal	Student does not understand the operation of an emergency management system within clinical mental health agencies and in the community.	Student understands the operation of an emergency management system within clinical mental health agencies and in the community.	Student understanding of the operation of an emergency management system within clinical mental health agencies and in the community is exceptional.	Program Development Proposal Rubric

Appendix H.2 Practicum

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Used
Practicum	A2.	Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	On-site counseling work	Student does not understand the ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Student understands the ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Student clearly understands the ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Final Site Supervisor Evaluation
Practicum	B1.	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	On-site counseling work	The student does not adhere to ethical and legal standards in clinical mental health counseling	The student demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling	The student consistently demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling	Final Site Supervisor Evaluation
Practicum	C7	Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	On-site counseling work	The student does not understand the principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning.	The student understands the principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning.	The student excels at understanding the principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning.	Final Site Supervisor Evaluation
Practicum	D1.	Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	On-site counseling work	The student does not show an understanding of the principles and practices of CMH counseling (diagnosis, treatment, referral, prevention, maintaining treatment, termination).	The student shows an understanding of the principles and practices of CMH counseling (diagnosis, treatment, referral, prevention, maintaining treatment, termination).	The student exhibits a very high understanding of the principles and practices of CMH counseling (diagnosis, treatment, referral, prevention, maintaining treatment, termination).	Final Site Supervisor Evaluation

Appendix H.2 Practicum

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Used
Practicum	D2.	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	On-site counseling work	The student does not show the ability to apply multicultural competencies to clinical mental health counseling (diagnosis, treatment, referral, prevention).	The student shows the ability to apply multicultural competencies to clinical mental health counseling (diagnosis, treatment, referral, prevention).	The student definitively shows the ability to apply multicultural competencies to clinical mental health counseling (diagnosis, treatment, referral, prevention).	Final Site Supervisor Evaluation
Practicum	D4.	Applies effective strategies to promote client understanding of and access to a variety of community resources.	On-site counseling work	The student does not provide clients with an understanding of and access to community resources.	The student is effective at providing clients with an understanding of and access to community resources.	The student shows excellent skill at providing clients with an understanding of and access to community resources.	Final Site Supervisor Evaluation
Practicum	D7.	Applies current record-keeping standards related to clinical mental health counseling.	On-site counseling work	Site supervisor reports that the student does not adhere to current record keeping standards related to clinical mental health counseling.	Site supervisor reports that the student regularly adheres to current record keeping standards related to clinical mental health counseling.	Site supervisor reports that the student always adheres to current record keeping standards related to clinical mental health counseling.	Final Site Supervisor Evaluation
Practicum	D9.	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	On-site counseling work	The student is unable and unwilling to recognize clinical limitations and does not sufficiently seek supervision or refers clients when appropriate.	The student is able and willing to recognize clinical limitations and either seeks supervision or refers clients when appropriate.	The student is skilled at recognizing clinical limitations and always seeks supervision and refers clients when appropriate.	Final Site Supervisor Evaluation

## Appendix H.3 Internship

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Used
Internship	D5.	Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	Clinical Case Presentation 2	The student does not have the ability to see the need for different modalities within a multicultural perspective.	The student is able to practice and/or see the benefits of more than one counseling modality within a multicultural perspective.	The student is skilled at navigating the most effective modality of practice for different clients within a multicultural perspective.	Clinical Case Presentation 2 Evaluation
Internship	I3.	Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	Clinical Case Presentation 2	The student does not understand evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	The student has a firm understanding of evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	The student consistently shows an understanding of evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	Clinical Case Presentation 2 Evaluation
Internship	J1.	Applies relevant research findings to inform the practice of clinical mental health counseling.	Clinical Case Presentation 2	The student does not utilize research findings to inform his/her clinical practice.	The student utilizes current research findings to inform his/her clinical practice.	The student often utilizes and integrates current research findings in his/her clinical practice.	Clinical Case Presentation 2 Evaluation
Internship	J2.	Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	Clinical Case Presentation 2	The student does not develop or utilize appropriate intervention outcome measurements.	The student develops or utilizes appropriate intervention outcome measurements.	The student regularly develops and utilizes appropriate intervention outcome measurements.	Clinical Case Presentation 2 Evaluation
Internship	J3.	Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs	Clinical Case Presentation 2	The student does not use outcome data to enhance the effectiveness of interventions.	The student utilizes outcome data to enhance the effectiveness of interventions.	The student regularly utilizes outcome data to enhance the effectiveness of interventions.	Clinical Case Presentation 2 Evaluation
Internship	A2.	Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Final Site Supervisor Evaluation	Student does not understand the ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Student understands the ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Student clearly understands the ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Final Site Supervisor Evaluation
Internship	B1.	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Final Site Supervisor Evaluation	The student does not adhere to ethical and legal standards in clinical mental health counseling	The student demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling	The student consistently demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling	Final Site Supervisor Evaluation
Internship	C7	Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	Final Site Supervisor Evaluation	The student does not understand the principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning.	The student understands the principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning.	The student excels at understanding the principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning.	Final Site Supervisor Evaluation
Internship	D1.	Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Final Site Supervisor Evaluation	The student does not show an understanding of the principles and practices of CMH counseling (diagnosis, treatment, referral, prevention, maintaining treatment, termination).	The student shows an understanding of the principles and practices of CMH counseling (diagnosis, treatment, referral, prevention, maintaining treatment, termination).	The student exhibits a very high understanding of the principles and practices of CMH counseling (diagnosis, treatment, referral, prevention, maintaining treatment, termination).	Final Site Supervisor Evaluation



### Appendix H.3 Internship

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Used
Internship	D2.	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	Final Site Supervisor Evaluation	The student does not show the ability to apply multicultural competencies to clinical mental health counseling (diagnosis, treatment, referral, prevention).	The student shows the ability to apply multicultural competencies to clinical mental health counseling (diagnosis, treatment, referral, prevention).	The student definitively shows the ability to apply multicultural competencies to clinical mental health counseling (diagnosis, treatment, referral, prevention).	Final Site Supervisor Evaluation
Internship	D4.	Applies effective strategies to promote client understanding of and access to a variety of community resources.	Final Site Supervisor Evaluation	The student does not provide clients with an understanding of and access to community resources.	The student is effective at providing clients with an understanding of and access to community resources.	The student shows excellent skill at providing clients with an understanding of and access to community resources.	Final Site Supervisor Evaluation
Internship	D7.	Applies current record-keeping standards related to clinical mental health counseling.	Final Site Supervisor Evaluation	Site supervisor reports that the student does not adhere to current record keeping standards related to clinical mental health counseling.	Site supervisor reports that the student regularly adheres to current record keeping standards related to clinical mental health counseling.	Site supervisor reports that the student always adheres to current record keeping standards related to clinical mental health counseling.	Final Site Supervisor Evaluation
Internship	D9.	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	Final Site Supervisor Evaluation	The student is unable and unwilling to recognize clinical limitations and does not sufficiently seek supervision or refers clients when appropriate.	The student is able and willing to recognize clinical limitations and either seeks supervision or refers clients when appropriate.	The student is skilled at recognizing clinical limitations and always seeks supervision and refers clients when appropriate.	Final Site Supervisor Evaluation

## Appendix H.4 Substance Abuse

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Used
Substance Abuse	A6.	Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders	Case Study paper (final version with Part 1 and 2)	Fails to describe medical and/or other psychological disorders relevant to case or discusses medical and psychological disorders not relevant or appropriate.	Describes possible medical & psychological disorders present, however, explanations are not clearly articulated.	Provides a sophisticated and comprehensive analysis of possible medical & psychological disorders relevant to case.	Case Study Paper Rubric
Substance Abuse	C4.	Knows the disease concept and etiology of addiction and co-occurring disorders	Case Study paper (final version with Part 1 and 2)	Describes etiological models of addiction, but struggles with articulating their strengths and limitations as well as the appropriateness of each model with specific groups.	Evaluates strengths and limitations of etiological models, but struggles with appropriately and clearly applying models to client case conceptualization.	Demonstrates skill in applying etiological models to assessment information in order to formulate an accurate and comprehensive client case conceptualization.	Case Study Paper Rubric
Substance Abuse	D8.	Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders	Case Study paper (final version with Part 1 and 2)	Does not describe evidence-based counseling strategies, such as reflective listening and collaborative goal-setting for use with clients with addiction	Inconsistently describes evidence-based skills such as reflective listening and collaborative goal-setting with clients with addiction.	Effectively describes the use of evidence-based skills such as reflective listening and collaborative goal-setting with clients with addiction.	Case Study Paper Rubric
Substance Abuse	G4.	Identifies standard screening and assessment instruments for substance use disorders and process addictions	Case Study paper (final version with Part 1 and 2)	Unable to list commonly used standard screening and assessment instruments for substance use disorders and process addictions.	Evaluates strengths and limitations of instruments, but struggles with selecting appropriate instruments for client cases discussed in course assignments.	Considers the strengths/limitations of instruments in creating an appropriate assessment battery for client cases discussed in course assignments.	Case Study Paper Rubric
Substance Abuse	H3.	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders	Case Study paper (final version with Part 1 and 2)	Does not assess key criteria of addiction, such as severity of use and negative consequences, or ask follow up questions with client.	Screens for key addiction factors but fails to appropriately follow up based on client responses.	Provides comprehensive screening for addiction that includes assessing relevant factors and probing when necessary.	Case Study Paper Rubric
Substance Abuse	H4.	Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care	Case Study paper (final version with Part 1 and 2)	Struggles with assessing treatment variables and utilizing assessment data to develop a case conceptualization and determine the appropriate treatment approach.	Able to explain various assessment strategies, but struggles integrating data from multiple assessments to develop a holistic case conceptualization and treatment plan.	Demonstrates skill in integrating various assessment data in constructing comprehensive case conceptualizations and treatment plans	Case Study Paper Rubric

## Appendix H.4 Substance Abuse

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Used
Substance Abuse	K3.	Knows the impact of co-occurring substance use disorders on medical and psychological disorders	Case Study paper (final version with Part 1 and 2)	Unable to describe the complex relationships between substance use, medical disorders, and psychological disorders.	Able to articulate relationship between these complex variables, but struggles with applying knowledge to cases discussed in assignments.	Applies awareness of interplay between substance use, medical disorders, and psychological disorders when creating client conceptualization and treatment plan of cases discussed in assignments.	Case Study Paper Rubric

## Appendix H.5 Psychopathology

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Used
Psychopathology	C2.	Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders	Diagnostic Case Report	Significant problems with assessment; key information missing; does not support diagnosis. Etiology and treatment considerations not sufficiently considered	Mostly accurate use of diagnostic terminology; somewhat inconsistent in accurately and fully discussing the etiology of problems and treatment considerations; fair to average comprehensiveness and thoroughness in diagnostic assessment	Sophisticated, comprehensive assessment; accurate use of diagnostic terminology; considered etiology from social cultural, contextual, and psychodynamic perspectives; accurately discussed treatment considerations	Diagnostic Case Report;
Psychopathology	G3.	Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.	Psychopharmacology Paper	Did not cover commonly prescribed medications; missed proper referrals for stated diagnosis.	Evidence that medications and medical issues were considered including side effects; most obvious referrals were made.	Sophisticated, thorough consideration of medical issues; includes detailed info for medication; referrals reflect sophisticated understanding of meds and possible medical issues.	Psychopharmacology paper
Psychopathology	K1.	Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).	Diagnostic Case Report	Unsupportable diagnosis, insufficient justification; does not carefully consider differential diagnoses.	Adequate diagnosis with behavioral identification of most required indicators; most codes correct; attention to co-occurring issues; moderately considers and explains rule out process for differential diagnoses.	Sophisticated diagnosis with behavioral identification of all required indicators; all codes correct; subtle attention to co-occurring issues; carefully considers and explains rule out process for differential diagnoses.	Diagnostic case report
Psychopathology	K2.	Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.	Diagnostic Case Report	Unjustified diagnosis; lacks understanding of diagnostic criteria	Adequate understanding of established diagnostic criteria for mental and emotional disorders	Sophisticated understanding of established diagnostic criteria for mental and emotional disorders	Diagnostic Case Report
Psychopathology	K4.	Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	Diagnostic Case Report	Missing critical information; not carefully considered or explained.	Moderate attention to systemic and social cultural factors in the etiology of presenting symptoms and fair understanding of cultural biases of common diagnostic tools; basic understanding but lacks depth	subtle attention to how systemic issues and social cultural biases relate to presenting symptoms; subtle understanding of cultural biases in diagnostic tools	Diagnostic Case Report
Psychopathology	L1.	Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	Diagnostic Role Play	Significant problems; inaccurate or inconsistency in symptoms and described treatment. Missing meaningful frequency, duration, and progress.	Symptoms with frequency and/or duration; progress included.	Specific DSM symptoms cited/apparent in role play; detailed frequency, duration, and progress; sophisticated linking of symptoms to personality dynamics, interventions, assessment questions appropriate and sophisticated	Diagnostic Role Play
Psychopathology	L2.	Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Diagnostic Role Play	Key differences between diagnoses missing; lacks understanding of key differences between similar diagnoses	Discussion of differential diagnosis basic and adequate but lacks depth and sophistication	Lead sophisticated and professional discussion of differential diagnosis with peers; carefully consider the subtle differences between related diagnoses	Diagnostic Role Play

Appendix H.6 Crisis

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Used
Crisis	A9.	Understands the impact of crises, disasters, and other trauma-causing events on people.	Clinical Handbook; Crisis Movie Paper	Student does not understand the impact of crises, disasters, and other trauma-causing events on people.	Student understands the impact of crises, disasters, and other trauma-causing events on people.	Student understanding of the impact of crises, disasters, and other trauma-causing events on people is exceptional.	Crisis Intervention Model Creation
Crisis	C6.	Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	Clinical Handbook; Crisis Movie Paper	Student does not understand the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	Student understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	Student understanding of the principles of crisis intervention for people during crises, disasters, and other trauma-causing events is exceptional.	Crisis Intervention Model Creation
Crisis	D6.	Demonstrates the ability to use procedures for assessing and managing suicide risk.	Crisis Movie Paper	Student does not demonstrate the ability to use procedures for assessing and managing suicide risk.	Student demonstrates the ability to use procedures for assessing and managing suicide risk.	Student's demonstration of the ability to use procedures for assessing and managing suicide risk is exceptional.	Suicide Assessment In Class Role Play
Crisis	K5.	Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	Clinical Handbook and Presentation	Student does not understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	Student understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.	Student understanding of the appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event is exceptional.	Fictional Case Study and Case Conceptualization
Crisis	L3.	Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	Crisis Movie Paper	Student does not differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	Student differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	Student's ability to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events is exceptional.	Crisis Intervention Model Creation

## Appendix H.7 Prevention

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Used
Prevention	C1.	Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society	Prevention Final Paper	Cannot describe the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society	Can describe the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society	Is consistently able to describe the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society	Prevention Final Paper Rubric
Prevention	C2.	Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders	Prevention Final Paper	Fails to or inconsistently demonstrates an understanding of the prevention strategies related to specific mental and emotional disorders	Can describe prevention strategies related to specific mental and emotional disorders.	Demonstrates a sophisticated understanding of prevention strategies of specific mental and emotional disorders.	Prevention Final Paper Rubric
Prevention	C3.	Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	Prevention Final Paper	Demonstrates minimal understanding of models, methods, and principles of program development and service delivery of a variety of services.	Adequate understanding of models, methods, and principles of program development and service delivery of a variety of services.	Sophisticated understanding of models, methods, and principles of program development and service delivery of a variety of services.	Prevention Final Paper Rubric
Prevention	D3.	Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Public Policy Advocacy Letter	Does not consistently promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Consistently promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Always promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Public Policy Advocacy Letter Rubric
Prevention	I2.	Knows models of program evaluation for clinical mental health programs.	Prevention Final Paper	The student does not know models of program evaluation for clinical mental health programs	The student understands models of program evaluation for clinical mental health programs.	The student understands models of program evaluation for clinical mental health programs at an exceptional level.	Prevention Final Paper Rubric

Appendix H.8 Family Systems Theory

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Used
Family Systems Theory	C8.	Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Structural Family Therapy Assignment	Cannot recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Can recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Is consistently able to recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Structural Family Therapy Assignment Grading Rubric

## Appendix H.9 Assessment & Appraisal

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	NA = 0	Assessment Technique Used
Appraisal	G1.	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans	Assessment Prospectus	Unable to systematically describe or apply knowledge of principles and models of assessment in diagnosis and treatment planning.	Able to describe and apply specific principles and models of assessment, but inconsistently synthesizes multiple sources of information when formulating a diagnosis and treatment plan.	Synthesizes and evaluates various principles and models of assessment when formulating diagnosis and counseling treatment plan.	Only select this option if the student who you are evaluating is not in the CMH program.	Assessment Prospectus Rubric
Appraisal	G2.	Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psycho educational and personality assessments	Assessment Prospectus	Unable to systematically describe or apply knowledge of various models and approaches to clinical evaluation and their appropriate uses.	Able to describe but inconstantly applies specific models and approaches to clinical evaluation, and struggles with developing a comprehensive assessment plan that is both culturally and clinically appropriate.	Evaluates the various models and approaches to clinical evaluation by selecting culturally and clinically appropriate assessment methods for client cases.	Only select this option if the student who you are evaluating is not in the CMH program.	Assessment Prospectus Rubric
Appraisal	H1.	Selects appropriate assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols	Assessment Prospectus	Fails to select appropriate assessment interventions to aid in diagnosis and treatment planning by ignoring cultural bias as well as other psychometric and client background variables.	Inconsistently considers cultural bias as well as other psychometric and client background variables when selecting appropriate assessment interventions to assist in diagnosis and treatment planning	Consistently demonstrates thorough understanding of cultural bias as well as other psychometric and client variables when selecting assessment interventions.	Only select this option if the student who you are evaluating is not in the CMH program.	Assessment Prospectus Rubric



Appendix H.10 Research

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	NA = 0	Assessment Technique Used
Research	CMH II.	Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	Proposal Project Paper	The student does not understand how to critically evaluate research relevant to the practice of clinical mental health counseling.	The student understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	The student understands how to critically evaluate research relevant to the practice of clinical mental health counseling at an exceptional level.	Only select this option if the student who you are evaluating is not in the CMH program.	Proposal Project Paper Rubric

## Appendix H.11 Diverse Populations

Course		Clinical Mental Health Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	NA = 0	Assessment Technique Used
Diversity	E1.	Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	Case Study	Does not display an understanding of how living in a multicultural society affects clients seeking clinical mental health services	Shows adequate understanding of how living in a multicultural society affects clients seeking clinical mental health services	Shows exemplar understanding of how living in a multicultural society affects clients seeking clinical mental health services	Only select this option if the student who you are evaluating is not in the CMH program.	Case Study Rubric: Identification of problem & client goal
Diversity	E2.	Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Case Study	Does not display an understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one's life and career and those of the client	Shows adequate understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one's life and career and those of the client	Shows exemplar understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one's life and career and those of the client	Only select this option if the student who you are evaluating is not in the CMH program.	Case Study Rubric: Psychosocial Assessment
Diversity	E3.	Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	Case Study	Does not display an understanding of current literature that outlines theories, approaches, strategies, and techniques that have been shown to be effective with specific populations	Shows adequate understanding of current literature that outlines theories, approaches, strategies, and techniques that have been shown to be effective with specific populations	Shows exemplar understanding of current literature that outlines theories, approaches, strategies, and techniques that have been shown to be effective with specific populations	Only select this option if the student who you are evaluating is not in the CMH program.	Case Study Rubric: Intervention/ solution attempts
Diversity	E4.	Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	Case Study	Does not display an understanding of effective strategies to support client advocacy and influence public policy	Shows adequate understanding of effective strategies to support client advocacy and influence public policy	Shows exemplar understanding of effective strategies to support client advocacy and influence public policy	Only select this option if the student who you are evaluating is not in the CMH program.	Case Study Rubric: Client Identities
Diversity	E5.	Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	Case Study	Does not display an understanding of the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare	Shows adequate understanding of the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare	Shows exemplar understanding of the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare	Only select this option if the student who you are evaluating is not in the CMH program.	Case Study Rubric: Intervention/ solution attempts
Diversity	E6.	Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	Case Study	Shows limited, or no, knowledge of public policies on the local, state, and national levels related to quality and accessibility of mental health services	Displays adequate knowledge of public policies on the local, state, and national levels related to quality and accessibility of mental health services	Shows exceptional knowledge of public policies on the local, state, and national levels related to quality and accessibility of mental health services	Only select this option if the student who you are evaluating is not in the CMH program.	Case Study Rubric: Identification of problem & client goal
Diversity	F1.	Maintains information regarding community resources to make appropriate referrals.	Case Study	Shows limited, or no, knowledge of community resources to make appropriate referrals	Displays some knowledge of community resources to make appropriate referrals	Shows extensive knowledge of community resources to make appropriate referrals	Only select this option if the student who you are evaluating is not in the CMH program.	Case Study Rubric: Referral & Collaboration
Diversity	F2.	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	Case Study	Shows limited, or no, skills or knowledge of advocating for policies, programs, and services related to the needs of clients	Displays some knowledge of advocating for policies, programs, and services related to the needs of clients	Shows extensive knowledge of advocating for policies, programs, and services related to the needs of clients	Only select this option if the student who you are evaluating is not in the CMH program.	Case Study Rubric: Assessment & Application of client's strengths
Diversity	F3.	Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	Case Study	Displays limited, or no, abilities related to modifying counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations	Displays some abilities related to modifying counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations	Shows exceptional abilities related to modifying counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations	Only select this option if the student who you are evaluating is not in the CMH program.	Case Study Rubric: Intervention/ solution attempts

Appendix I. School Counseling Matrix

		Practicum	Internship I	Internship II	School Counseling Orientation	Consultation Processes	Special Ed. For Couns. & Teachers	Counseling the Exceptional Child	Therapeutic Strategies for Working with Children	Adolescent Couns. Intervention	Development of ELL Students	Laboratory in Counseling Diverse Populations	Research & Evaluation	Assessment & Appraisal	Ethics & Professional P
		CHR 8677	CHR 8692	CHR 8694	CHR 8680	CHR 8683	CHR 8600	CHR 8602	CHR 8854	CHR 8857	EDU 8675	CHR 8860	CHR 8604	CHR 8855	CHR 7132
<b>A</b>	<b>A. Knowledge</b>														
A1.	1. Knows history, philosophy, and trends in school counseling and educational systems.				X										
A2.	2. Understands ethical and legal considerations specifically related to the practice of school counseling.				X										
A3.	3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.				X										
A4.	4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.				X										
A5.	5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.				X										
A6.	6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.									X					
A7.	7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.				X										
<b>B.</b>	<b>B. Skills and Practices</b>														
B1	1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	X													
B2	2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.				X										
	<b>COUNSELING, PREVENTION, AND INTERVENTION</b>														
<b>C</b>	<b>C. Knowledge</b>														
C1	1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.				X										

Appendix I. School Counseling Matrix

		Practicum	Internship I	Internship II	School Counseling Orientation	Consultation Processes	Special Ed. For Couns. & Teachers	Counseling the Exceptional Child	Therapeutic Strategies for Working with Children	Adolescent Couns. Intervention	Development of ELL Students	Laboratory in Counseling Diverse Populations	Research & Evaluation	Assessment & Appraisal	Ethics & Professional P
		CHR 8677	CHR 8692	CHR 8694	CHR 8680	CHR 8683	CHR 8600	CHR 8602	CHR 8854	CHR 8857	EDU 8675	CHR 8860	CHR 8604	CHR 8855	CHR 7132
C2	2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.		X	X											
C3	3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	X													
C4	4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	X													
C5	5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.									X					
C6	6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.				X										
D	<b>D. Skills and Practices</b>														
D1	1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.									X					
D2	2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.		X	X											
D3	3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.									X					
D4	4. Demonstrates the ability to use procedures for assessing and managing suicide risk.				X										
D5	5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	X													
	<b>DIVERSITY AND ADVOCACY</b>														
E.	<b>E. Knowledge</b>														

Appendix I. School Counseling Matrix

		Practicum CHR 8677	Internship I CHR 8692	Internship II CHR 8694	School Counseling Orientation CHR 8680	Consultation Processes CHR 8683	Special Ed. For Couns. & Teachers CHR 8600	Counseling the Exceptional Child CHR 8602	Therapeutic Strategies for Working with Children CHR 8854	Adolescent Couns. Intervention CHR 8857	Development of ELL Students EDU 8675	Laboratory in Counseling Diverse Populations CHR 8860	Research & Evaluation CHR 8604	Assessment & Appraisal CHR 8855	Ethics & Professional P CHR 7132
E1	1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.											X			
E2	2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.											X			
E3	3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.											X			
E4	4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.											X			
F	<b>F. Skills and Practices</b>														
F1	1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.											X			
F2	2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.											X			
F3	3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.											X			
F4	4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.		X	X											
	<b>ASSESSMENT</b>														
G	<b>G. Knowledge</b>														
G1	1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.													X	

Appendix I. School Counseling Matrix

		Practicum CHR 8677	Internship I CHR 8692	Internship II CHR 8694	School Counseling Orientation CHR 8680	Consultation Processes CHR 8683	Special Ed. For Couns. & Teachers CHR 8600	Counseling the Exceptional Child CHR 8602	Therapeutic Strategies for Working with Children CHR 8854	Adolescent Couns. Intervention CHR 8857	Development of ELL Students EDU 8675	Laboratory in Counseling Diverse Populations CHR 8860	Research & Evaluation CHR 8604	Assessment & Appraisal CHR 8855	Ethics & Professional P CHR 7132
G2	2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.													X	
G3	3. Identifies various forms of needs assessments for academic, career, and personal/social development.				X									X	
H	<b>H. Skills and Practices</b>														
H1	1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.		X												
H2	2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.													X	
H3	3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.													X	
H4	4. Makes appropriate referrals to school and/or community resources.		X												
H5	5. Assesses barriers that impede students' academic, career, and personal/social development.	X													
	<b>RESEARCH AND EVALUATION</b>														
I	<b>I. Knowledge</b>														
I1	1. Understands how to critically evaluate research relevant to the practice of school counseling.												X		
I2	2. Knows models of program evaluation for school counseling programs.			X											
I3	3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).		X	X											
I4	4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).			X											
I5	5. Understands the outcome research data and best practices identified in the school counseling research literature.	X													
J	<b>J. Skills and Practices</b>														
J1	1. Applies relevant research findings to inform the practice of school counseling.	X										X			

Appendix I. School Counseling Matrix

		Practicum	Internship I	Internship II	School Counseling Orientation	Consultation Processes	Special Ed. For Couns. & Teachers	Counseling the Exceptional Child	Therapeutic Strategies for Working with Children	Adolescent Couns. Intervention	Development of ELL Students	Laboratory in Counseling Diverse Populations	Research & Evaluation	Assessment & Appraisal	Ethics & Professional P
		CHR 8677	CHR 8692	CHR 8694	CHR 8680	CHR 8683	CHR 8600	CHR 8602	CHR 8854	CHR 8857	EDU 8675	CHR 8860	CHR 8604	CHR 8855	CHR 7132
J2	2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	X													
J3	3. Analyzes and uses data to enhance school counseling programs.			X											
<b>ACADEMIC DEVELOPMENT</b>															
K	<b>K. Knowledge</b>														
K1	1. Understands the relationship of the school counseling program to the academic mission of the school.				X										
K2	2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.				X										
K3	3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.		X												
L	<b>L. Skills and Practices</b>														
L1	1. Conducts programs designed to enhance student academic development.		X												
L2	2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.		X												
L3	3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.		X												
<b>COLLABORATION AND CONSULTATION</b>															
M	<b>M. Knowledge</b>														
M1	1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.									X					
M2	2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.			X											

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		Practicum CHR 8677	Internship I CHR 8692	Internship II CHR 8694	School Counseling Orientation CHR 8680	Consultation Processes CHR 8683	Special Ed. For Couns. & Teachers CHR 8600	Counseling the Exceptional Child CHR 8602	Therapeutic Strategies for Working with Children CHR 8854	Adolescent Couns. Intervention CHR 8857	Development of ELL Students EDU 8675	Laboratory in Counseling Diverse Populations CHR 8860	Research & Evaluation CHR 8604	Assessment & Appraisal CHR 8855	Ethics & Professional P CHR 7132
M3	3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.			X											
M4	4. Understands systems theories, models, and processes of consultation in school system settings.			X											
M5	5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.											X			
M6	6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.				X										
M7	7. Knows school and community collaboration models for crisis/disaster preparedness and response.				X										
N.	<b>N. Skills and Practices</b>														
N1	1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	X													
N2	2. Locates resources in the community that can be used in the school to improve student achievement and success.		X												
N3	3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.		X												
N4	4. Uses peer helping strategies in the school counseling program.	X													
N5	5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	X													
	<b>LEADERSHIP</b>														
O	<b>O. Knowledge</b>														
O1	1. Knows the qualities, principles, skills, and styles of effective leadership.			X											
O2	2. Knows strategies of leadership designed to enhance the learning environment of schools.			X											



Appendix I. School Counseling Matrix

		Practicum	Internship I	Internship II	School Counseling Orientation	Consultation Processes	Special Ed. For Couns. & Teachers	Counseling the Exceptional Child	Therapeutic Strategies for Working with Children	Adolescent Couns. Intervention	Development of ELL Students	Laboratory in Counseling Diverse Populations	Research & Evaluation	Assessment & Appraisal	Ethics & Professional P
		CHR 8677	CHR 8692	CHR 8694	CHR 8680	CHR 8683	CHR 8600	CHR 8602	CHR 8854	CHR 8857	EDU 8675	CHR 8860	CHR 8604	CHR 8855	CHR 7132
O3	3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.			X											
O4	4. Understands the important role of the school counselor as a system change agent.			X											
O5	5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.			X											
P.	<b>P. Skills and Practices</b>														
P1	1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.			X											
P2	2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).		X												

Appendix I.1 School Orientation

		School Counseling Standard	Signature Assignment	Does Not Meet Expectations = 1	Meets Expectations =2	Exceeds Expectations =3	Assessment Technique Utilized
School Orientation	A1.	1. Knows history, philosophy, and trends in school counseling and educational systems.	Brochure	Brochure missing or misrepresents history, philosophy, and trends in school counseling	Adequate representation of history, philosophy, and trends in school counseling	Succinct and excellent reflection of history, philosophy, and trends in school counseling	Brochure Rubric
School Orientation	A2.	2. Understands ethical and legal considerations specifically related to the practice of school counseling.	Brochure	Missing or inadequate representation of ethical/legal considerations specific to school counseling.	Adequate representation of ethical/legal considerations specific to school counseling.	Sophisticated representation of ethical/legal considerations specific to school counseling.	Brochure Rubric
School Orientation	A3.	3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school.	Brochure	Brochure lacks statement indicating counselor's roles, functions, settings, in relation to the roles of other professionals in the school.	Brochure entails adequate statement indicating counselor's roles, functions, settings, in relation to the roles of other professionals in the school.	Sophisticated and succinct brochure statement, detailing counselor's roles, functions, settings, in relation to the roles of other professionals in the school.	Brochure Rubric
School Orientation	A4.	4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	Brochure	Brochure does not include credentials or professional organization or includes limited or inaccurate descriptions.	Brochure includes a section that describes involvement in relevant professional organizations related to school counseling. Brochure includes an accurate description of appropriate school counselor credentials, as well as standards related to the field.	Brochure describes a clear counselor identity and could be used as a tool to advocate for the profession	Brochure Rubric
School Orientation	A5.	5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program.	Brochure	Does not clearly provide details on current models of school counseling programs	Brochure provides details on current models of school counseling programs	Brochure has an excellent reflection of details on current models of school counseling programs and how they relate to the total educational program.	Brochure Rubric
School Orientation	A7.	7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-	Brochure	Brochure does not reflect understanding of emergency plan and roles during a crisis.	Brochure reflects understanding of emergency plan and roles during a crisis.	Brochure has excellent reflection of understanding of emergency plan and roles during a crisis.	Brochure Rubric
School Orientation	B2	2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	Brochure	Brochure is inadequate in advocating for appropriate counselor role.	Brochure is adequate in advocating for an appropriate school counselor role and program.	Brochure articulates excellent advocacy for an appropriate school counselor identity and program.	Brochure Rubric

Appendix I.1 School Orientation

		<b>School Counseling Standard</b>	<b>Signature Assignment</b>	<b>Does Not Meet Expectations = 1</b>	<b>Meets Expectations =2</b>	<b>Exceeds Expectations =3</b>	<b>Assessment Technique Utilized</b>
School Orientation	C1	1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	Brochure	Does not display articulation of theories and processes of effective counseling and wellness programs.	Adequate articulation of theories and processes of effective counseling and wellness programs.	Excellent articulation of theories and processes of effective counseling and wellness programs.	Brochure Rubric
School Orientation	C6	impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for	Brochure	Below average or missing articulation of theories and processes of effective counseling and wellness programs.	Brochure has adequate reflection of understanding of emergency plan and roles during a crisis.	Brochure has excellent reflection of understanding of emergency plan and roles during a crisis.	Brochure Rubric
School Orientation	D4	4. Demonstrates the ability to use procedures for assessing and managing suicide risk.	Brochure	Missing or inadequate articulation of procedures for suicidality.	Adequate articulation of procedures for suicidality.	Excellent articulation of procedures for suicidality.	Brochure Rubric
School Orientation	G3	3. Identifies various forms of needs assessments for academic, career, and personal/social development.	Brochure	Inadequate or mission summary of how needs are assessed for academic, career, and personal/social development.	Adequate summary of how needs are assessed for academic, career, and personal/social development.	Succinct summary of how needs are assessed for academic, career, and personal/social development.	Brochure Rubric
School Orientation	K1	1. Understands the relationship of the school counseling program to the academic mission of the school.	Brochure	Services, goals or mission is not included on the brochure or they are incomplete and unclear.	Clear description of how the school counseling program links to the academic mission of the school.	Excellent description of goals/mission and description of how the school counseling program links to the academic mission of the school.	Brochure Rubric
School Orientation	K2	2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.	Brochure	Lack of a clear description of concepts, principles, strategies, programs designed to ensure student success.	Clear description of concepts, principles, strategies, programs designed to ensure student success.	High quality description of concepts, principles, strategies, programs designed to ensure student success.	Brochure Rubric
School Orientation	M6.	Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	Brochure	Shows limited, or no, understanding of the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	Shows understanding of the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	Shows exemplar understanding of the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	Brochure Rubric

Appendix I.1 School Orientation

		<b>School Counseling Standard</b>	<b>Signature Assignment</b>	<b>Does Not Meet Expectations = 1</b>	<b>Meets Expectations =2</b>	<b>Exceeds Expectations =3</b>	<b>Assessment Technique Utilized</b>
School Orientation	M7.	Knows school and community collaboration models for crisis/disaster preparedness and response.	Brochure	Shows limited, or no, knowledge of school and community collaboration models for crisis/disaster preparedness and response.	Displays knowledge of school and community collaboration models for crisis/disaster preparedness and response.	Displays exceptional knowledge of school and community collaboration models for crisis/disaster preparedness and response.	Brochure Rubric

Appendix I.2 Internship I

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Utilized
Internship I	C3.	Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	Case Study	Unable to identify or apply strengths to assist client amelioration of presenting issue	Able to apply client strengths in addressing client interventions, may lack theory or evidenced-based grounding	Able to apply client strengths in sophisticated and nuanced manner, as aligned with theory and/or evidenced-based practices	Case Study Presentation Rubric
Internship I	C4.	Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	Case Study	Fails to display knowledge of designing, implementing, managing, and evaluating transition programs	Shows adequate understanding of designing, implementing, managing, and evaluating transition programs	Shows exemplar knowledge of designing, implementing, managing, and evaluating transition programs	Case Study Presentation Rubric
Internship I	D2.	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	Classroom Lesson	Below expectations in regards to one or more aspect of designing, implementing, or assessing programs that address students' career, academic, and personal/social development.	Adequate designing and implementation of programs that enhance students' career, academic, and personal/social development.	Exceeds skills in designing, implementing, and evaluating programs that enhance students' career, academic, and personal/social development	Classroom Lesson Rubric
Internship I	F4.	Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	Classroom Lesson	Unable to effectively design or present/ implement a school-counseling-related educational program for use with parents and teachers.	Adequate design and implementation of a school-counseling-related educational program for use with parents and teachers.	Exceeds expectations/skills in presenting a school-counseling-related educational program for use with parents and teachers.	Classroom Lesson Rubric
Internship I	H1.	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Case Study	Inaccurate or biased interpretation of students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Able to assess and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities	Exceeds skills in assessing and interpreting students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities	Case Study Presentation Rubric
Internship I	H4.	Makes appropriate referrals to school and/or community resources	Case Study	Limited, or no, knowledge/experience in making appropriate referrals to school and/or community resources	Some knowledge and/ or experience in making appropriate referrals to school and/or community resources	Extensive knowledge and experience in making appropriate referrals to school and/or community resources	Case Study Presentation Rubric
Internship I	K3.	Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	Classroom Lesson	Below expectations in all aspects of classroom guidance lesson (e.g., effective design, classroom management, differential instructional strategies)	Shows adequate skills and knowledge in all aspects of classroom guidance lesson (e.g., effective design, classroom management, differential instructional strategies)	Exceeds skills and knowledge in all aspects of classroom guidance lesson (e.g., effective design, classroom management, differential instructional strategies)	Classroom Lesson Rubric

Appendix I.2 Internship I

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Utilized
Internship I	L3.	Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Classroom Lesson	Below expectations in implementing differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement	Adequate knowledge and skills in implementing differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement	Exceeds expectations in implementing differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement	Classroom Lesson Rubric
Internship I	N3.	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Case Study	Limited, or no, experience consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	Displays experience consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	Shows exceptional experience consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	Case Study Presentation Rubric
Internship I	P2.	Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).	Classroom Lesson	Unable to effectively design or present/ implement a school-counseling-related educational program for use with parents and teachers.	Adequate design and implementation of a school-counseling-related educational program for use with parents and teachers.	Exceeds expectations/skills in presenting a school-counseling-related educational program for use with parents and teachers.	Classroom Lesson Rubric
Internship I	N2.	Locates resources in the community that can be used in the school to improve student achievement and success.	Case Study	Does not know how to locate resources in the community that can be used in school to improve student achievement and success	Understands how to locate resources in the community that can be used in school to improve student achievement and success	Understands how to locate resources in the community that can be used in school to improve student achievement and success at an exceptional level	Case Study Presentation Rubric

Appendix I.3 Internship II

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Utilized
Internship II	N.3	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Student Portfolio	Limited, or no, experience consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	Displays experience consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	Shows exceptional experience consulting with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development	Portfolio Grading Rubric
Internship II	C.2	Knows how to design, implement, manage, and evaluate programs to enhance academic, career, and personal/social development of students	Student Portfolio	Below expectations in regards to one or more aspect of designing, implementing, or assessing programs that address students' career, academic, and personal/social development.	Adequate designing and implementation of programs. Use of outcome assessment was adequate.	Exceeds skills in designing, implementing, and evaluating programs that enhance students' career, academic, and personal/social development	Portfolio Grading Rubric
Internship II	L.1	Conducts programs designed to enhance student academic development.	Student Portfolio	Below expectations in regards to one or more aspect of designing, implementing, or assessing programs that enhance student academic development	Adequate knowledge and skills in designing, implementing, or assessing programs that enhance student academic development	Exceeds skills in designing, implementing, and evaluating programs that enhance students academic development	Portfolio Grading Rubric
Internship II	L.2	Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	Student Portfolio	Below expectations in implementing strategies and activities to prepare students for a full range of postsecondary options and opportunities	Shows adequate skills in implementing strategies and activities to prepare students for a full range of postsecondary options and opportunities	Exceeds expectations in implementing strategies and activities to prepare students for a full range of postsecondary options and opportunities	Portfolio Grading Rubric
Internship II	I.4	Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).	Student Portfolio	Below expectations in one or more aspects of using data to design interventions and assess outcomes in context of a comprehensive school program.	Adequate knowledge and skills in using data to design interventions and assess outcomes.	Exceeds knowledge and skills in using data to design interventions and assess outcomes to create a comprehensive school counseling program.	Portfolio Grading Rubric
Internship II	J.3	Analyzes and uses data to enhance school counseling programs.	Student Portfolio	Below expectations in using data to enhance a comprehensive school program	Adequate knowledge and skills in using data to enhance school counseling programs	Exceeds knowledge and skills in using data to enhance school counseling programs	Portfolio Grading Rubric
Internship II	M.2	Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	Student Portfolio	Below expectations in understanding strategies to promote, develop, and enhance effective teamwork within the school and the larger community	Adequate understanding of strategies to promote, develop, and enhance effective teamwork within the school and the larger community	Exceeds expectations in understanding strategies to promote, develop, and enhance effective teamwork within the school and the larger community	Portfolio Grading Rubric

Appendix I.3 Internship II

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Utilized
Internship II	M.3	Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	Student Portfolio	Below expectations in understanding how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students	Adequate understanding of how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students	Exceeds expectations in understanding how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students	Portfolio Grading Rubric
Internship II	M.4.	Understands systems theories, models, and processes of consultation in school system settings.	Student Portfolio	Displays a lack of understanding of systems theories, models, and processes of consultation in school system settings	Adequate understanding of systems theories, models, and processes of consultation in school system settings	Displays an exceptional understanding of systems theories, models, and processes of consultation in school system settings.	Portfolio Grading Rubric
Internship II	O.1	Knows the qualities, principles, skills, and styles of effective leadership.	Student Portfolio	Below expectations in one or more areas related to leadership understanding, knowledge or skills.	Adequate knowledge in one or more areas related to leadership understanding, knowledge or skills.	Exceeds expectations in one or more areas related to leadership understanding, knowledge or skills.	Portfolio Grading Rubric
Internship II	O.2	Knows strategies of leadership designed to enhance the learning environment of schools.	Student Portfolio	Below expectations in one or more areas related to leadership understanding, knowledge or skills.	Adequate knowledge and skills in leadership. Adequate understanding of leadership role in student assistance programs, curriculum, and advisory meetings.	Demonstrates exemplar leadership knowledge, skills, and qualities. Understands leadership role in student assistance programs, curriculum, and advisory meetings.	Portfolio Grading Rubric
Internship II	O.3.	Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.	Student Portfolio	Does not know how to design, implement, manage, and evaluate a comprehensive school counseling program	Understands how to design, implement, manage, and evaluate a comprehensive school counseling program	Exceeds knowledge of how to design, implement, manage, and evaluate a comprehensive school counseling program.	Portfolio Grading Rubric
Internship II	O.4	Understands the important role of the school counselor as a system change agent.	Student Portfolio	Below expectations related to understanding of role as a system change agent.	Adequate knowledge of role as a system change agent.	Exemplar knowledge and behaviors in role as a system change agent.	Portfolio Grading Rubric
Internship II	O.5	Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	Student Portfolio	Does not understand the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings	Shows understanding of the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings	Shows exemplar understanding of the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings	Portfolio Grading Rubric



Appendix I.3 Internship II

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Assessment Technique Utilized
Internship II	P.1	Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.	Student Portfolio	Shows limited, or no, knowledge of how to participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	Adequate knowledge of how to participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	Shows exemplar knowledge of how to participate in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program	Portfolio Grading Rubric
Internship II	I.3	Knows basic strategies for evaluating counseling outcomes in school counseling	Student Portfolio	Below expectations in understanding strategies to assess outcomes in context of a comprehensive school program.	Adequate understanding of strategies to assess outcomes in context of a comprehensive school program	Exceeds knowledge and skills in using strategies to assess outcomes to create a comprehensive school counseling program.	Portfolio Grading Rubric
Internship II	I.2	Knows models of program evaluation for school counseling programs.	Student Portfolio	The student does not know models of program evaluation for school counseling programs	The student understands models of program evaluation for school counseling programs.	The student understands models of program evaluation for school counseling programs at an exceptional level.	Portfolio Grading Rubric

Appendix I.4 Practicum

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Technique Utilized
Practicum	B1.	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	Case Presentation	Unethical behaviors or lack of skills in applying and adhering to ethical and legal school counseling standards.	Demonstrates adequate or average ability/skills in applying and adhering to ethical and legal standards in school counseling	Demonstrates exemplar ability/skills in applying and adhering to ethical and legal standards in school counseling	Case Presentation Rubric
Practicum	D5.	Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	Case Presentation	Student shows limited, or no, understanding of his or her limitations, or when to seek supervision/make a referral	Student shows understanding of his or her limitations, and when to seek supervision/make a referral	Student shows exceptional understanding of his or her limitations, or when to seek supervision/make a referral	Case Presentation Rubric
Practicum	H5.	Assesses barriers that impede students' academic, career, and personal/social development.	Case Presentation	Discerns problem in one-dimensional or biased manner, unable to holistically determine barriers to students' optimal development and success.	Adequately discerns problem, including barriers that impede students' academic, career, personal/social development	Able to discern nuanced/complex aspects of problem, understanding of multiple influences, barriers that impede students' academic, career, personal/social development	Case Presentation Rubric
Practicum	I5.	Understands the outcome research data and best practices identified in the school counseling research literature.	Case Presentation	Inadequate use and understanding of outcome research data and best practices identified in the school counseling research literature	Adequate use and understanding of outcome research data and best practices identified in the school counseling research literature	Exceptional use and understanding of outcome research data and best practices identified in the school counseling research literature	Case Presentation Rubric
Practicum	N1.	Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	Case Presentation	Limited, or no, knowledge of external support systems, collaborative parties, or manner of collaboration	Some knowledge of external support systems, collaborative parties, and manner of collaboration	Extensive knowledge of external support systems, collaborative parties (parents, guardians, families), and manner of collaboration.	Case Presentation Rubric
Practicum	N4.	Uses peer helping strategies in the school counseling program.	Case Presentation	Limited, or no, knowledge of how to use peer helping strategies in the school counseling program	Understands how to use peer helping strategies in the school counseling program	Shows exemplar knowledge of how to use peer helping strategies in the school counseling program	Case Presentation Rubric
Practicum	N5.	Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.	Case Presentation	Limited, or no, experience using referral procedures with helping agents in the community to secure assistance for students and families	Displays experience using referral procedures with helping agents in the community to secure assistance for students and families	Show exceptional knowledge of using referral procedures with helping agents in the community to secure assistance for students and families	Case Presentation Rubric

Appendix I.4 Practicum

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	Technique Utilized
Practicum	J1.	Applies relevant research findings to inform the practice of school counseling	Case Presentation	Below expectations in applying relevant research findings to inform the practice of school counseling	Displays adequate understanding of how to apply relevant research findings to inform the practice of school counseling	Exceeds skills in applying relevant research findings to inform the practice of school counseling	Case Presentation Rubric
Practicum	J2.	Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	Case Presentation	Below expectations in developing measurable outcomes for school counseling programs, activities, interventions, and experiences	Displays skills and understanding of developing measurable outcomes for school counseling programs, activities, interventions, and experiences	Exceeds skills in developing measurable outcomes for school counseling programs, activities, interventions, and experiences	Case Presentation Rubric
Practicum	C.3	Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	Case Presentation	Unable to identify or apply strengths to assist client amelioration of presenting issue	Able to apply client strengths in addressing client interventions, may lack theory or evidenced-based grounding	Able to apply client strengths in sophisticated and nuanced manner, as aligned with theory and/or evidenced-based practices	Case Presentation Rubric
Practicum	C.4	Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	Case Presentation	Fails to display knowledge of designing, implementing, managing, and evaluating transition programs	Shows adequate understanding of designing, implementing, managing, and evaluating transition programs	Shows exemplar knowledge of designing, implementing, managing, and evaluating transition programs	Case Presentation Rubric
Practicum	H.1	Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Case Presentation	Inaccurate or biased interpretation of students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Able to assess and interpret students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities	Exceeds skills in assessing and interpreting students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities	Case Presentation Rubric
Practicum	H.4	Makes appropriate referrals to school and/or community resources	Case Presentation	Limited, or no, knowledge/experience in making appropriate referrals to school and/or community resources	Some knowledge and/ or experience in making appropriate referrals to school and/or community resources	Extensive knowledge and experience in making appropriate referrals to school and/or community resources	Case Presentation Rubric

Appendix I.5 Adolescent Counseling

Course		Standard	Signature Assignment	Does not meet expectations = 1	Meets expectations = 2	Exceeds Expectations=3	Assessment
Adolescent	A6.	Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development	Signature Strategy Paper and Presentation	Limited ability to make meaning and intervene based on youths' multiple factors (e.g., health/wellness, language, abilities, multicultural issues, resiliency factors).	Adequate understanding of the multiple factors (e.g., health/wellness, language, abilities, multicultural issues, resiliency factors) on youth development.	Advanced/sophisticated understanding of the interplay between multiple youth factors (e.g., health/wellness, language, abilities, multicultural issues, resiliency factors) on youth development	Signature Strategy Paper and Presentation Rubric
Adolescent	C5.	Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning	Signature Strategy Paper and Presentation	Below expectations in understanding group dynamics and the facilitation of teams to overcome barriers to impediments.	Adequate understanding of group dynamics and the facilitation of teams to overcome barriers to impediments.	Advanced understanding of group dynamics and the facilitation of teams to overcome barriers to impediments.	Signature Strategy Paper and Presentation Rubric
Adolescent	D1.	Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	Signature Strategy Paper and Presentation	Below average levels of self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	Average levels of self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	Exceeds average levels of self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	Signature Strategy Paper and Presentation Rubric
Adolescent	D3.	Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development	Signature Strategy Paper and Presentation	Inadequate design/implementation planning of prevention/intervention programs related to various youth tenets (e.g., development; language; ability; multicultural; student learning).	Adequate design and implementation planning of prevention/intervention programs related to various youth tenets (e.g., development; language; ability; multicultural; student learning).	Excellence in the design and implementation planning of prevention/intervention programs related to various youth tenets (e.g., development; language; ability; multicultural; student learning)	Signature Strategy Paper and Presentation Rubric
Adolescent	M1.	Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	Signature Strategy Paper and Presentation	Below average in ability to understand the ways in which youth development, well-being, and learning are enhanced by family-school-community collaboration.	Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	Sophisticated/ advanced understanding of forms of youth development, well-being, and learning are enhanced by family-school-community collaboration.	Signature Strategy Paper and Presentation Rubric

Appendix I.6 Research

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	NA = 0	Assessment Technique Used
Research	11.	Understands how to critically evaluate research relevant to the practice of school counseling.	Project proposal paper	The student does not understand how to critically evaluate research relevant to the practice of school counseling.	The student understands how to critically evaluate research relevant to the practice of school counseling.	The student understands how to critically evaluate research relevant to the practice of school counseling at an exceptional level.	Only select this option if the student who you are evaluating is not in the school counseling program.	Project proposal paper grading rubric

Appendix I.7 Assessment & Appraisal

Course	School Counseling Standard	Signature Assignment	Does not meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	NA = 0	Assessment
Assessment & Appraisal	G1. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students	Assessment Prospectus	Unable to describe how factors such as abuse, violence, eating disorders, attention deficit hyperactivity disorder, and childhood depression affect the personal, social, and academic functioning of students.	Is able to explain how factors affect the personal, social, and academic functioning of students but struggles with applying and synthesizing them to complex student cases.	Comprehensively uses knowledge of factors that may affect the personal, social, and academic functioning of students to evaluate student functioning.	Only select this option if the student who you are evaluating is not in the school counseling program.	Assessment Prospectus Rubric
Assessment & Appraisal	G2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	Assessment Prospectus	Unable to identify and describe the signs of substance use and family history of substance abuse or appropriate methods to assess these concerns.	Knows the symptoms of substance abuse and signs of family substance abuse, as well as specific assessment methods, but struggles with applying them.	Identifies appropriate assessments of substance abuse and family substance abuse and apply results to formulate a comprehensive evaluation of student functioning.	Only select this option if the student who you are evaluating is not in the school counseling program.	Assessment Prospectus Rubric
Assessment & Appraisal	G3. Identifies various forms of needs assessments for academic, career, and personal/social development.	Assessment Prospectus	Unable to identify forms of needs assessments from at least two of three domains (academic, career, and personal/social development).	Identifies some needs assessments for academic, career, and personal/social development but fails to include examples from at least one domain.	Comprehensively describes multiple needs assessments for academic, career, and personal/social development	Only select this option if the student who you are evaluating is not in the school counseling program.	Assessment Prospectus Rubric
Assessment & Appraisal	H2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Assessment Prospectus	Fails to select appropriate assessment strategies to evaluate a student's academic, career, and personal/social development.	Generally demonstrates ability to select appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Consistently selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.	Only select this option if the student who you are evaluating is not in the school counseling program.	Assessment Prospectus Rubric
Assessment & Appraisal	H3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.	Assessment Prospectus	Fails to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students.	Generally demonstrates ability to analyze assessment information in a manner that produces valid inferences when evaluating the needs of individual students.	Consistently analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students.	Only select this option if the student who you are evaluating is not in the school counseling program.	Assessment Prospectus Rubric

## Appendix I.8 Diversity

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	NA = 0	Assessment Technique Utilized
Diversity	E1.	Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Case Study	Does not display an understanding of the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Shows adequate understanding of the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Displays exceptional understanding of the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Only select this option if the student who you are evaluating is not in the school counseling program.	Case Study Rubric: Psychosocial Assessment
Diversity	E2.	Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	Case Study	Does not display skills and knowledge in identifying community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	Displays skills and knowledge in identifying community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	Displays exceptional skills and knowledge in identifying community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	Only select this option if the student who you are evaluating is not in the school counseling program.	Case Study Rubric: Assessment & Application of client's strengths
Diversity	E3.	Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	Case Study	Inadequate understanding of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	Shows adequate understanding of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	Shows exceptional understanding of the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	Only select this option if the student who you are evaluating is not in the school counseling program.	Case Study Rubric: Intervention/ solution attempts
Diversity	E4.	Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	Case Study	Limited, or no, understanding of multicultural counseling issues and their effects on student achievement	Displays adequate understanding of multicultural counseling issues and their effects on student achievement	Displays exceptional understanding of multicultural counseling issues and their effects on student achievement	Only select this option if the student who you are evaluating is not in the school counseling program.	Case Study Rubric: Client Identities
Diversity	F1.	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	Case Study	Show limited, or no, multicultural competency in relation to diversity, equity, and opportunity in student learning and development	Show multicultural competency in relation to diversity, equity, and opportunity in student learning and development	Show exceptional multicultural competency in relation to diversity, equity, and opportunity in student learning and development	Only select this option if the student who you are evaluating is not in the school counseling program.	Case Study Rubric: Client Identities
Diversity	F2.	Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.	Case Study	Displays limited, or no, skills and knowledge in advocating for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students	Displays skills and knowledge in advocating for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students	Displays exceptional skills and knowledge in advocating for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students	Only select this option if the student who you are evaluating is not in the school counseling program.	Case Study Rubric: Client Identities
Diversity	F3.	Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	Case Study	Displays limited, or no, skills and knowledge in advocating for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.	Displays skills and knowledge in advocating for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations	Displays exceptional skills and knowledge in advocating for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations	Only select this option if the student who you are evaluating is not in the school counseling program.	Case Study Rubric: Referral and Collaboration

Appendix I.8 Diversity

Course		Standard	Signature Assignment	Does not Meet Expectations=1	Meets Expectations=2	Exceeds Expectations=3	NA = 0	Assessment Technique Utilized
Diversity	J1.	Applies relevant research findings to inform the practice of school counseling.	Case Study	Displays limited, or no, skills and knowledge in applying relevant research findings to inform the practice of school counseling	Displays skills and knowledge in applying relevant research findings to inform the practice of school counseling	Displays exceptional skills and knowledge in applying relevant research findings to inform the practice of school counseling	Only select this option if the student who you are evaluating is not in the school counseling program.	Case Study Rubric: Intervention/ solution attempts
Diversity	M5.	Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	Case Study	Shows limited, or no, understanding of the strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children	Shows understanding of the strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children	Shows exemplar understanding of the strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children	Only select this option if the student who you are evaluating is not in the school counseling program.	Case Study Rubric: Intervention/ solution attempts



## COUNSELING SKILLS SCALE (CSS)

This scale should be used to assess your performance of counseling skills during your counseling sessions. The scale divides nineteen specific “microskills” into six groupings (in caps following roman numerals). Please first rate the microskills as -2, -1, 0, +1, or +2 according to the scale below. Then summarize each grouping of skills by adding and averaging its individual microskills scores. Place that average in the blank following the grouping heading.

NOTE: If a skill is not performed but does not seem necessary, then assign it an “NN” and average only those skills performed into mean grouping scores. If a skill is not performed but should have been, then give it a score of -2 or -1 and average it with the rest of the skills performed under that superheading.

- +2 *Highly developed: helpful, well-timed, and consistently well-performed*
- +1 *Well developed: helpful and well-timed when performed, but not consistently smooth*
- 0 *Developing skills: somewhat helpful but too many missed opportunities*
- 1 *Continue practice: not helpful or well-timed, or no skill existent when it should be*
- 2 *Major adjustment needed: not at all helpful or well-timed*
- NN *Not performed, but not necessary; (an)other skill(s) within this “grouping” used to effectively meet this grouping’s goals*

**I. SHOWS INTEREST AND APPRECIATION** Group Score \_\_\_\_\_

**1. Body Language and Appearance** – Maintains open, relaxed, confident posture with appropriate eye contact. Leans forward when talking, leans back when client talks on target. Uses head nods and body gestures to encourage client talk. Maintains professional dress. -2 -1 0 +1 +2

**2. Minimal Encouragers** -- Repeats key words and phrases. Uses prompts (uh huh, okay, right, yes) to let client know s/he is heard. Uses silence helpfully. -2 -1 0 +1 +2

**3. Vocal Tone** – Uses vocal tone that matches the sense of the session and session goals. Vocal tone communicates caring and connection with the client. -2 -1 0 +1 +2

**4. Evoking and Punctuating Client Strengths** -- Includes questions and reflections related to assets and competencies; positively reframes client experiences. -2 -1 0 +1 +2 NN

**II. ENCOURAGES EXPLORATION** Group Score \_\_\_\_\_

**5. Questioning** -- Asks open-ended questions that encourage the client to continue talking and to provide information. Uses when needed and when theoretically consistent. Uses closed questions judiciously. Does not overuse questions. -2 -1 0 +1 +2 NN

**6. Requesting Concrete and Specific Examples** -- Asks for concrete and specific instances when clients provide vague generalities. ("Give me an example of how you might feel or behave when facing\_\_\_\_\_.") -2 -1 0 +1 +2 NN

## Appendix J. Counseling Skills Scale

+2	<i>Highly developed: helpful, well-timed, and consistently well-performed</i>
+1	<i>Well developed: helpful and well-timed when performed, but not consistently smooth</i>
0	<i>Developing skills: somewhat helpful but too many missed opportunities</i>
-1	<i>Continue practice: not helpful or well-timed, or no skill existent when it should be</i>
-2	<i>Major adjustment needed: not at all helpful or well-timed</i>
NN	<i>Not performed, but not necessary; (an) other skill(s) within this "grouping" used to effectively meet this grouping's goals</i>

**7. Paraphrasing (reflection of content)** -- Engages in brief, accurate, and clear rephrasing of what the client has expressed. -2 -1 0 +1 +2 NN

**8. Summarizing** -- Makes statements at key moments in the session that capture the overall sense of what the client has been expressing. -2 -1 0 +1 +2 NN

### III. DEEPENS THE SESSION

Group Score \_\_\_\_\_

**9. Reflecting Feeling** -- States succinctly the feeling and the content of the problem faced by the client ("You feel \_\_\_\_\_ when \_\_\_\_\_.") -2 -1 0 +1 +2 NN

**10. Using Immediacy** -- Recognizes here-and-now feelings, expressed verbally or nonverbally, of the client or the counselor. Can be related to the counselor-client relationship. ("As we talk about \_\_\_\_\_ problem, I sense you are feeling \_\_\_\_\_ about me. In turn, I'm feeling \_\_\_\_\_ about how you are viewing the problem right now.") -2 -1 0 +1 +2 NN

**11. Observing Themes and Patterns** -- Identifies more overarching patterns of acting, thinking, or behaving in problem situations ("In \_\_\_\_\_ situations, you regularly do \_\_\_\_\_ [or think \_\_\_\_\_ or feel \_\_\_\_\_].") -2 -1 0 +1 +2 NN

**12. Challenging/Pointing out Discrepancies** -- Expresses observations of discrepancies. ("You expect yourself to do \_\_\_\_\_ when facing the problem of \_\_\_\_\_, but you do \_\_\_\_\_ instead. When this happens you feel \_\_\_\_\_ about yourself.") -2 -1 0 +1 +2 NN

**13. Reflecting Meaning and Values** -- Reflects the unexpressed meaning or belief/value system that is behind the words the client is saying. ("You feel strongly about making choices based on \_\_\_\_\_ belief.") -2 -1 0 +1 +2 NN

### IV. ENCOURAGES CHANGE

Group Score \_\_\_\_\_

**14. Determining Goals and Desired Outcomes** -- Collaboratively determines outcomes toward which the counseling process will aim. Helps client set goals. -2 -1 0 +1 +2 NN

Appendix J. Counseling Skills Scale

- +2 *Highly developed: helpful, well-timed, and consistently well-performed*
- +1 *Well developed: helpful and well-timed when performed, but not consistently smooth*
- 0 *Developing skills: somewhat helpful but too many missed opportunities*
- 1 *Continue practice: not helpful or well-timed, or no skill existent when it should be*
- 2 *Major adjustment needed: not at all helpful or well-timed*
- NN *Not performed, but not necessary; (an)other skill(s) within this "grouping" used to effectively meet this grouping's goals*

**15. Using Strategies for Creating Change** – Uses theoretically-consistent and intentional intervention strategies to help client move forward toward treatment goals [such as setting up reinforcement systems, using guided imagery, asking the miracle question, directives, self-disclosure, interpretation, advice, opinion, information instruction].

-2 -1 0 +1 +2 NN

**16. Considering Alternatives and their Consequences** -- Helps the client review possible solutions and the value of each over the long term. ("One option would be \_\_\_\_\_, and that would mean \_\_\_\_\_. Another option would be....")

-2 -1 0 +1 +2 NN

**17. Planning Action and Anticipating Possible Obstacles** -- Reaches agreement about actions to take between sessions, who is responsible for them, and when they will be done. Helps client to list what obstacles might interfere and decide how to handle them. ("So, you will do \_\_\_\_\_ by \_\_\_\_\_ date. What could prevent you from accomplishing your plan?")

-2 -1 0 +1 +2 NN

**V. DEVELOPS THERAPEUTIC RELATIONSHIP**

Score \_\_\_\_\_

**18.** Consistently engages in caring manner with client, particularly by demonstrating such core conditions as genuineness and authenticity, warmth and acceptance, respect and positive regard, and empathy.

-2 -1 0 +1 +2

**VI. MANAGES THE SESSION**

Score \_\_\_\_\_

**19.** Opens session smoothly and warmly greets client. Begins work on counseling issues in a timely way. Structures session, directing client naturally through opening, exploration, deeper understanding, creating change, and closing; focuses client on essence of issues at a level deep enough to promote positive movement. Smoothly and warmly ends the session, in a timely way, planning for future sessions or for termination.

-2 -1 0 +1 +2

**TOTAL CSS SCORE** (add grouping averages): \_\_\_\_\_

**Comments:**

## Site Supervisor Performance Evaluation of Students in Clinical Mental Health (Form #11a)

Students are required to complete a self-evaluation (using this form) AND have their Site Supervisor complete the evaluation; then, using the designated supervision time, review both evaluations WITH the Site Supervisor. **Note to Site Supervisor: Please give the student at least one “2” or below and VERY FEW “5’s.”** Please feel free to contact the Faculty Supervisor with questions or problems regarding this task. Thank you for your assistance.

Student: \_\_\_\_\_ Site: \_\_\_\_\_  
 Supervisor: \_\_\_\_\_ Evaluation:     Midterm     Final

- 1 = Far below expectations—needs significant improvement
- 2 = Below expectations—needs some improvement
- 3 = Acceptable—meets standards at average level for students (*the majority of trainees will fall here*)
- 4 = Above expectations—performs above expectations for students/is a strength
- 5 = Far exceeds expectations—performs well beyond average for students/excels in this area
- NA= Not applicable or not enough information to form a judgment

**I. Ethical Awareness and Conduct:**

Adherence to applicable legal standards	1	2	3	4	5	NA
Adherence to professional ethical standards	1	2	3	4	5	NA
Ability to identify and resolve ethical dilemmas	1	2	3	4	5	NA

**II. Professional Behaviors:**

Is punctual at internship site	1	2	3	4	5	NA
Presents a professional image with all contacts (i.e., face to face, email, etc.)	1	2	3	4	5	NA
Interacts appropriately and professionally with staff at site	1	2	3	4	5	NA
Consults with personnel as appropriate	1	2	3	4	5	NA
Applies relevant record keeping standards as appropriate to the site	1	2	3	4	5	NA

**III. Supervision Behaviors:**

Seeks supervision when appropriate	1	2	3	4	5	NA
Able to establish effective supervisory relationship	1	2	3	4	5	NA
Is receptive to constructive feedback	1	2	3	4	5	NA
Actively <i>seeks</i> constructive feedback	1	2	3	4	5	NA
Makes appropriate changes following feedback	1	2	3	4	5	NA

**IV. Personal Characteristics:**

Demonstrates a willingness to learn	1	2	3	4	5	NA
Exhibits emotional stability	1	2	3	4	5	NA
Demonstrates adaptability and flexibility	1	2	3	4	5	NA
Recognizes limitations	1	2	3	4	5	NA
Is aware of professional strengths and areas of growth	1	2	3	4	5	NA
Exhibits an awareness of and respect for appropriate interpersonal boundaries	1	2	3	4	5	NA
Demonstrates maturity in interactions with clients and staff	1	2	3	4	5	NA

**V. Counseling Skills:**

Please indicate the percentage of the following modalities that you are using to rate counseling skills. Percentages should equate to 100%.

\_\_\_\_\_ Co-counseling                      \_\_\_\_\_ Student self-report                      \_\_\_\_\_ Live observation  
 \_\_\_\_\_ Viewing video-taped sessions                      \_\_\_\_\_ Listening to audio-taped sessions  
 \_\_\_\_\_ Other (please indicate source: \_\_\_\_\_)

Comprehends complex problems and solutions	1	2	3	4	5	NA
Establishes and maintains rapport with clients	1	2	3	4	5	NA
Demonstrates the ability to identify and draw upon client strengths and resources in case conceptualization and interventions	1	2	3	4	5	NA
Ability to gauge the needs of the client	1	2	3	4	5	NA
Matches client needs to therapeutic goals and interventions	1	2	3	4	5	NA
Establishes, works toward, and assesses counseling goals	1	2	3	4	5	NA
Approaches clients in a therapeutically genuine manner	1	2	3	4	5	NA
Conveys an empathic understanding to the client (including nonverbally)	1	2	3	4	5	NA
Effectively identifies and responds to a variety of client emotions	1	2	3	4	5	NA
Works effectively with clients from diverse cultural backgrounds	1	2	3	4	5	NA
Effectively engages in the termination process	1	2	3	4	5	NA
Appropriately makes referrals	1	2	3	4	5	NA

**VI. Program (Clinical Mental Health) Specific Knowledge and Skills:**

**A. Knowledge of:**

Client population	1	2	3	4	5	NA
Role of the counselor	1	2	3	4	5	NA
Site and community client resources	1	2	3	4	5	NA
Diagnostic criteria for mental and emotional disorders	1	2	3	4	5	NA
Treatment modalities and placement criteria within the continuum of care	1	2	3	4	5	NA

**B. Skills:**

Advocates appropriately for clients	1	2	3	4	5	NA
Promotes client understanding of and access to community resources	1	2	3	4	5	NA
Demonstrates skill in screening for addiction, aggression, danger to self and/or others, as well as co-occurring mental disorders	1	2	3	4	5	NA
Demonstrates skill in conducting mental health assessment practices (intake, MSE, biopsychosocial, psychological assessment) for treatment planning and caseload management	1	2	3	4	5	NA
Is able to conceptualize an accurate diagnosis of disorders presented by a client and discuss the differential diagnosis with supervisor/colleagues	1	2	3	4	5	NA
Demonstrates appropriate use of the DSM-5 to describe the symptoms and clinical presentation of clients and apply appropriate treatment approaches	1	2	3	4	5	NA
Demonstrates appropriate use of culturally responsive (individual, couple, family, or group) modalities for counseling	1	2	3	4	5	NA
Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling	1	2	3	4	5	NA

**V. What are the strengths of the student as an intern?**

**VI. What areas need further development?**

**VII. What recommendations would you make to enhance this student's development?**

Supervisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Supervisors Please Make a Copy for Your Files**