MEd in Counselor Education

2016 Assessment Cycle (F2015/S2016)

Assessment Methods

Mission Statement

The LSU Counselor Education program is a 60-hour master's program in counseling with two distinct concentrations: School Counseling and Clinical Mental Health Counseling. The degree prepares students to function as professional counselors in a variety of human service settings such as schools, college counseling centers, mental health treatment facilities, and private practice. Our program prepares students to meet the mental health needs of clients in the state of Louisiana and nationally. Our goal is to prepare students to master the knowledge and skill areas specified by current preparation standards and best practices in the counseling profession. Graduates use their knowledge and skills to help individuals, couples, and families from diverse populations to enhance life adjustment, foster personal growth and wellness, promote social justice and advocacy, and expand competencies in coping with environmental demands across the lifespan.

Outcomes and Measures

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M Ed Counseling Outcomes

Outcome

Develop professional identities and knowledge of ethical practice
Graduates will develop identities as professional counselors and will recognize the importance of engagement in professional development and ethical practice.

Measure: Counseling and Counselor Skills
Program level; Direct - Other

Details/Description: Counseling and Counselor Skill Scales (CCSS) subscale domains VII (professional responsibility), VIII (Competence), IX (Maturity), and X (Integrity).

Acceptable Target: 4.0 average, any domain with less than an average score of 4.0 will be reviewed by the program faculty.

Ideal Target: 5.0

Implementation Plan (timeline): CCSS data will be collected at midterm and final for both the practicum and internships. The practicum for the School Counseling Concentration (ELRC 7362) and Clinical Mental Health Concentration (ELRC 7364) are offered in the Fall semester of the student's third year in the program. The Internship (ELRC 7399, both concentrations) is Spring of the third year in the program.

Key/Responsible Personnel: LSU Counseling Faculty who teach the practicum and internships and the student's site supervisor.

Supporting Attachments:

CCSS (Word Document (Open XML))

Measure: Counseling Preparation Comprehensive Examination (CPCE)
Program level; Direct - Exam

Finding per Measure

M Ed Counseling Outcomes

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Ideal Target: 5.0

Implementation Plan (timeline): CCSS data will be collected at midterm and final for both the practicums and internships. The practicums for the School Counseling Concentration (ELRC 7362) and Clinical Mental Health Concentration (ELRC 7364) are offered in the Fall semester of the student's third year in the program. The Internship (ELRC 7399, both concentrations) is Spring of the third year in the program.

Key/Responsible Personnel: LSU Counseling Faculty who teach the practicums and internships and the student's site supervisor.

Supporting Attachments:

CCSS (Word Document (Open XML))

Findings for Counseling and Counselor Skills

Summary of Findings: There are no findings to report for this outcome measure at this time. The MEd in Counseling is a new three-year program. The first cohort of students will be taking their practicum in Fall 2016 and their internship in Spring 2017, which are the semesters in which this outcome measure is collected.

Recommendations: 1. Core faculty will provide students with CPCE study guide resources that cover exam areas which includes professional, ethical and legal issues.
2. A new School Counseling faculty who started in Fall 2015 has infused more legal and ethical issues into ELRC 4360. Further refinements are planned for next fall's course.
3. ELRC 4602 will include more legal and ethical updates.

Reflections/Notes: This past year more Information was added about Louisiana licensure with the Director of the Licensed Professional Counselors Board of Examiners giving a presentation to both ELRC 4602, Introduction to Counseling and ELRC 4360, Introduction to School Counseling.

One issue we will be examining is how students fair on this measure
in the context of the three year program. The previous degree programs collected these measures in the second versus the third year.

**Measure:** Counseling Preparation Comprehensive Examination (CPCE)

*Program level; Direct - Exam*

**Details/Description:** The CPCE stands for the Counselor Preparation Comprehensive Examination. It is a norm referenced, standard based test used as an exit exam by many counselor education programs across the country. The CPCE is based on the eight core areas of counselor training designated by the Council for Accreditation of Counseling and Related Education Programs (CACREP): Human Growth and Development; Helping Relations; Social and Cultural Foundations; Group Work; Career and Lifestyle Development; Appraisal; Research and Program Evaluation; and Professional Orientation and Ethics. The subscale for this outcome measure is subscale 8, Professional Orientation and Ethics.

**Acceptable Target:** 11 on a 17 item scale (this target is based upon national means).

**Ideal Target:** 16

**Implementation Plan (timeline):** The CPCE is administered in the last semester of the program. This is typically Spring semester of the student’s third year.

**Key/Responsible Personnel:** Core faculty (Laura Choate, Stephanie Eberts and Gary Gintner)

**Findings** for Counseling Preparation Comprehensive Examination (CPCE)

**Summary of Findings:** There are no findings to report for this outcome measure at this time. The MED in Counseling is a new three-year program. The first cohort of students will be entering the third year in the program in Fall 2016. This milestone measure is collected in Spring of the student’s third year and therefor will be collected for the first time in Spring 2017.

**Recommendations:**
1. A new School Counseling faculty who started in Fall 2015 has infused more legal and ethical issues into ELRC 4360. Further refinements are planned for next Fall’s course.
2. ELRC 4602 will include legal and ethical updates.

**Reflections/Notes:** The previous degree programs collected these measures at the end of the two year program. Considering this is a summative measure, one issue that will need to be assessed is how student fair with the additional year. A critical program issue will be to ensure that professional and ethical issues are infused throughout the program.
Graduates will have knowledge of helping processes and will have the interviewing and counseling skills to facilitate client engagement in counseling.

**Details/Description:** Counselor and Counselor Skill Scale (CCSS) Domains I (Develops a Therapeutic Relationship), II (Builds Trust and Rapport), III (Encouraging Exploration), IV (Deepens Session), V (Encourages Change), and VI (Theoretical and Other Professional Knowledge).

**Acceptable Target:** The Acceptable target is 4.0. Any domain area with less than an average score of 4.0 (on the 7-point scale) will be reviewed by the program faculty.

**Ideal Target:** 6.0

**Implementation Plan (timeline):** Data is collected at the end of ELRC 7345, Counseling Skills and Interventions (second year, second semester); at Midterm and Final for practicum (either ELRC 7362, Practicum in School Counseling or ELRC 7364, Practicum in Clinical Mental Health Counseling, 3rd year first semester); and, at Midterm and Final for internship (ELRC 7399, Supervised Counseling Internship, 2nd semester of the third year).

**Key/Responsible Personnel:** Counseling faculty supervisor and student's site supervisor

**Supporting Attachments:**

- CCSS (Word Document (Open XML))

**Findings for Counseling and Counselor Skill Scale**

**Summary of Findings:** Outcome data is only available for the first assessment point in the program, at the end of ELRC 7345. The first cohort of students will not be assessed for practicum and internship until next year.

In ELRC 7345 CCSS subscales I, II, IV, V and VI are administered at the end of the program. For Spring 2016 the mean scores for each of these subscales respectively were: 4.44, 4.33, 4.04, 4.18, and 4.22. These scores exceeded Acceptable and approached Ideal.

**Results:** Acceptable Target Achievement: Met; Ideal Target Achievement: Approaching

**Recommendations:**
1. Students formerly took ELRC 7345 in the Spring of their first year of the program. The new degree program has students taking this course in the Spring of the second year, when they have had an additional year of coursework. Our anecdotal observations of the first cohort suggests that they are more advanced.
2. With the initiation of the three year program, practicum and internship were not offered this year- as this is offered in the student's third year now instead of the second. Because site supervisors also complete this measure, it will be important to retrain site supervisors in the use of this measure as they have not been involved in the past year. We plan to offer a refresher training module in the CCSS in the Fall of 2016 prior to when site supervisors first complete this measure.

**Reflections/Notes:** Efforts were made in the past year to enhance the breadth and intensity of the helping skills training in ELRC 7345. In the Spring 2016 semester students completed 6 videotaped counseling sessions that were reviewed by the course faculty. Modules on helping skills in the context of Psychological First Aid and suicide prevention were added to the course.
Students formerly took ELRC 7345 in the Spring of their first year of the program. The new degree program has students taking this course in the Spring of the second year, when they have had an additional year of coursework. Our anecdotal observations of the first cohort suggests that they are more advanced in helping skills. We suspect this is due to exposure to helping and engagement skills in during their first year in courses.

**Substantiating Evidence:**

- CCSS 7345 Spring 16 (Word Document (Open XML))
- CCSS Rating Scale 16 (Word Document (Open XML))

**Measure:** Counselor Preparation Comprehensive Examination (CPCE)

Program level; Direct - Exam

**Details/Description:** Counselor Preparation Comprehensive Examination (CPCE) is a norm referenced, standard based test used as an exit exam by many counselor education programs across the country. The CPCE is based on the eight core areas of counselor training designated by the Council for Accreditation of Counseling and Related Education Programs (CACREP): Human Growth and Development; Helping Relations; Socia and Cultural Foundations; Group Work; Career and Lifestyle Development; Appraisal; Research and Program Evaluation; and Professional Orientation and Ethics. Subscale 3, Helping Relationship, assesses this outcome measure.

**Acceptable Target:** 11 (based upon national norms)

**Ideal Target:** 15

**Implementation Plan (timeline):** Taken in the student's last semester in the program.

**Key/Responsible Personnel:** Laura Choate, Gary Gintner and Stephanie Eberts

**Findings** for Counselor Preparation Comprehensive Examination (CPCE)

**Summary of Findings:** There are no findings to report for this outcome measure at this time. The MEd in Counseling is a new three-year program. The first cohort of students will be entering the third year in the program in Fall 2016. This milestone measure is collected in Spring of the student's third year and therefor will be collected for the first time in Spring 2017.

**Recommendations:**
1. Students will receive CPCE resource materials and a study guide that includes material on this objective.
2. We plan to continue to infuse helping skills in relevant course areas such as ELRC 7331 and ELRC 4361.

**Reflections/Notes:** Students formerly took ELRC 7345 in the Spring of their first year of the program. The new degree program has students taking this course in the Spring of the second year, when they have had an additional year of coursework. Our anecdotal observations of the first cohort suggests that they are more advanced in helping skills. We suspect this is due to exposure to helping and engagement skills in during their first year in courses.
Knowledge of individual and group approaches for assessment and evaluation and ability to apply these skills to the helping process.

Graduates will have knowledge of individual and group approaches for assessment and evaluation in a multicultural society and will be able to apply these skills to facilitate the helping process.

**Measure:** Counseling Preparation Comprehensive Examination (CPCE)
Program level; Direct - Exam

**Details/Description:** The Counselor Preparation Comprehensive Examination (CPCE) is a norm referenced, standard based test used as an exit exam by many counselor education programs across the country. The CPCE is based on the eight core areas of counselor training designated by the Council for Accreditation of Counseling and Related Education Programs (CACREP): Human Growth and Development; Helping Relations; Social and Cultural Foundations; Group Work; Career and Lifestyle Development; Appraisal; Research and Program Evaluation; and Professional Orientation and Ethics. Subscale 6, Appraisal, assesses this outcome measure.

**Acceptable Target:** 11 on a 17-item subscale (this target is based upon national norms)

**Ideal Target:** 15

**Implementation Plan (timeline):** The CPCE is administered in the student's last semester in the program.

**Key/Responsible Personnel:** Laura Choate, Gary Gintner and Stephanie Eberts

**Findings for Counseling Preparation Comprehensive Examination (CPCE)**

**Summary of Findings:** There are no findings to report for this outcome measure at this time. The MEd in Counseling is a new three-year program. The first cohort of students will be entering the third year in the program in Fall 2016. This milestone measure is collected in Spring of the student's third year and therefor will be collected for the first time in Spring 2017.

**Recommendations:** 1. Infuse assessment issues and assessment measures into practicums and internships. As part of case formulation activities students will become familiar with administering and interpreting relevant behavior and symptom measures such as those available through the American Psychiatric Association. 2. Students will be provided with CPCE study materials that cover this objective.

**Reflections/Notes:** ELRC 7333 is the core assessment course and is offered 100% online. We plan to continue offering it in this format as our past CPCE scores have met our target. Faculty plan to be more intentional in helping student utilize various assessment measures to inform case formulation and treatment planning - which are core activities in the practicums and internships. Case formulation is introduced in ELRC 4600 in the Spring of their first year. This is followed later by ELRC 7333, Analysis of the Individual, which is the core class for this objective. Practicums and internships provide opportunities for students to hone their case formulation skills and use assessment measure to inform this process.
Knowledge of career development theories and methods and ability to use career counseling skills.
Graduates will have knowledge of career development theories and methods and be able to apply career counseling skills to facilitate client exploration and problem solving.

**Measure:** Counselor Preparation Comprehensive Examination (CPCE)
Program level; Direct - Exam

**Details/Description:** CPCE stands for the Counselor Preparation Comprehensive Examination. It is a norm referenced, standard based test used as an exit exam by many counselor education programs across the country. The CPCE is based on the eight core areas of counselor training designated by the Council for Accreditation of Counseling and Related Education Programs (CACREP): Human Growth and Development; Helping Relations; Social and Cultural Foundations; Group Work; Career and Lifestyle Development; Appraisal; Research and Program Evaluation; and Professional Orientation and Ethics. Subscale 5, Career and Lifestyle, assess this outcome measure.

**Acceptable Target:** 11

**Ideal Target:** 15

**Implementation Plan (timeline):** The CPCE is taken in the student's last semester in the program.

**Key/Responsible Personnel:** Laura Choate, Gary Gintner, and Stephanie Eberts

**Findings for Counselor Preparation Comprehensive Examination (CPCE)**

**Summary of Findings:** There are no findings to report for this outcome measure at this time. The MEd in Counseling is a new three-year program. The first cohort of students will be entering the third year in the program in Fall 2016. This milestone measure is collected in Spring of the student's third year and therefor will be collected for the first time in Spring 2017.

**Recommendations:** ELRC 7330 Vocational Counseling is required for all students in the MEd program. This past year a new faculty taught the course and the course was restructured to more closely reflect CACREP accreditation standards for this area. For those students in the School Counseling Concentration, the program has formally added K-12 College and Career course to their curriculum. This is a second year course and will build upon the earlier vocational course. Faculty plan to include more career assignments in the third year practicums and internships to promote skill consolidation and generalization.

**Reflections/Notes:** As part of our reaccreditation process for CACREP, the curriculum for this course was revised this past year to reflect the updated CACREP standards for this area. We plan to also update our practicum and internship assignments to reflect these changes.

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Knowledge of social and cultural issues and skill to implement culturally sensitive counseling interventions.
Graduates will have knowledge and awareness of social and cultural issues.

**Measure:** Counseling and Counselor Skill Scale
Program level; Direct - Other

**Details/Description:** This outcome is measured by CCSS subscale VI (Theoretical and Other Professional Knowledge) and subscale X (Integrity).

**Acceptable Target:** Acceptable target is a 4.0. Any domain area with less than an average score of 4.0 (on a 7-point scale) is reviewed by program faculty.
cultural diversity issues in counseling and be able to implement culturally sensitive counseling interventions.

**Ideal Target:** 6.0

**Implementation Plan (timeline):** Data is collected at Midterm and Final for practicums (either ELRC 7362, Practicum in School Counseling or ELRC 7364, Practicum in Clinical Mental Health Counseling, first semester of third year); and, at Midterm and Final for internship (ELRC 7399, Supervised Counseling Internship, 2nd semester of the third year).

**Key/Responsible Personnel:** Counseling faculty supervisor and site supervisor

**Findings** for Counseling and Counselor Skill Scale

**Summary of Findings:** There are no findings to report for this outcome measure at this time. The MEd in Counseling is a new three-year program. The first cohort of students will be taking their practicum in Fall 2016 and their internship in Spring 2017, the semesters in which this outcome measure is collected.

**Recommendations:** We have revised program objectives and assignments in ELRC 7393, Multicultural Counseling, to reflect the updated CACREP’s standard for social and cultural foundations. During the first year in the program multicultural information and skill building has been added to ELRC 4600 with the introduction of the Cultural Formulation Interview, a semi-structured interview schedule that is recommended for use with clients from diverse backgrounds. Students will implement this interview schedule with clients in their third year in the practicum and internship.

**Reflections/Notes:** The multicultural counseling course has incorporated more reflective practice activities, research findings, and skill building activities.

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**Measure:** Counselor Preparation Comprehensive Exam (CPCE)

Other level; Direct - Exam

**Details/Description:** The Counselor Preparation Comprehensive Examination (CPCE) is a norm referenced, standard based test used as an exit exam by many counselor education programs across the country. The CPCE is based on the eight core areas of counselor training designated by the Council for Accreditation of Counseling and Related Education Programs (CACREP): Human Growth and Development; Helping Relations; Social and Cultural Foundations; Group Work; Career and Lifestyle Development; Appraisal; Research and Program Evaluation; and Professional Orientation and Ethics. Subscale 2, Social and Cultural Foundations, assesses this outcome measure.

**Acceptable Target:** 11 (of 17 items)

**Ideal Target:** 15

**Implementation Plan (timeline):** The CPCE is taken by a student in the last semester in the program.

**Key/Responsible Personnel:** Laura Choate, Gary Gintner, and Stephanie Eberts

**Findings** for Counselor Preparation Comprehensive Exam (CPCE)

**Summary of Findings:** There are no findings to report for this outcome measure at this time. The MEd in Counseling is a new
three-year program. The first cohort of students will be entering the third year in the program in Fall 2016. This milestone measure is collected in Spring of the student's third year and therefor will be collected for the first time in Spring 2017.

**Recommendations**: 1. Students will receive CPCE resource materials and a study guide that includes material on this objective.
2. We plan to continue to infuse helping skills in relevant course areas such with special emphasis to applications in their third year practicum and internship.

**Reflections/Notes**: The program has systematically added multicultural content. In the past year this has focused on course modifications to reflect the new CACREP standards for this area.

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**Measure**: Counselor Preparation Comprehensive Examination (CPCE)

**Program level**: Direct - Exam

**Details/Description**: The Counselor Preparation Comprehensive Examination (CPCE) is a norm referenced, standard based test used as an exit exam by many counselor education programs across the country. The CPCE is based on the eight core areas of counselor training designated by the Council for Accreditation of Counseling and Related Education Programs (CACREP): Human Growth and Development; Helping Relations; Social and Cultural Foundations; Group Work; Career and Lifestyle Development; Appraisal; Research and Program Evaluation; and Professional Orientation and Ethics. Subscale 7, Research and Program Evaluation, assesses this outcome measure.

**Acceptable Target**: 11

**Ideal Target**: 15

**Implementation Plan (timeline)**: The CPCE is administered in the student’s last semester in the program.

**Key/Responsible Personnel**: Laura Choate, Gary Gintner and Stephaine Eberts

**Findings** for Counselor Preparation Comprehensive Examination (CPCE)

**Summary of Findings**: There are no findings to report for this outcome measure at this time. The MEd in Counseling is a new three-year program. The first cohort of students will be entering the third year in the program in Fall 2016. This milestone measure is collected in Spring of the student’s third year and therefor will be collected for the first time in Spring 2017.

**Recommendations**: We continue to work with Research faculty to ensure that content is relevant to MEd in Counseling students. While we do not have any data yet to drive our recommendation we plan to infuse research related assignments into courses like Family Counseling, Substance Abuse Counseling and the practicums and internships.

**Reflections/Notes**: Over the last three years we have made efforts to infuse more counseling-related research activities into coursework throughout the program. With the updated CACREP standards we plan
Knowledge of human growth and development and ability to apply personality and learning theories to facilitate change and growth,

Graduates will have knowledge of human growth and development, and will be able to apply personality and learning theories to facilitate change and growth in individuals and family systems at all developmental levels and in multicultural contexts.

**Measure:** Counselor Preparation Comprehensive Examination (CPCE)
Program level; Direct - Exam

**Details/Description:** The Counselor Preparation Comprehensive Examination (CPCE) is a norm referenced, standard based test used as an exit exam by many counselor education programs across the country. The CPCE is based on the eight core areas of counselor training designated by the Council for Accreditation of Counseling and Related Education Programs (CACREP): Human Growth and Development; Helping Relations; Social and Cultural Foundations; Group Work; Career and Lifestyle Development; Appraisal; Research and Program Evaluation; and Professional Orientation and Ethics. Subscale 1, Human Growth and Development, assesses this outcome measure.

**Acceptable Target:** 11

**Ideal Target:** 15

**Implementation Plan (timeline):** The CPCE is administered in the student's last semester in the program.

**Key/Responsible Personnel:** Laura Choate, Gary Gintner and Stephanie Eberts

**Findings** for Counselor Preparation Comprehensive Examination (CPCE)

**Summary of Findings:** There are no findings to report for this outcome measure at this time. The MEd in Counseling is a new three-year program. The first cohort of students will be entering the third year in the program in Fall 2016. This milestone measure is collected in Spring of the student's third year and therefor will be collected for the first time in Spring 2017.

**Recommendations:** More developmental lifespan information has been infused into coursework to build on the foundation of ELRC 7391, Counseling Across the Lifespan, offered in the student's first semester. For example, ELRC 4600, our abnormal behavior course, has infused more content on predisposing factors and developmental pathways in psychopathology. The K-12 Career Readiness course offered in the second year builds on developmental issues. We also plan to offer a play therapy course in Summer 2017 which provides training in intervention skills with children and adolescents.

**Reflections/Notes:** Our practicums and internships have more assignments and activities that help student develop case formulation skills to aid conceptualization and treatment planning. A important aspect of this process is helping students incorporate developmental considerations in their formulations. This year we started teaching case formulation in their first year and plan to build on this in their practicum and internship.
Knowledge and experiential understanding of group theories and methods and ability to facilitate group processes.
Graduates will have a theoretical and experiential understanding of group purposes, development, dynamics, theories, and methods in a multicultural society, and will be able to apply these skills to facilitate group processes.

Measure: Counselor Preparation Comprehensive Examination (CPCE)
Program level: Direct - Exam

Details/Description: The Counselor Preparation Comprehensive Examination (CPCE) is a norm referenced, standard based test used as an exit exam by many counselor education programs across the country. The CPCE is based on the eight core areas of counselor training designated by the Council for Accreditation of Counseling and Related Education Programs (CACREP): Human Growth and Development; Helping Relations; Social and Cultural Foundations; Group Work; Career and Lifestyle Development; Appraisal; Research and Program Evaluation; and Professional Orientation and Ethics. Subscale 4, Group Work, assesses this outcome measure.

Acceptable Target: 11
Ideal Target: 15

Implementation Plan (timeline): The CPCE is administered in the student's last semester in the program.

Key/Responsible Personnel: Laura Choate, Gary Gintner and Stephanie Ebets

Findings for Counselor Preparation Comprehensive Examination (CPCE)

Summary of Findings: There are no findings to report for this outcome measure at this time. The MEd in Counseling is a new three-year program. The first cohort of students will be entering the third year in the program in Fall 2016. This milestone measure is collected in Spring of the student's third year and therefor will be collected for the first time in Spring 2017.

Recommendations: The program has added more group training opportunities and assignments throughout the program such as running groups for adolescents in Teen Court (offered during Analysis of the Individual). We also plan to have students in ELRC 4600, Disabling Conditions, observe intensive outpatient groups at a community site as a class requirement. In Fall of 2016 the practicum will have more training on running groups for those who are more seriously impaired and who are receiving care at partial and intensive outpatient settings. Those students in the School Counseling concentration will also have more assignments in practicum related to classroom guidance lessons and group work in their field setting.

Reflections/Notes: In the past two years we have made a concerted effort to infuse more group training opportunities throughout the program. As the first cohort enters practicum in the Fall of 2016 we are planning significant additional training experiences in this area that will continue in their subsequent internship in Spring of 2017.

Knowledge of family system concepts and application to assessment and treatment.
Graduates will have knowledge of family system concepts and

Measure: CACREP STANDARDS RUBRIC ELRC7393 Family Counseling
Course level: Direct - Other

Details/Description: The Council for Accreditation of Counseling and Related Education Programs (CACREP) which accredits this degree program requires a course rubric for their objective for family systems concepts and interventions. The CACREP STANDARDS RUBRIC ELRC 7393 Family Counseling is the rubric that is used in our
program for the family course and this objective. The Rubric states the CACREP objective, which is similar to ours, and requires the course instructor to rate the student on five related class activities on a 4-point scale ranging from 0 (Student did not meet the standard) to 3 (Student performed above expectations to the standard).

**Acceptable Target:** The acceptable target is 2.0 (Student adequately met the standard).

**Ideal Target:** The ideal target is 3.0

**Implementation Plan (timeline):** This rubric is administered at the end of ELRC 7393, Family Counseling which is taken by students in their first or second Spring semester in the program.

**Key/Responsible Personnel:** Instructor for ELRC 7393, Emeric Csaszar

**Findings** for CACREP STANDARDS RUBRIC ELRC7393 Family Counseling

**Summary of Findings:** Students acceded the Acceptable target in the course and approached Ideal.

**Results:** Acceptable Target Achievement: Met; Ideal Target Achievement : Approaching

**Recommendations:** This is the first year that this objective has been included. While the rubric does a good job of assessing a student's performance across the five class assignments and is consistent with the CAPREP Standard for his area, it is only a formative measure for the course. Faculty plan to examine the addition of other measures that can be administered at subsequent data points such as practicum and internship. We also plan to look into the availability of any summative measure that can be administered at the end of the program.

**Reflections/Notes:** Unfortunately, this one area that is not included in the CPCE domains, our summative measure for our objectives. The Family objective was included as part of our CACREP reaccreditation efforts and was added so that program objectives and CACREP objectives were consistent.

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**Overall Recommendations**

The MEd in Counseling is a new 60-hour program that merges the former degree programs of MEd in Guidance (School Counseling) and the MA in Agency Counseling. At this point students are as far as their second year in this three year program. The program is going through reaccreditation by CACREP and our objectives have been aligned and updated to reflect the current standards.

Some specific recommendations are as follows:

1. Continued attention will be paid to increasing reliability between program faculty and site supervisor ratings on the CCSS evaluation form. Because there was no practicums and internships this year, we will be providing additional training on the CCSS to all site supervisors in the upcoming year.
2. The program has introduced case formulation earlier, in the student's first year. We plan to provide additional training in subsequent courses such as the practicums and internship. We also plan to infuse more career development activities in the field experiences to build on Vocational and K-12 Career course materials. This will help to bolster case conceptual skills and also strengthen our developmental focus.
3. Group counseling training in the program will be broadened to reflect the varied types of groups including school aged children and the seriously mentally ill. The program will provide more group counseling
opportunities in the practicum.
4. More exposure to the use of assessment instruments to inform treatment and progress will be added to the practicum and internship.
5. The family systems objective was added this year. Currently we are using the course rubric as the outcome measure. Faculty will explore additional measure at other milestones in the program.

Overall Reflection

Our efforts this year have been to help students consolidate and strengthen their knowledge and skills systematically through the program. In the upcoming year we will collect our first set of data that assess the degree to which we have been successful.

We are currently undergoing reaccreditation by the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) and program objectives have been aligned to be consistent with CACREP core course standards. This process will assist us in better determining assessment of student learning outcomes throughout the program in a consistent manner.
MEd in Counselor Education

Action Plan

Mission Statement

The LSU Counselor Education program is a 60-hour master's program in counseling with two distinct concentrations: School Counseling and Clinical Mental Health Counseling. The degree prepares students to function as professional counselors in a variety of human service settings such as schools, college counseling centers, mental health treatment facilities, and private practice. Our program prepares students to meet the mental health needs of clients in the state of Louisiana and nationally. Our goal is to prepare students to master the knowledge and skill areas specified by current preparation standards and best practices in the counseling profession. Graduates use their knowledge and skills to help individuals, couples, and families from diverse populations to enhance life adjustment, foster personal growth and wellness, promote social justice and advocacy, and expand competencies in coping with environmental demands across the lifespan.

Actions

M Ed Counseling Outcomes

Outcome

Develop professional identities and knowledge of ethical practice

Action: Strengthen professional identity and ethical practice

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Action details: 1. In ELRC 4602, Introduction to Counseling, updated legal and ethical issues will be included that reflect changes in state laws and national CACREP standards.
2. In ELRC 4360, Introduction to School Counseling, K-12 legal and ethical issues will be integrated into coursework.
3. In practicum, students will review legal and ethical and legal issues like mandatory reporting and practice within one's competencies.
4. Legal and ethical issues will be reviewed as part of student's case presentations in internship (ELRC 7399).

Implementation Plan (timeline): Action items 1-3 will be completed by December 2016. Action Item 4 will be completed by May, 2016.

Key/Responsible Personnel: 1. Laura Choate, instructor ELRC 4602 2. Stephanie Eberts, Instructor of ELRC 4360 3. Laura Choate and Stephanie Eberts, instructors of the two practicum sections 4. Gary Gintner and Stephanie Eberts, instructors for internship sections

Evaluation of Action:

Budget approval required? (describe): N/A
Knowledge of helping process and counseling skills to facilitate client engagement.
Graduates will have knowledge of helping processes and will have the interviewing and counseling skills to facilitate client engagement in counseling.

- **Action:** Improve knowledge and skills in the helping process

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

**Action details:**
1. Continue to require students to complete 6 videotapes of counseling sessions in ELRC 7345, Counseling Skills.
2. Introduce helping skills modules in other coursework in ELRC 4361 Counseling Children and ELRC 7397 Substance Abuse Counseling.
3. Provide refresher module in helping and engagement skills at the beginning of practicum.
4. Practicum hours for ELRC 7364 (Clinical Mental Health Concentration) and ELRC 7362 (School Counseling Concentration) will be increased from 3 credit hours to 6 credit hours to reflect program changes and CACREP reaccreditation standards.
5. Provide site-supervisors training in using the CCSS prior to midterms for both the practicums and internship.

**Implementation Plan (timeline):**
1. Item 1 to be completed by completed by December 2016.
2. Item 2 to be implemented in Fall 2016.
3. Item 3 to be implemented by midterms in Fall 2016.
4. Item 4 will be implemented for the Fall 2016 semester.
5. Item 4 to be completed by May 2016.

**Key/Responsible Personnel:**
1. Laura Choate, instructor of ELRC 7364 2. Stephanie Eberts, instructor of ELRC 4361 and Gary Gintner, Instructor of ELRC 7397 3. Laura Choate and Stephanie Eberts, practicum instructors 4. Gary Gintner, Program Leader and Laura Choate, CACREP Reaccreditation Coordinator 5. Laura Choate and Stephanie Eberts, Instructors for practicum and Gary Gintner and Stephanie Eberts, instructors for internship.

**Evaluation of Action:**

**Budget approval required? (describe):** No.

**Budget request amount:** $0.00

**Priority:** High

Knowledge of individual and group approaches for assessment and evaluation and ability to apply these skills to the helping process.
Graduates will have knowledge of individual and group approaches for assessment and evaluation in a multicultural society and will be able to apply these skills to facilitate the helping process.

- **Action:** Strengthen assessment and evaluation skills

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

**Action details:**
1. Infuse assessment measures into ELRC 7397 Substance Abuse.
2. In practicum include the use of assessment measures as part of the student's case formulation and treatment planning activities. For example, these include behavior and symptoms measures that were introduced in ELRC 4600 Disabling Conditions, ELRC 7397 Substance Abuse and ELRC 7333 Analysis of the Individual.
3. Provide students with CPCE study materials for this area.
**Implementation Plan (timeline):**
1. Implemented in Fall 2016
2. Implemented in Fall 2016
3. Implemented by the end of the Fall 2016 semester.

**Key/Responsible Personnel:**
1. Gary Gintner
2. Laura Choate and Stephanie Eberts
3. Gary Gintner

**Evaluation of Action:**

**Budget approval required? (describe):** N/A

**Budget request amount:** $0.00

**Priority:** Medium

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**Knowledge of career development theories and methods and ability to use career counseling skills.**

Graduates will have knowledge of career development theories and methods and be able to apply career counseling skills to facilitate client exploration and problem solving.

**Action:** Strengthen knowledge of career counseling and use of career counseling skills

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action details:**
1. Career development concepts will be introduced in the first semester course, ELRC 7391 Counseling Across the Lifespan.
2. Infuse K-12 career development issues into the School Counseling practicum.
3. Provide students with CPCE study materials for the career area.

**Implementation Plan (timeline):**
1. Implemented in Fall 2016
2. Implemented in Fall 2016
3. Implemented in Fall 2016

**Key/Responsible Personnel:**
1. Stephanie Eberts, instructor for ELRC 7391
2. Stephanie Eberts, practicum instructor
3. Gary Gintner

**Evaluation of Action:**

**Budget approval required? (describe):** n/a

**Budget request amount:** $0.00

**Priority:** High

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**Knowledge of social and cultural issues and skill to implement culturally sensitive counseling interventions.**

Graduates will have knowledge and awareness of social and cultural diversity issues in counseling and be able to implement culturally sensitive counseling interventions.

**Action:** Develop knowledge and skills of multicultural counseling practices

**This Action is associated with the following Findings**
No supporting Findings have been linked to this Action.

**Action details:**
1. Include unit in ELRC 4600 on implementation of the Cultural Formulation Interview.
2. In the ELRC 4360, Intro to School Counseling, student will have exposure to interpreting data to meet the needs of different cultural groups.
3. In internship students will use the Cultural Formulation Interview at field sites.
4. Provide students with CPCE study materials for the multicultural area.

**Implementation Plan (timeline):**
1. Implemented in Spring 2017
2. Implemented in Fall 2016
3. Implemented in Spring 2017
4. By December 2016

**Key/Responsible Personnel:** 1. Gary Gintner, instructor of ELRC 4600 2. Stephanie Eberts, instructor of ELRC 4360 3. Gary Gintner and Stephanie Eberts, instructors of internship (ELRC 7399) 4. Gary Gintner

**Evaluation of Action:**

**Budget approval required? (describe):** n/a

**Budget request amount:** $0.00

**Priority:** Medium

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**Apply knowledge of research**

Apply knowledge of types of research, basic statistics, research design and implementation, and program evaluation methods, using basic quantitative and qualitative methods with a school aged population

**Action:** Strengthen student understanding of research and evaluation

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action details:** 1. In ELRC 4360, Intro to School Counseling, students will learn to implement action research strategies for comprehensive programming in the school.
2. In ELRC 7395, Family Counseling, students will complete a research paper on a cultural related issue.
3. Counseling faculty will meet with Research faculty to discuss content relevant to counseling students.
4. Students will receive CPCE study materials for the research areas.

**Implementation Plan (timeline):** 1. Implemented in the Fall 2016
2. Implemented in Spring 2016
3. Implemented in Fall 2016

**Key/Responsible Personnel:** 1. Stephanie Eberts 2. Erneric Csaszar 3. Gary Gintner

**Evaluation of Action:**

**Budget approval required? (describe):** n/a

**Budget request amount:** $0.00

**Priority:** Medium

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**Knowledge of human growth and development and ability to apply personality and learning theories to facilitate change and growth,**

Graduates will have knowledge of human growth and development, and will be able to apply personality and learning theories to facilitate change and growth in

**Action:** Strengthen knowledge of growth and development and apply skills to promote change

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action details:** 1. Case conceptualization will be introduced in the Lifespan course to promote a developmental perspective in case formulation and treatment planning.
2. Developmental aspects will be infused into case formulation skills in ELRC 4600, Disabling Conditions.
3. Developmental aspects and interventions will be infused into K-12 Career and College Readiness.
4. Developmental issues and related interventions will be integrated into case
formulation and treatment planning activities in practicum and internship.

**Implementation Plan (timeline):** 1. Fall 2016
2. Spring 2016
3. Spring 2017
4. Completed by the end of Spring 2017

**Key/Responsible Personnel:** 1. Stephanie Eberts, instructor ELRC 7391,
    Counseling Across the Lifespan 2. Gary Gintner, instructor ELRC 4600, Disabling
    Conditions 3. Stephanie Eberts, instructor K-12 Career Readiness 4. Laura Choate
    and Stephanie Eberts, practicum instructors and Gary Gintner and Stephanie
    Eberts, internship instructors

**Evaluation of Action:**

**Budget approval required? (describe):** n/a

**Budget request amount:** $0.00

**Priority:** Medium

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**Action:** Increase knowledge of group counseling and skills to facilitate
group processes.

**This Action is associated with the following Findings**

No supporting Findings have been linked to this Action.

**Action details:**
1. Continue to use the service learning activity of Teen Court to help students apply their group counseling skills with an adolescent population.
2. Require students in ELRC 4600 Disabling conditions to observe intensive outpatient groups at local clinics.
3. Include more training in practicum on running intensive outpatient and partial hospitalization groups for clients who are more seriously impaired with conditions like schizophrenia and bipolar disorder.
4. In the school counseling practicum include more training on conducting classroom guidance lessons.

**Implementation Plan (timeline):** 1. Implemented in Summer 2016
2. Implemented Spring 2017
3. Implemented Fall 2016
4. Implemented Fall 2016

**Key/Responsible Personnel:** 1. Laura Choate and Stephie Eberts 2. Gary
    Gintner, instructor for ELRC 4600, Disabling Conditions 3. Laura Choate, instructor
    for ELRC7364, Practicum in Clinical Mental Health Counseling 4. Stephanie Eberts,
    instructor for ELRC 7362, Practicum in School Counseling

**Evaluation of Action:**

**Budget approval required? (describe):** n/a

**Budget request amount:** $0.00

**Priority:** Medium
Knowledge of family system concepts and application to assessment and treatment.

Graduates will have knowledge of family system concepts and their application to assessment and treatment.

Action: Strengthen knowledge of family systems concepts and clinical applications

This Action is associated with the following Findings
No supporting Findings have been linked to this Action.

Action details: 1. Help students use technology to create family genograms. 2. Include more self-reflective activities that help students recognize personal family issues. 3. Review potential outcomes measures for this objective that go beyond the course rubric. 4. Infuse family systems and interventions into case conceptualization and treatment planning in practicum and internship

Implementation Plan (timeline): 1. Implemented in Spring 2017 2. Implemented in Spring 2017 3. Implemented by December 2016 4. Implemented in the Fall 2016 (practicums) and Spring of 2017 (internships)


Evaluation of Action:

Budget approval required? (describe):

Budget request amount: $0.00

Priority: Medium
Counseling and Counselor Skills Scale (CCSS)

Student Name: __________________________ Site: __________________________
Semester: __________ Practicum/Internship: Midterm ____ Final _____

Please rate the student (1 to 7) using the scale below by writing the appropriate score on the line to the left. Please evaluate the student compared to other students at a comparable training level.

<table>
<thead>
<tr>
<th>Not Effective</th>
<th>Sometimes Effective</th>
<th>Consistently Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
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</tr>
</tbody>
</table>

I. DEVELOPS THERAPEUTIC RELATIONSHIP

___ 1. Consistently demonstrates such core conditions as genuineness, authenticity, warmth, respect, positive regard, and acceptance.

II. BUILDS TRUST AND RAPPORT


___ 3. Verbal Tracking – Repeats key words and phrases. Uses prompts (uh huh) to let client know s/he is heard. Helps client focus on important issues.

___ 4. Vocal Tone – Uses vocal tones that match the sense of the session and session goals. Communicates caring and connection with the client.

III. ENCOURAGING EXPLORATION

___ 5. Questioning – Asks open-ended questions that encourage the client to continue talking and to provide needed information. Closed questions used judiciously. Questions not overused.

___ 6. Requesting Concrete and Specific Examples – Asks for concrete and specific instances when client provides vague generalities.

___ 7. Paraphrasing - Engages in brief, accurate, and clear rephrasing of what the client has expressed.

___ 8. Summarizing – Makes statements at key moments in the session that capture the overall sense of what the client has been expressing.

IV. DEEPENS THE SESSION
9. Reflecting Feeling & Content – States succinctly the feeling and content of the problem faced by the client (“You feel ___ when ___.”)

<table>
<thead>
<tr>
<th>Not Effective</th>
<th>Sometimes Effective</th>
<th>Consistently Effective</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>6</td>
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<td>7</td>
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</tbody>
</table>

10. Using Immediacy – Recognizes here-and-now feelings, expressed verbally or nonverbally, by the client or the counselor.

11. Observing Themes and Patterns – Identifies more overarching patterns of acting, thinking, or behaving in problem situations.

12. Confronting/Pointing out Discrepancies – Express observation of discrepancies.

13. Reflecting Meaning and Values – Reflects the unexpressed meaning or belief/value system that is behind the words the client is saying.


V. ENcourages Change

15. Determining Goals and Desired Outcomes – Collaboratively determines outcomes toward which the counseling process will aim. Intervention strategies to help client move forward toward treatment goals, such as setting up reinforcement systems, using guided imagery, asking the miracle questions, etc.

16. Considering Alternatives & 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…”)

17. Planning Action & Anticipating Possible Obstacles – Reaches agreement about actions to take, who is responsible for them, and when they will be done. Helps client to list what obstacles might interfere and to decide how to handle them.

VI. THEORETICAL AND OTHER PROFESSIONAL KNOWLEDGE

18. Knowledge of Professional Literature – Responded to client communication in ways that demonstrated an understanding of the category of the client’s issue of diagnostic category, as well as the standard of care supported by the current counseling literature.

19. Tailors Interventions to Client Characteristics– Based on a thorough knowledge of guiding theory, developed unique strategies tailored to the individual client’s characteristics, dynamics, and circumstances
20. **Case conceptualization and subsequent treatment planning** are consistently guided by theory.

**VII. PROFESSIONAL RESPONSIBILITY**

21. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.

<table>
<thead>
<tr>
<th>Least Effective</th>
<th>Sometimes Effective</th>
<th>Consistently Effective</th>
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<tbody>
<tr>
<td>1</td>
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<td>7</td>
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</tbody>
</table>

22. The student relates to peers, professors, and others in a manner consistent with stated professional standards.

23. The student attends staff meetings regularly and makes appropriate contributions.

24. The student maintains professionally prepared progress notes for each client.

25. The student keeps supervision appointments and participates actively and willingly.

**VIII. COMPETENCE**

26. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.

27. The student demonstrates commitment to development as a professional counselor (e.g., is eager to learn new therapeutic skills and techniques; attends professional development workshops, conferences, and meetings).

**IX. MATURITY**

28. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.

29. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors.

30. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.

**X. INTEGRITY**

31. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.
32. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.
Supervisor Comments

Compared to other students you have supervised in the past, how would you describe this student’s preparation for practicum/internship?

In your opinion, how could our program better prepare students for field experience?

Additional Comments:

__________________________  _______________________
Supervisor Signature                   Date
# CCSS Subscale
## ELRC 7345 Counseling Skills
### Spring 2016

<table>
<thead>
<tr>
<th>CCSS Subscale Item</th>
<th>Student 1 Final (Faculty)</th>
<th>Student 2 Final (Faculty)</th>
<th>Student 3 Final (Faculty)</th>
<th>Student 4 Final (Faculty)</th>
<th>Student 5 Final (Faculty)</th>
<th>Student 6 Final (Faculty)</th>
<th>Student 7 Final (Faculty)</th>
<th>Student 8 Final (Faculty)</th>
<th>Student 9 Final (Faculty)</th>
<th>Final Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Develops Therapeutic Relationship</td>
<td>4.00</td>
<td>4.00</td>
<td>5.00</td>
<td>5.00</td>
<td>5.00</td>
<td>5.00</td>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
<td>4.44</td>
</tr>
<tr>
<td>II. Builds Trust and Rapport</td>
<td>4.00</td>
<td>4.00</td>
<td>5.00</td>
<td>4.33</td>
<td>5.00</td>
<td>4.67</td>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
<td>4.33</td>
</tr>
<tr>
<td>III. Encouraging Exploration</td>
<td>4.00</td>
<td>3.63</td>
<td>4.00</td>
<td>4.25</td>
<td>4.00</td>
<td>4.25</td>
<td>4.00</td>
<td>4.25</td>
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<td>4.04</td>
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<tr>
<td>IV. Deepens the Session</td>
<td>4.00</td>
<td>3.38</td>
<td>4.25</td>
<td>4.00</td>
<td>4.60</td>
<td>4.40</td>
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<td>4.60</td>
<td>4.20</td>
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<tr>
<td>V. Encourages Change</td>
<td>4.67</td>
<td>4.00</td>
<td>4.33</td>
<td>5.00</td>
<td>4.00</td>
<td>4.00</td>
<td>4.00</td>
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</tbody>
</table>

*Note. School refers to students who are in the school counseling concentration.
CMHC refers to students who are in the clinical mental health counseling concentration.
The LSU Clinical Mental Health Counseling Program prepares graduate students to work in clinical mental health settings across the levels of care. The program is designed to prepare students to become Licensed Professional Counselors in the state of Louisiana. Students receive knowledge, experience, and skills training in order to:

- Facilitate human development and adjustment throughout the life span
- Prevent, diagnose, and treat mental, emotional, behavioral, and addictive disorders and associated conditions which interfere with mental health
- Conduct assessments and diagnoses for the purpose of establishing treatment goals and objectives
- Implement and evaluate treatment plans, drawing upon best practice interventions and adhering to the ethical and professional standards of the counseling profession

**Fall (1st Year)**

- ELRC 4602 Introduction to Counseling Services (3)
- ELRC 7331 Counseling Theory and Techniques (3)
- ELRC 7391 Counseling Across the Lifespan (3)

**Spring (1st Year)**

- ELRC 7334 Vocational Counseling (3)
- ELRC 4600 Disabling Conditions (3)
- Elective
- OR
- ELRC 7395 Family Counseling

**Summer (1st Year)**

- ELRC 7333 Analysis of the Individual (3)
- OR
- Elective
- Elective

**Fall (2nd Year)**

- ELRC 7393 Multicultural Counseling (3)
- ELRC 7397 Substance Abuse (3)
- ELRC 4249 Understanding and Applying Research in Education (3) (Offered Fall, Spring, & Summer)

**Spring (2nd Year)**

- ELRC 7345 Counseling Skills and Interventions (3)
- ELRC 7330 Group Techniques and Dynamics (3)
- Elective
- OR
- ELRC 7395 Family Counseling
Summer (2nd Year)

_____

Analysis of the Individual

OR

_____ Elective

_____ Elective

Fall (3rd Year)

_____ ELRC 7364 Practicum in Clinical Mental Health Counseling (6)

_____ Elective

Spring (3rd Year)

_____ ELRC 7399 Supervised Counseling Internship (6)

_____ Elective

In addition to core courses, students will have the opportunity to choose twelve (12) hours of electives. Electives can include but are not limited to the following:

- ELRC 5300 (1) Girls’ and Women’s Issues in Counseling (3)
- ELRC 5300 (2) Crisis and Trauma Intervention (3)
- ELRC 5300 (3) Advanced Issues in School Counseling (3)
- ELRC 4360 Introduction to School Counseling (3)
- ELRC 4361 Counseling Children (3)
- ELRC 7326 PK-12 College and Career Readiness (3)
- SW 7406 Social work with Lesbian, Gay, Bisexual and Transgender People (3)
- EDCI 7764 Social and Emotional Development of the Gifted (3)
- SW 7305 Grief and Bereavement (3)

Applied Behavior Analysis (ABA) Related Courses
- EDCI 6701 Content ABA
- EDCI 6702 Content ABA
- EDCI 6703 School Based Models, Tactics, Strategies
- EDCI 6704 ABA Practicum
- EDCI 7727 Single Subject Research in ABA

The purpose of this form is to enable the graduate student to outline his/her total graduate program very early. It also provides a record of approved courses, facilitating registration at all times when the advisor is not available. Program changes may be made with the advisor’s approval. The plan approved above must conform to the program of study for the Master’s degree that you seek. It is the student’s responsibility to be knowledgeable of graduate regulations to make sure that your planned program conforms to Graduate School and departmental requirements.

_______________________________  ________________
Student’s Signature  Date

_______________________________  ________________
Advisor’s Signature  Date
The LSU School Counseling Program recruits and prepares self-motivated mental health professionals who promote the academic, personal, and college/career development of all students. The program prepares school counseling students to become educational leaders and serve as advocates for all students in PreK-12 schools. Through engagement with caregivers and community partnerships, school counseling students work to:

- Promote academic success for all students
- Serve as multi-systemic leaders and change agents to improve educational practices
- Utilize best practices and data-driven interventions to identify and remove opportunity and achievement gaps in student success
- Conduct ongoing outcome research and program evaluation in order to demonstrate effectiveness of services and programs

**Fall (1st Year)**

- ELCR 4360 Introduction to School Counseling (3)
- ELCR 7331 Counseling Theory and Techniques (3)
- ELCR 7391 Counseling Across the Lifespan (3)

**Spring (1st Year)**

- ELCR 7334 Vocational Counseling (3)
- ELCR 7395 Family Counseling
- ELCR 4361 Counseling Children

**Summer (1st Year)**

- ELCR 7333 Analysis of the Individual (3)
- ELCR 4361 Counseling Children

**Fall (2nd Year)**

- ELCR 7393 Multicultural Counseling (3)
- ELCR 7397 Substance Abuse (3)
- ELCR 4249 Understanding and Applying Research in Education (3) (Offered Fall, Spring, and Summer)

**Spring (2nd Year)**

- ELCR 7326 Special Topics: PK-12 Career and College Readiness (3)
- ELCR 7345 Counseling Skills and Interventions (3)
- ELCR 7330 Group Techniques and Dynamics (3)
Summer (2nd Year)

_____ ELRC 7333 Analysis of the Individual
OR
_____ Elective
_____ Elective

Fall (3rd Year)

_____ ELRC 7362 Practicum in School Counseling (6)
_____ Elective

Spring (3rd Year)

_____ ELRC 7399 Supervised Counseling Internship (6)
_____ Elective

In addition to core courses, students will have the opportunity to choose nine (9) hours of electives. Electives include but are not limited to the following:

**Note: For those interested in pursuing LPC licensure in Louisiana, the following two electives are required:**

ELRC 4602 Introduction to Counseling (3)
ELRC 4600 Counseling for Disabling Conditions (3)

Additional Electives:
ELRC 5300 (1) Girls and Women’s Issues in Counseling (3)
ELRC 5300 (2) Crisis and Trauma Intervention (3)
ELRC 5300 (3) Advanced Issues in School Counseling (3)
SW 7406 Social work with Lesbian, Gay, Bisexual and Transgender People (3)
EDCI 7764 Social and Emotional Development of the Gifted (3)
SW 7305 Grief and Bereavement (3)

Applied Behavior Analysis (ABA)-Related Courses
EDCI 6701 Content ABA
EDCI 6702 Content ABA
EDCI 6703 School Based Models, Tactics, Strategies
EDCI 6704 ABA Practicum
EDCI 7727 Single Subject Research in ABA

The purpose of this form is to enable the graduate student to outline his/her total graduate program very early. It also provides a record of approved courses, facilitating registration at all times when the advisor is not available. Program changes may be made with the advisor’s approval. The plan approved above must conform to the program of study for the Master’s degree that you seek. It is the student’s responsibility to be knowledgeable of graduate regulations to make sure that your planned program conforms to Graduate School and departmental requirements.

_______________________________  ____________
Student’s Signature  Date

_______________________________  ____________
Advisor’s Signature  Date
Dear Employer of an LSU Counselor Education Program Graduate:

The evaluation of outcomes of professional preparation through the Counselor Education Graduate Program at LSU is important to department faculty and students. We consistently strive to improve our program, and evaluation data are crucial to these efforts. Such information also is important for us so that we can respond appropriately to inquiries about the extent to which our program is fulfilling university, state, and accrediting agency standards, goals, and expectations. Your assistance in completing the attached survey will be greatly appreciated.

Please evaluate the employee who has given you the attached survey form. After completing the “Employer of an LSU Counselor Education Graduate Survey,” please return it to Shannon Smith, Counselor Education Graduate Assistant via email at ssmi329@tigers.lsu.edu. To preserve the privacy of all participants, your employee has created a six digit code number and placed it on the survey form. Your survey response sheets will be destroyed as soon as the information is entered into an aggregate file for data analysis and summary.

We realize that these tasks will take some of your valuable time, but we trust that you understand their importance and value for our professional and academic needs.

Please be sure the completed surveys are returned to us by April 15th, or sooner if possible. If you have any questions, please call me at 225-578-2199. Thank you very much.

Sincerely,

Gary G. Gintner, Ph.D., LPC
Associate Professor and Program Coordinator
Employer of an LSU Counselor Education Graduate Survey

Please provide the following information as appropriate

Six digit code created by graduate: ____________________ (To be entered by the graduate)

Name of your agency/institution/school: ______________________________________

How many other counselors other than the person being evaluated are employed at your site? ________

How long has this person been employed at your agency/institution/school? ______________

Program Graduate’s Professional Knowledge

Please use a scale of 1=low/poor to 10=high/very good to indicate your personal evaluation of the level of knowledge held by the program graduate being evaluated in each of the following areas: (mark N/A if does not apply in your particular setting)

______ Ethical and legal issues in counseling
______ Diagnosis of mental disorders
______ Theories of counseling
______ Professional organizations
______ Multicultural counseling
______ Program evaluation
______ Career and lifestyle counseling
______ Counseling individuals with special needs
______ Human growth and development
______ Treatment planning/Case management
______ Professional credentialing
______ Accountability procedures
______ Standardized Testing
______ Family counseling
______ Large group dynamics and counseling
______ Theories of personality
______ Consultation
______ Research and statistics
______ Crisis intervention/counseling
______ Best practice treatments for mental disorders

Program Graduate’s Professional Skills

Please use a scale of 1=low/poor to 10=high/very good to indicate your personal evaluation of the level of skill held by the program graduate being evaluated in each of the following areas: (mark N/A if does not apply in your particular setting)

______ Individual counseling
______ Crisis intervention/counseling
______ Small group counseling
______ Clinical diagnosis
______ Multicultural counseling
______ Program evaluation
______ Career and lifestyle counseling
______ Counseling individuals with special needs
______ Large group counseling/guidance
______ Treatment planning/Case management
______ Assessment
______ Accountability procedures
______ Child and adolescent counseling
______ Family Counseling

Please include any additional comments or suggestions below. Thank you for your time!
Dear Counselor Education Graduate:

The evaluation of outcomes of professional preparation through the Counselor Education graduate program at Louisiana State University is important to department faculty and students. We consistently strive to improve our program, and evaluation information provides important data about the extent to which our programs are fulfilling university, state, and CACREP standards, goals, and expectations effectively. We ask that you help us in two ways:

First, please complete the attached “LSU Counselor Education Program Graduate Survey” and return it to Shannon Smith, Counselor Education Graduate Assistant, via e-mail at ssmi329@tigers.lsu.edu. To preserve your privacy, we are asking you to create a six digit code number and place it on the survey form you complete and on the top of the form you give your employer. Your survey response pages will be destroyed as soon as the information is entered into an aggregate file for data analyses and summary. Be assured that program faculty will not review individual responses and will only view the data in aggregate.

Second, please forward the “Employer of an LSU Counselor Education Graduate Survey” and cover letter to your supervisor, administrator, or employer and ask that person to complete it and return it via email at ssmi329@tigers.lsu.edu. Again, the information provided will be held in the strictest confidence.

We realize these tasks will take some of your valuable time, but we trust that you understand their importance and value for our professional and academic needs. Please be sure the completed surveys are returned to us by April 15th, or sooner is possible. If you have any questions, please call me at 225-578-2199. Thank you very much for your assistance.

Sincerely,

Gary G. Gintner, Ph. D., LPC
Associate Professor and Area Coordinator
Please provide the following information as appropriate

Six digit code created by you: _______________ Mo/Year of Graduation: __________

Gender: _____ Female_____ Male

Ethnicity: ______ African-American
__________Caucasian-American
__________Asian-American
__________Hispanic-American
__________Other (specify) __________

Degree Earned:
________ M.Ed.
________ M.A.
________ Ed.S.

Concentration: ______ Community Counseling
________ School Counseling

If you are currently employed in the mental health field, please complete the following:

Job Title __________________________________________

Agency/ Employer Name ______________________________

City/ State: _________________________________________

Primary job functions: __________________________________

What was your initial post-graduation starting salary (to the nearest thousand) __________

What professional licenses or certifications do you hold?

_____Certified School Counselor
_____Licensed Professional Counselor
_____National Certified Counselor
_____Counselor Intern
_____Other (specify) ______________________________

Do you provide professional services other than in your primary employment setting (e.g., private practice)? If so, please briefly describe your activities.

____________________________________________________________________________________
General Aspects of the Program

Please use a scale of 1 = low/poor to 10 = high/very good to indicate your personal evaluation of each of the following general aspects of the program from which you graduated:

_____ The program’s curriculum (i.e., the curriculum in general)
_____ The academic/professional knowledge it taught to you
_____ The professional skills taught to you
_____ The supervised, field-based experiences (i.e., practica or internships) overall
_____ The sites available for supervised, field-based experiences
_____ The site host supervisors for supervised, field-based experiences
_____ The on-campus, group supervisors for supervised field-based experience
_____ The instructional, classroom (i.e., teaching) effectiveness
_____ The professional competence of the program faculty
_____ The accessibility-availability of the program faculty
_____ The academic advisement you received
_____ The facilities and resources available for the program
_____ The in-program, on-campus supervised practice experience
_____ The in-program student evaluation procedures
_____ The duration (i.e., academic) length of the program
Program Graduate’s Professional Knowledge

Please use a scale of 1=low/poor to 10=high/very good to indicate your personal evaluation of the level of knowledge you possess in each of the following areas:

- Ethical and legal issues in counseling
- Theories of counseling
- Multicultural counseling
- Career and lifestyle counseling
- Human growth and development
- Professional credentialing
- Standardized Testing
- Large group dynamics and counseling
- Consultation
- Crisis intervention/counseling

Program Graduate’s Professional Skills

Please use a scale of 1=low/poor to 10=high/very good to indicate your personal evaluation of the level of skill you possess in each of the following areas:

- Individual counseling
- Small group counseling
- Multicultural counseling
- Career and lifestyle counseling
- Large group counseling/guidance
- Assessment
- Child and adolescent counseling
- Couples/marriage counseling

- Crisis intervention/counseling
- Clinical diagnosis
- Program evaluation
- Counseling individuals with special needs
- Treatment planning/Case management
- Accountability procedures
- Family Counseling
- Consultation
What were the major strengths of the program from which you graduated?

In what ways could the program from which you graduated have been improved?
## 2014 Employer Survey

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# 2014 Graduate Survey

**Graduates 2010-2013**

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**Comments:**
- **Strengths:**
  - The one on one attention.
  - Faculty members are extremely dedicated, supportive, and encouraging. All faculty members were there to help me grow professionally and personally throughout the program. They challenged me to push myself further, but also provided the support needed for me to feel comfortable in those challenges. All faculty members are extremely knowledgeable and passionate about what they do. They taught in a way that was understandable and practical. Assignments given challenged me and were applicable to clinical settings. I also enjoyed practicum and internship experiences. The onsite supervisors were wonderful. I was given freedom to develop my skills with opportunities to work with clients in both individual and group settings.
o The demonstrated professionalism, through course work and social interaction. As a student, I always felt I had the strong support of the staff. The classroom instruction was by far the best educational experience in my career and professional life. The low student to faculty ration provided a more personalized experience.

o The faculty is extremely knowledgeable and I feel truly cared about me as a student and my success. The Counseling department faculty is amazing and wish we had more to cover those outside areas in which outside professors cover. The program truly prepares you for the workplace and feeling competent in beginning as a counseling professional.

o Treatment planning, theories, knowledge of the DSM, and clinical skills taught by the program were excellent. The full time faculty was accessible, knowledgeable, and always professional. The education was excellent in that professors taught best practices and were up to date with research in the field.

o Faculty! Excellent resources, very approachable and knowledgeable. I really thrived in the program and I believe it had a lot to do with the confidence they had in me. Opportunities in my practical experience were instrumental in skill development and career networking.

o I really enjoyed that we followed a cohort model even though a few of us were outside of the cohort due to beginning the program ahead of the fall cohort. Our professors were easily accessible and were willing to include us on research projects, presentations and article submissions that they were working on. The program was structured in a way that not only allowed us to learn how to be better counselors, but also better individuals.

o The supervision and professionalism of the faculty in the program. The encouragement and push to build support relationships with others in the program.

o Enthusiastic faculty—present material in a fun and practical manner; always strive to encourage students to present and write. Some of the projects are very useful to things you will do on the job- case studies, school counseling comprehensive curriculum, etc. Great opportunities to network with other professionals and students. Prepared me well for comps and the NCE. Great program and experience.

- Improvement:
  o More sites available for internship. More prep for the dates and road blocks for licensing procedures post-graduation. People are not prepared for the time gaps-problems with getting hired.
  o While I enjoyed the electives I selected to take, I would suggest offering more elective options. Incorporation of more practice counseling experiences with clients prior to the completion of my practicum and internship would have been beneficial.
  o More options in practicum and internship sites. Possibly more instruction in post graduate job searching or placement. More instruction or guidance in a specialization or concentrated area of counseling. More instruction or guidance for possible doctorate opportunities.
  o Learning based projects are always helpful and anything that can be taken on job interviews or building counseling resources would help. I think some classes really do this and it is very beneficial on a day-to-day basis at work. More job shadowing or meeting with alumni of the program or those in internship to help new students
may be helpful to get a student’s or past student’s perspective on how to prepare for graduation and tips, advice, guidance they could give them would have been nice.

- A full time member teaching the family counseling class can improve the program. More emphasis on couples counseling could be helpful to graduates.
- More electives and options for Ed. S. would have been great. I do realize difficulty of this possibility with limited faculty number. I think skills course was great; but believe an advanced skills or maybe a skills lab of sorts would have been very beneficial.
- More information on the tasks school counselors have to do (504, SBLC, testing). More help with searching for an ideal job and more realistic with how the job market for school counselors really is in our area.
### CACREP Standards Rubric Data

**Fall 2015 - ELRC 4249: Understanding & Applying Research in Education**

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**Rating Criteria:**

0 – Student did not meet the standard

1 – Student performed **below** expectations on the standard

2 – Student adequately met the standard

3 – Student performed **above** the expectations on the standard
## CACREP Standards Rubric Data
### Fall 2015 - ELRC 4360: Intro to School Counseling (Eberts)

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**Rating Criteria:**

0 – Student did not meet the standard
1 – Student performed **below** expectations on the standard
2 – Student adequately met the standard
3 – Student performed **above** the expectations on the standard
## CACREP Standards Rubric Data

### Fall 2015 - ELRC 4602: Intro to Counseling Services (Choate)

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### Rating Criteria:

0 – Student did not meet the standard

1 – Student performed below expectations on the standard

2 – Student adequately met the standard

3 – Student performed above the expectations on the standard
# CACREP Standards Rubric Data

**Fall 2015 - ELRC 7331: Counseling Theory & Techniques (Gintner)**

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|----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|                |
| Core G.5.d     | 3 | 3 | 1 | 2 | 3 | 3 | 3 | 3 | 2 | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 3  | 2  | 3  | 3  | 3  | 3  | 3  | **2.70**       |
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**Rating Criteria:**

- 0 – Student did not meet the standard
- 1 – Student performed **below** expectations on the standard
- 2 – Student adequately met the standard
- 3 – Student performed **above** the expectations on the standard
## CACREP Standards Rubric Data

**Fall 2015 - ELRC 7391: Counseling Across the Lifespan (Eberts)**

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**Rating Criteria:**

0 – Student did not meet the standard

1 – Student performed **below** expectations on the standard

2 – Student adequately met the standard

3 – Student performed **above** the expectations on the standard
## CACREP Standards Rubric Data

### Fall 2015 - ELRC 7393: Multicultural Counseling (Csaszar)

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**Rating Criteria:**

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1 – Student performed below expectations on the standard
2 – Student adequately met the standard
3 – Student performed above the expectations on the standard
### CACREP Standards Rubric Data

**Fall 2015 - ELRC 7397: Substance Abuse (Gintner)**

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**Rating Criteria:**

0 – Student did not meet the standard
1 – Student performed **below** expectations on the standard
2 – Student adequately met the standard
3 – Student performed **above** the expectations on the standard
### CACREP Standards Rubric Data

**Summer 2016 - ELRC 7333: Analysis of the Individual (Choate)**

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**Rating Criteria:**

0 – Student did not meet the standard

1 – Student performed **below** expectations on the standard

2 – Student adequately met the standard

3 – Student performed **above** the expectations on the standard
# CACREP Standards Rubric Data

Spring 2016 - ELRC 4600: Disabling Conditions (Gintner)

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**Rating Criteria:**

0 – Student did not meet the standard
1 – Student performed **below** expectations on the standard
2 – Student adequately met the standard
3 – Student performed **above** the expectations on the standard
### CACREP Standards Rubric Data

**Spring 2016 - ELRC 7300: Group Counseling (Eberts)**

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**Rating Criteria:**

0 – Student did not meet the standard

1 – Student performed **below** expectations on the standard

2 – Student adequately met the standard

3 – Student performed **above** the expectations on the standard
# CACREP Standards Rubric Data

**Spring 2016 - ELRC 7334: Vocational Counseling (Eberts)**

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**Rating Criteria:**

0 – Student did not meet the standard

1 – Student performed **below** expectations on the standard

2 – Student adequately met the standard

3 – Student performed **above** the expectations on the standard
## CACREP Standards Rubric Data
### Spring 2016 - ELRC 7345: Counseling Skills (Choate)

<table>
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<th>Standard</th>
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<td>Core G.5.c</td>
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**Rating Criteria:**

0 – Student did not meet the standard
1 – Student performed below expectations on the standard
2 – Student adequately met the standard
3 – Student performed above the expectations on the standard
### CACREP Standards Rubric Data

**Spring 2016 - ELRC 7395: Family Counseling (Csaszar)**

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<th>Standard</th>
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**Rating Criteria:**

0 – Student did not meet the standard

1 – Student performed below expectations on the standard

2 – Student adequately met the standard

3 – Student performed above the expectations on the standard
# CACREP Standards Rubric Data

**Spring 2016 - ELRC 7397: Career & College Readiness (Curry)**

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**Rating Criteria:**

0 – Student did not meet the standard
1 – Student performed **below** expectations on the standard
2 – Student adequately met the standard
3 – Student performed **above** the expectations on the standard
### Student, Academic, Professional, and Personal Development Review

**PLEASE PRINT**

Student______________________________ Program: ____________________

Review (circle one) 1<sup>st</sup> year spring 2<sup>nd</sup> year spring 3<sup>rd</sup> year spring internship

Faculty________________________________ Date: _________________

**Rating Scale**

- N – No Opportunity to observe
- 0 – Does not meet criteria for program level
- 1 – Meets criteria minimally for program level
- 2 – Meets criteria inconsistently for program level
- 3 – Meets criteria consistently for program level

### Academic Development

1. The student maintains an acceptable GPA as determined by the LSU Graduate School and program standards.  
   - **N 0 1 2 3**

2. The student is progressing in coursework as outlined on his/her program of study.  
   - **N 0 1 2 3**

### Professional Development

1. The student presents and conducts self in a manner so as to promote confidence in the counseling profession.  
   - **N 0 1 2 3**

2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.  
   - **N 0 1 2 3**

3. The student demonstrates application of ethical and legal requirements relevant to counseling training and practice.  
   - **N 0 1 2 3**

4. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.  
   - **N 0 1 2 3**

5. The student demonstrates commitment to development as a professional counselor (e.g., is eager to learn new skills and techniques; attends professional development workshops, conferences, meetings).  
   - **N 0 1 2 3**

### Personal Development

1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.  
   - **N 0 1 2 3**

2. The student demonstrates honesty, fairness, and respect for others.  
   - **N 0 1 2 3**

3. The student demonstrates awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.  
   - **N 0 1 2 3**

4. The student demonstrates the ability to receive, integrate and/or utilize feedback from peers, instructors, and supervisors.  
   - **N 0 1 2 3**

5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.  
   - **N 0 1 2 3**

6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.  
   - **N 0 1 2 3**

7. The student avoids improper and potentially harmful dual relationships.  
   - **N 0 1 2 3**

8. The student respects the fundamental rights, dignity, and worth of all people.  
   - **N 0 1 2 3**

9. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.  
   - **N 0 1 2 3**

10. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.  
    - **N 0 1 2 3**

**COMMENTS:**

Student Signature Date Faculty Signature Date
<table>
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<tr>
<th>Assessment</th>
<th>Data Collected</th>
<th>Data Reviewed</th>
<th>Responsible Faculty</th>
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<td>Program and curriculum review; review of programs of study</td>
<td>Ongoing</td>
<td>Annual Program Review (Oct) SACS Outcome Report (Oct)</td>
<td>Program Leader</td>
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<tr>
<td>Study of program applicants</td>
<td>Annually each spring</td>
<td>Annual Program Review (Oct)</td>
<td>Program Leader</td>
</tr>
<tr>
<td>Study of program graduates</td>
<td>Survey every 3 years, Fall semester</td>
<td>Annual Program Review (Oct)</td>
<td>CACREP Liaison</td>
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<tr>
<td>Study of graduate employers</td>
<td>Survey every 3 years, Fall semester</td>
<td>Annual Program Review (Oct)</td>
<td>CACREP Liaison</td>
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<tr>
<td>Study of site supervisor perceptions of program</td>
<td>Fall (practicum; CCSS), Spring (internship; CCSS), Spring (site supervisor workshop)</td>
<td>Annual Program Review (Oct)</td>
<td>Practicum, Internship Coordinators</td>
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<tr>
<td>Study of students completing program</td>
<td>Student exit survey, month of graduation (May or August)</td>
<td>Annual Program Review (Oct)</td>
<td>Internship Instructors</td>
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<td>Mission Statement reviewed</td>
<td>Annually each fall</td>
<td>Annual Program Review (Oct)</td>
<td>CACREP Liaison</td>
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<tr>
<td>Program Objectives reviewed</td>
<td>Annually each fall by faculty; every 3 years by site supervisor (spring site supervisor meeting)</td>
<td>Annual Program Review (Oct) SACS Outcome Report (Oct)</td>
<td>CACREP Liaison</td>
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<td>CPCE area scores for graduating students</td>
<td>March (May graduates), June (August graduates)</td>
<td>Annual Program Review (Oct) SACS Outcome Report</td>
<td>Laura Choate</td>
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<td>CACREP core review: Course rubrics</td>
<td>Fall, Spring, Summer (all core courses)</td>
<td>Annual Program Review (Oct) SACS Outcome Report (Oct)</td>
<td>CACREP Liaison</td>
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<td>Site Supervisor evaluation of students: CCSS</td>
<td>October and December (Practicum), March and May (internship)</td>
<td>Annual Program Review (Oct) SACS Outcome Report (Oct)</td>
<td>Practicum, Internship Instructors</td>
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<td>Faculty Supervisor evaluation of students: CCSS</td>
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<td>Student evaluation of site: Site evaluation form</td>
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<td>Annual Program Review (Oct) Flagger if score of 3 or higher</td>
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<td>Student evaluation of faculty supervisor: Faculty eval form</td>
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### Student Formative and Summative Assessment

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<td>Final Student Review: Student Review form</td>
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<td>Final Comprehensive Exam (CPCE)</td>
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