

APPENDIX N: 2015/2016 Academic Program Assessment Report

Executive Summary 2015/2016 Academic Program Assessment

The 2015/2016 Academic Program Assessment (APA) was designed to evaluate how the Counseling and Human Development Programs are contributing to developing students with the appropriate knowledge, skills, and attitudes for employment as counselors and counselor educators. The relevant programs to be included in the year's APA were the Master of Arts in School Counseling, the Master of Arts in Rehabilitation Counseling, the Master of Arts in Clinical Mental Health Counseling, and the Doctor of Philosophy in Counseling and Supervision. The major changes which resulted from the APA were in the overall assessment plan, in curriculum, and in specific academic procedures that flowed from the changes.

One major impetus for the APA during this year was the July 2015 report from the Council for the Accreditation of Counseling and Related Education Programs (CACREP) which identified three standards that needed to be met in order to receive accreditation in 2017. The remainder of this summary focuses only on those programs that are directly related to CACREP accreditation, namely the MA degrees in School, Clinical Mental Health, and the PhD in Counseling and Supervision.

The *Overall Assessment Plan* changes included creation of Curriculum Maps for each program, creation of rubrics to collect evaluation data for each course in the curriculum map, and uploading the curriculum maps into Taskstream, which is serving as the web-based platform for data collection. Faculty also completed instruction in how to use Taskstream, a process that had begun for the university in 2014.

Changes to curriculum included a proposal to implement a cohort model for the MA in Clinical Mental Health. This necessitated revising prerequisites to include a stronger undergraduate foundation in social sciences; a requirement for students to have some experience with personal counseling; and a change in course prerequisites to reflect the new curriculum. All courses were reviewed and the course sequence for the new model was designed. In the spring of 2016, all curricular changes were presented to the Graduate School of Education Curriculum committee, and were approved.

Changes to academic procedures included working with the Office of Student Life (OSL) to change recruitment materials, talking points for OSL personnel to use when communicating with prospective applicants, modifications in course scheduling for the following year (including a shadow program to test the new model), and revising advisor information for incoming students who would pilot the program.

Illustration of APA

Annually, supervisor evaluation data (i.e., practicum, internship site, Community Counseling Services, employer) is reviewed to identify primary areas for improvement across programs from which to enhance programs to meet GWU program objectives. For *GWU Program Objective 2: Self as Counselor*, from the evaluation data analyses, areas for improvement were identified as Counseling Skills (e.g., CI is able to deal appropriately with positive and negative emotions the client expresses towards the counselor), Supervisory relationship (e.g., is prepared for supervision and able to identify strengths and areas for professional development), Multicultural identities (e.g., demonstrates sensitivity to the impact of own cultural diversity in the therapy process, demonstrates an appreciation for the value of cultural diversity in the overall therapy process), Community resources (e.g., reasonable knowledge of community resources, able to make appropriate referrals). From the data program modifications were developed.

For GWU Program Objective 6: Clinical Skill, from the evaluation data analyses areas for improvement were identified as Assessment skills (e.g., utilization of assessments to aid in treatment of clients and complete progress notes), Counseling skills (e.g., facilitation of tangential discussions, appropriately to client's feelings understanding client nonverbal behaviors, use of confrontation, explore client's expressed positive and negative emotions), Clinical Skills (i.e., providing clinical skill experience prior to internship placement), Case conceptualization (e.g., competence in the use of the DSM-5, ability to create a diagnostic impression, treatment planning), Theory and intervention (e.g., utilize counseling theory to develop and facilitate counseling interventions), File documentation (e.g., case management, case file audit review response), Supervisory relationship (e.g., follow-through on supervisor recommendations regarding case interventions and provision of client counseling services), and Multicultural identities (e.g., responds appropriately to clients' multicultural identities, explore importance of cultural identity to the client and in shaping the clients' worldview). From these data program modifications were developed.

Master of Arts in School Counseling and MA of Arts in Clinical Mental Health Counseling Student Evaluation Data

Assessment skills

CI scores and utilizes the results from the CCSC assessments in order to aid in treatment of clients and complete clinically relevant progress notes.

Counseling skills

CI demonstrates ability to close a session

CI attempts to redirect clients from prolonged tangential discussions

CI responds appropriately to client's feelings in sessions

CI communicates understanding of client's nonverbal behaviors.

CI uses confrontation appropriately in the session.

CI is able to deal appropriately with positive and negative emotions the client expresses towards the counselor

Case conceptualization

CI demonstrates an understanding and competence in the use of the DSM-5 to create a diagnostic impression of the client.

Theory and intervention

CI shows willingness to be imaginative, innovative, and creative in intervention approaches.

File documentation

CI updates case files with feedback and suggestions in a timely manner.

Supervisory relationship

CI demonstrates follow-through on topics, interventions, or recommendations of supervisor in subsequent counseling sessions.

Multicultural identities

CI responds appropriately to clients' multicultural identities and explores their importance to the client and in shaping the clients' worldview.

CI demonstrates sensitivity to the impact of own cultural diversity in the therapy process.

CI demonstrates an appreciation for the value of cultural diversity in the overall therapy process.

Other

Has a reasonable knowledge of community resources and is able to make appropriate referrals

Primary areas for improvement

- case documentation
- application of theory
- treatment planning
- multicultural counseling skills

- confrontation skills
- exploration of client presenting concerns
- knowledge of community services/resources
- self-care
- client resistance
- case conceptualization
- group counseling skills

Doctor of Philosophy in Counseling and Supervision Program

Primary areas for improvement

- Student has a coherent theoretical approach to supervision and uses it to foster case conceptualization with supervisees; demonstrates such in clinical and supervisory practice.
- Student evaluates supervisee needs and works collaboratively to structure the supervision session effectively.
- Student recognizes and manages own cognitive and emotional reactions to supervisees and counseling sessions, and uses these to enhance supervisory process.

Primary areas for improvement

- Understanding and utilization of the DSM-5
- Case conceptualization
- Documentation skills
- Self-care
- Knowledge of community resources
- Confidence of counseling skills