

University of Colorado Denver
School of Education and Human Development

M.A. in Counseling:

Clinical Mental Health Counseling
Marriage, Couple, and Family Counseling
School Counseling

Fall 2021- Spring 2022

Program Evaluation Report

This report is located on the webpage for the Counseling Program, and is written in accordance with CACREP Standard I.AA. which states that each counseling program “distribute an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the program, program faculty, institutional administrators, personnel in cooperating agencies, and the public.”

Overview of the Counseling Program

Mission of the Counseling Program

The Mission of the Counseling program at the University of Colorado Denver is to educate competent counselors who value inclusion and prize diversity such that they are prepared to offer a continuum of mental health services across a variety of settings for the benefit of the community and the society.

Program Goals

The Counseling program is within the School of Education and Human Development and has three tracks that prepare Master's level counselors for licensure and professional practice. The program prepares Clinical Mental Health, Couple and Family, and School Counselors. All three tracks meet the requirements for licensure nationally as a Licensed Professional Counselor (LPC), School Counselor, or Marriage and Family Therapist (LMFT), depending on track. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the program, and the School Counseling track is also accredited by the Council for the Accreditation of Educator Preparation (CAEP) and the State of Colorado Department of Education.

The Counseling program at the University of Colorado Denver is an intensive master's program requiring a minimum of 63 credit hours for graduation (there is some small variation between tracks) and is one of the larger programs in the SEHD. Sixty four (64) students graduated from the program during the 2021-2022 academic year and more than 200 were enrolled in any given semester. By CACREP track/program, 27 students graduated from the Clinical Mental Health Track, 22 students graduated from the Couple and Family Track, and 15 graduated from the School Track. In addition to being academically rigorous, the program includes extensive clinical work and ongoing personal assessment of students due to the intensely personal nature of the professions for which the students are preparing.

National and State Standards and Learning Outcomes

In 2018, the Counseling Program began its transition to the CACREP 2016 standards, and completed its self-study during the 2019-20 academic year. For this report, rubrics (described below) that encompass 485 standards required by CACREP for accreditation under 2016 standards will be reported. The 485 standards are addressed through multiple courses that form the "Core" of the Counseling Program. The rubrics represent the learning outcomes of the Counseling Program in which groups of CACREP standards that are met through course work in a given class. In addition to completing the CACREP core course work, students complete additional course work in their given specialty area (described above). CACREP standards also include separate training standards for Clinical Mental Health Counseling, Marriage, Family and Couples Counseling, and School Counseling. Additional standards that are incorporated into classes' major learning objectives come from the American School Counselors Association (ASCA), the American Mental Health Counselors Association (AMHCA), the American Association for Marriage and Family Therapy (AAMFT), and the State of Colorado School Counselor Certification requirements, as well as the Department of Education. Students are evaluated, using LiveText, on the standards included in each class twice

a semester, at midterm and at final. There are also signature assignments in each specialty area linked to student learning outcomes.

Counseling Core Competencies

Beginning in fall 2019, the program moved to the CACREP 2016 standards. The major learning outcomes for the Counseling Program are aligned with the CACREP 2016 Standards. Each standard is included for assessment in specific courses that are part of each student's core course work and specialty track course work. Students also take a national examination, the Counselor Preparation Comprehensive Examination (CPCE), which tests them in the eight areas that comprise the CACREP standards and are taught in the core classes. Students generally take the test at one of three different times during the year (Fall/Spring/Summer). Students' scores in these eight areas are evaluated by the program faculty and serve as an additional form of assessment.

The learning outcomes for the Counseling Program are assessed in five different ways, three of which are based on CACREP standards. First, data related to specific CACREP standards is collected for each course using Live Text. The course data evaluates students on the CACREP standards covered in that class at the mid-term and final points in the class and are reviewed throughout the year. Second, faculty conduct a global evaluation of all students (focused on general performance, and professional and personal characteristics relevant to the counseling field) twice during the academic year. Results of the global assessment are in Appendix A. Third, the program uses a standardized national exam, the Counselor Preparation Comprehensive Exam (CPCE) as a comprehensive exam within the program. Students are required to complete the comprehensive exam after they have completed their "core" coursework. Students are encouraged to take their comprehensive exams as soon after completing their course classes as possible, though not all do. Some elect to complete a Thesis, and during the 2021-22 academic year, three theses were successfully defended by students in the program. Results of the CPCE are detailed below. Fourth is the practicum assessment. Because of the critical role the practicum experience plays in students learning to apply knowledge, we evaluate practicum separately in addition to other more general measures. Results of the practicum survey are in Appendix B. The fifth data source is an alumni survey of recent graduates, which includes survey items related to how well prepared students believe they are in a variety of areas and open-ended response for programmatic feedback. Results of the alumni survey are in Appendix C.

Assessment Data and Learning Goal(s) Examined

During the 2021-22 Academic year, the faculty successfully responded to a two year accreditation letter with conditions, which means all programs are accredited until October 2023. Under the direction of Associate Professor Edward Cannon, a different CACREP core area was reviewed each month in an all faculty meetings. Faculty reviewed the outcome assessment of the relevant courses and the CPCE exam and also discussed student performance and class structure with the instructors for relevant classes. The program submitted an interim report in April 2019 that addressed the conditions set forth by CACREP (standards that need to be addressed). In August 2021, the program learned that the board had accepted the interim report. One of the previous conditions required by CACREP was that all syllabi include evidence of how each standard is being measured in each course. This standard has been met. The remaining condition pertaining to Standard AA.4 is related to how faculty are measuring student learning outcomes in

track-specific courses. To that end, faculty have created rubrics in LiveText that capture “signature assignments” for all track-specific courses. These rubrics are included in Appendix D. For the 2016 standards, beginning fall 2019, faculty moved to KPIs -Key Performance Indicators to measure student learning outcomes.

At the September 2021 program meeting the faculty reviewed previous year’s assessment data from LiveText and from the SEHD Exit interviews. It was noted that the class based assessments of performance in the CACREP standards areas (LiveText) were becoming more consistent, thanks to interactions with faculty outside of the Counseling Program who teach course that counseling students take (e.g. RSEM 5110, RSEM 5120 and EPSY 6200). Ongoing efforts are made to ensure that all instructors who are teaching any course that serves students in the Counseling Program are completing performance assessments related to the CACREP standards in LiveText.

As a result of the ongoing global review of students during the academic year, changes were made to program policies (detailed in the 2021-22 student handbook) to clarify intervention and remediation procedures for any students whose performance in these areas was of concern. A committee was formed to revise the student handbook, and the 2021-22 handbook is available to all on the program website.

The CACREP Board also noted that much work has been completed to build a comprehensive program evaluation system that includes review of data from a variety of sources on a continuous and systematic basis. The program, therefore, is working to provide evidence of both the identified measures being used and how they know that student learning is occurring (both knowledge and skill based) across the program area standards. The program response was to create rubrics for each of the track-specific courses, which include a “signature assessment or assignment” in order to demonstrate both that student learning is occurring, and that standards are being met. Please see Appendix D.

Assessment Data: Fall 2021-Spring 2022

The Counseling program has a rigorous training program that includes lecture and laboratory courses for skill building and a practicum at the University of Colorado Denver Counseling Center (serving students and community members). Each course links readings, assignments, service learning activities, to the counseling profession’s national standards (derived from CACREP, ASCA, American Counseling Association mandated competencies- Multicultural, Advocacy, and Social Justice). Students are assessed in each course on rubrics in LiveText derived from CACREP 2016 Standards; this process usually involves several assignments that focus on counseling knowledge and skills pertaining to the competency areas and a final examination. Most students excel in their coursework, practicum, and internship activities. The LiveText reports from the overall faculty evaluations of students are in Appendix A.

CPCE Assessment Results

The national examination (CPCE) data continue to show improvement in scores on both the Career Development and Lifestyle Planning and Research and Program Evaluation Scores in recent years. It appears the efforts of both the Counseling faculty and the RSEM faculty begun during previous academic years have had an impact.

Modifications in Program

In 2021-22, the most impactful change within the Counseling program continued to be the addition of two new clinical faculty members. Both faculty members now have full time appointments in Counseling. The addition of these clinical faculty, who each teach 6-8 courses per semester between them, is having an impact on our core/noncore faculty credit hour delivery ratio.

Other modifications that continue to work well include having students assessed at several points in their program: specifically, at the beginning, in COUN 5010 (an introductory course all students must take), at the middle, in COUN 5160 (required for all couple and family AND clinical mental health students), and COUN 6230 (required of all school counseling students), and at the end (in COUN 5910 and COUN 5930). The emphasis at the present time is also on ensuring that the texts selected and assignments used throughout the program are as relevant as possible. Ongoing communication among faculty has focused on this, particularly for classes taught by those outside the counseling program (e.g. RSEM 5110, RSEM 5120 and EDHD 6200).

Looking at the CACREP 2016 standards, since fall 2019 the faculty have updated Goals and Objectives for the program so that they align with the new standards. This will include course mapping, followed by a syllabus overhaul. The final phase will be tying assignments to standards and student learning outcomes.

Effects of Program Modifications in on Student Learning

Students in the Counseling program continue to consistently score above the national mean in all areas of the CPCE. The Program uses a score of one standard deviation below the mean as minimum passing criteria for the CPCE (Comps) exam. For this report, the program is focusing on analyzing student performance on the Counselor Preparation Comprehensive Exam. This report will focus on comparing results of the Counseling Program students to national data from three administrations, fall 2021, spring 2022, and summer 2022. The point values of the exam and its various sections varies, totals specific to the test are provided. The chart below compares scores of the 43 CU Denver students to the national average scores.

Aggregated results of the CPCE examinations during academic year 2021-2022.

| | University of Colorado-Denver | | | | | National Exit | | | | |
|---|-------------------------------|--------|------|-----|-----|---------------|-------|-------|-----|-----|
| | N | Mean | SD | Min | Max | N | Mean | SD | Min | Max |
| C1: Human Growth and Development | 43 | 13.05 | 1.73 | 9 | 16 | 237 | 11.62 | 2.83 | 2 | 16 |
| C2: Social and Cultural Diversity | 43 | 12.44 | 2.10 | 9 | 17 | 237 | 10.30 | 2.65 | 5 | 16 |
| C3: Helping Relationships | 43 | 14.00 | 2.25 | 7 | 17 | 237 | 11.94 | 2.80 | 4 | 17 |
| C4: Group Work | 43 | 14.26 | 1.95 | 7 | 17 | 237 | 10.84 | 2.94 | 3 | 17 |
| C5: Career Development | 43 | 11.26 | 2.00 | 7 | 15 | 237 | 9.38 | 2.57 | 2 | 16 |
| C6: Assessment | 43 | 12.30 | 1.67 | 8 | 15 | 237 | 10.63 | 2.29 | 3 | 16 |
| C7: Research and Program Evaluation | 43 | 14.30 | 1.91 | 9 | 17 | 237 | 11.04 | 3.18 | 1 | 17 |
| C8: Professional Orientation and Ethical Practice | 43 | 13.47 | 2.05 | 8 | 17 | 237 | 11.38 | 2.46 | 5 | 17 |
| Total Score | 43 | 105.07 | 9.37 | 82 | 123 | 237 | 87.13 | 16.79 | 43 | 123 |

Analysis of the Results

Results from the CPCE exam indicate that the scores of students in our program exceeded the national average and had less variability than the national sample for the three semesters under study. This year, there are not overall areas of relative strength and weakness as there have been in the past. The students' scores in the eight different CACREP core areas do not vary in a constant way from the national mean and students outperform the national means. The

addition of full time faculty, revisions to the research methods course works, he increased emphasis on social cultural factors in the revised school counseling classes seem to have been effective at addressing past score differences. In 2021-2022 all of the students who took the CPCE exam met the Program's requirements for passing, and the overwhelming majority of students scored well above the mean in all areas.

Overall Student Evaluation Assessment Results

The LiveText rubric assessment data overall student readiness is also included in this report (Appendix A). These are global evaluations of student performance for all students arrived at by consensus of the full faculty. The results show that the majority of students are meeting the learning goals of the program. Because this program has a licensure preparation focus, it is customary to teach for mastery. Students who do not excel are not allowed to remain in the program because of the public interest responsibilities the program has to the general public. In addition to the overall results reported here, each class assesses student competencies in the CACREP standards covered by that class at two points, mid-term and final, each semester. This number of standards will be greatly reduced under the CACREP 2016 standards. All of the counseling programs evaluations are available through LiveText.

Analysis of the Results

The overall student assessment provides an opportunity for faculty to review students and discuss their strengths and weaknesses. This sharing of information often provides a fuller picture of student progress than is possible from working with a student in a single class. Students generally do well in the program. This may be due to the emphasis in each class on teaching to mastery or on the thorough admissions screening and interview process (the program accepts about one third of applicants) that students undergo prior to admission.

Practicum Surveys Assessment Results

The practicum course for the counseling program (COUN 5910) takes place at the University of Colorado Denver Student and Community Counseling center. Students work with both licensed clinicians and licensed faculty for supervision and to ethically serve clients. Because the practicum experience is so distinct from regular classroom based learning and vital to student learning, the program solicits additional student feedback specific to practicum. Student feedback was gathered for Fall 2021, Spring 2022 and Summer 2022. The survey had the following areas of assessment for the students to evaluate their practicum experience: Information on intake, counseling goals, treatment planning, Core counseling skills, record keeping, and evaluation of practicum supervisors. The student evaluations rated most of the training as either excellent or very good. The areas that were identified as challenging for the students and needed improvement were: Treatment planning and using counseling theories in actual counseling interventions. Other areas for improvement were related to Play Therapy, as well as Family Counseling Techniques (Results are presented in Appendix B). After evaluating the surveys, it was decided that only students in the school track and couples and family track would be asked questions related to play therapy and family counseling techniques.

Modifications in Program

The biggest ongoing change to the program this year, in addition to the process of seeking COAMFTE accreditation, has been the development of rubrics for all of the track specific classes in order to demonstrate student learning and how it is being measured. This transition to the CACREP 2016 standards has been ongoing, and beginning fall 2019 faculty began implementation of new program goals and student learning outcomes that align with the new standards. New syllabi that cover all CACREP 2016 standards, with signature assessments in all classes, have been implemented.

Analysis of the Results

Based on the results of the current and past assessments, the following areas continued to be the focus of faculty discussions to improve during 2021-2022: 1) Treatment planning-knowledge and skills, 2) Using counseling theories to develop goals in counseling treatment plans and 3) ensuring that all core and noncore faculty are upholding the mission and vision of the program.

SEHD Alumni Surveys Assessment results

The School of Education and Human Development conducted alumni surveys using Survey Monkey to assess graduates' satisfaction with their learning experiences during the course of the training program. Surveys were administered in spring 2022.

Graduates generally report feeling confident in their knowledge about their own cultural identity, values, beliefs, privilege and their ability to work with diverse populations on the survey (Appendix C), however this is an area where self-report data can often be inaccurate

The students in the SEHD alumni survey also show more satisfaction with the overall program on the issues that were identified in the past. While the quantitative data reflect generally high levels of satisfaction with the program, student comments (open ended responses) continue to suggest that the faculty could do a better job communicating with students and that the comprehensive exam is still seen as a challenge.

Modifications in Program

The Program faculty continues to enact efforts to recruit a more diverse student body. This is also a focus of the School of Education and Human Development. The program is hopeful that the Diversity Office within the SEHD will enhance these efforts. We continue to be diligent in addressing the needs of non-traditional age students. Networking within the community including with undergraduate psychology programs, also continues in an effort to recruit more diverse students. Based on comments reflecting a lack of clarity among students regarding course selection and program progression, the program added a mandatory advising meeting in November to occur concurrently with the internship fair. The program handbook has been revised for greater clarity and more specific course planning documents have created and distributed at the new student orientations, which occur twice a year at the start of each term. In order to enhance communication between faculty and students, the faculty have instituted the advising night mentioned above and made more use of group emails and the program newsletter to share information.

Analysis of the Results

Looking specifically at aggregated data from the Alumni Surveys conducted in AY 2021-22, a variety of items are asked to assess students' satisfaction with different elements of the program. Responses ranged from Strongly Agree to Strongly Disagree. Overall the students rated the educational program and the clinical skills training as effective. The highest ratings provided for learning effectiveness were related to questions such as "My program helped me develop knowledge and skills to provide high quality, contextually appropriate counseling and consultation services" (Strongly Agree = 38, Agree = 18, with Disagree/Strongly Disagree = 2). Another highly rated question, "My program has helped me develop the knowledge and skills to communicate and collaborate with clients'/students, their families and others in the community to access resources that support learning and/or mental health." (Strongly Agree= 38, Agree = 18, Strongly Disagree= 2). Responses were similarly positive to the question, "My program has helped me understand my own cultural identity, values, beliefs, privilege and assumptions and how they impact my professional work. (Strongly Agree= 44, Agree = 30, with Strongly Disagree = 1, and Neither Agree/Disagree = 2).

In response to the question on "How well the program prepared the students for the comprehensive examination and the National Board of Certified Counselor Examination" (Strongly Agree = 44 and Agree = 22, Neither Agree/Disagree = 9, and Strongly Disagree = 0). Some believed that that Counseling program courses did not focus enough on the national examinations, some students expressed frustration that they had to study in addition to their coursework. Others requested alternate study materials. All students who graduated did pass the exam. In response to the question, "I am satisfied with how much I learned in my program, most were in agreement but one person disagreed. (Strongly Agree= 41, Agree = 33, Neither Agree/Disagree= 1, Disagree = 1).

The implementation of an informed consent document, following the Handbook Quiz, at New Student Orientation outlining the expectations of the counseling program, as in past years, continues to be reported as helpful.

Appendix A
LiveText Reports on Student Learning Outcomes

| Assignment Title | Rubric Title | Element Label | Distinguished | Proficient | Basic |
|---|--|--------------------------------|---------------|---------------|---------------|
| | | | Student Count | Student Count | Student Count |
| COUN 5010 Final Assessment | COUN 5010 Final Assessment | Skill | 54 | 23 | - |
| | | Disposition | 58 | 19 | - |
| | | Knowledge | 62 | 15 | - |
| | | SEHD Mission and Vision | 57 | 20 | - |
| CPCE 5010 Counseling Overall Assessment | COUN 5010 Counseling Competencies: Overall | Skills | 45 | 11 | - |
| | | Disposition | 56 | - | - |
| | | Knowledge | 55 | 1 | - |
| | | Writing and APA Formatting | 37 | 19 | - |
| CPCE 5010 Midterm Assessment | COUN 5010 Mid-term Assessment | SEHD Mission, Vision and Goals | 55 | 1 | - |
| | | Skill | - | 76 | 1 |
| | | Disposition | - | 76 | 1 |
| | | Knowledge | - | 76 | 1 |
| CPCE 5100 Final Assessment | COUN 5100 Final Assessment | SEHD Mission and Vision | - | 77 | - |
| | | Skills | 18 | 33 | 5 |
| | | Disposition | 25 | 30 | 1 |
| | | Knowledge | 33 | 23 | - |
| CPCE 5100 Midterm Assessment | COUN 5100 Midterm Assessment | SEHD Mission and Vision | 18 | 38 | - |
| | | Skills | - | 16 | 40 |
| | | Disposition | - | 25 | 31 |
| | | Knowledge | - | 30 | 26 |
| CPCE 5110 Final Assessment | COUN 5110 Final Assessment | SEHD Mission | - | 28 | 28 |
| | | Skill | 18 | 6 | 3 |
| | | Disposition | 18 | 9 | - |
| | | Knowledge | 25 | 2 | - |
| CPCE 5110 Midterm Assessment | COUN 5110 Mid-Term Assessment | SEHD Mission and Vision | 18 | 9 | - |
| | | Skill | 2 | 16 | 9 |
| | | Disposition | 2 | 21 | 4 |
| | | Knowledge | 2 | 16 | 9 |
| | | SEHD Mission and Vision | 2 | 25 | - |
| | | APA format | 6 | 2 | - |
| | | Book Summary | 8 | - | - |
| | | Critique | 7 | 1 | - |

| | | | | |
|--------------------------------------|--------------------------------------|---|----|----|
| COUN 5120 Grief and Loss Book Review | COUN 5120 Grief and Loss Book Review | SEHD Mission and Vision | 2 | 25 |
| | | APA format | 6 | 2 |
| | | Book Summary | 8 | - |
| | | Critique | 7 | 1 |
| | | Grief and Loss Theory/Concepts | 7 | 1 |
| | | Handout | 7 | 1 |
| CPCE 5120 Final Assessment | CPCE 5120 Mid-term Assessment | Personal Reflection | 8 | - |
| | | Skills | 6 | 2 |
| | | Disposition | 8 | - |
| | | Knowledge | 6 | 2 |
| CPCE 5120 Midterm Assessment | CPCE 5120 Mid-term Assessment | SEHD Mission and Vision | 8 | - |
| | | Skills | 4 | 4 |
| | | Disposition | 6 | 2 |
| | | Knowledge | 5 | 3 |
| CPCE 5150 Final Evaluation | COUN 5150 Final Assessment | SEHD Mission and Vision | 7 | 1 |
| | | Skill | 7 | 7 |
| | | Disposition | 13 | 1 |
| | | Knowledge | 7 | 7 |
| CPCE 5150 Midterm Evaluation | COUN 5150 Mid-term Assessment | SEHD Mission and Vision | 14 | - |
| | | Skill | - | 41 |
| | | Disposition | - | 41 |
| | | Knowledge | - | 13 |
| COUN 5160 Final Assessment | COUN 5160 Final Assessment | SEHD Mission and Vision | - | 41 |
| | | Skill | 5 | 28 |
| | | Disposition | 12 | 21 |
| | | Knowledge | 24 | 9 |
| COUN 5160 Final Video | COUN 5160 Final Video | SEHD Mission and Vision | 29 | 4 |
| | | Discusses confidentiality and its limitations | 20 | - |
| | | Broached diversity at beginning of therapy | 13 | 7 |
| | | The relationship | 18 | 2 |
| | | Remember the glue | 16 | 4 |
| | | Understanding the issues | 16 | 4 |
| | | Overall Goals | 12 | 8 |
| | | | | |

| | | | | | |
|---|--|--|----|----|---|
| CPCE 5160 Midterm Assessment | COUN 5160 Mid-term Assessment | Skill | - | 24 | 9 |
| | | Disposition | - | 32 | 1 |
| | | Knowledge | - | 29 | 4 |
| | | SEHD Mission and Vision | - | 33 | - |
| COUN 5180 Couple assessment paper (1) | COUN 5180 - Couple assessment paper | Assessment including description of the four | 5 | 13 | - |
| | | Strengths and growth areas + cultural context | 13 | 5 | - |
| | | Critique + self of the counselor/ therapist | 11 | 7 | - |
| | | Goals | - | 18 | - |
| | | APA Format | 14 | 4 | - |
| COUN 5180 Publishable Journal Article (1) | COUN 5180 - Publishable Journal Article | Topic Selection | 17 | 1 | - |
| | | Sources and Evidence | 10 | 8 | - |
| | | Context of and Purpose for Writing Includes | 13 | 5 | - |
| | | Content Development | 3 | 15 | - |
| | | APA Format | 3 | 13 | 2 |
| CPCE 5180 Final Evaluation (1) | COUN 5180 Final Assessment | Skill | 15 | 3 | - |
| | | Disposition | 15 | 3 | - |
| | | Knowledge | 8 | 9 | 1 |
| | | SEHD Mission and Vision | 15 | 2 | 1 |
| CPCE 5180 Midterm Assessment (1) | COUN 5180 Mid-Term Assessment | Skill | - | - | - |
| | | Disposition | - | 10 | 8 |
| | | Knowledge | - | 17 | 1 |
| | | SEHD Mission and Vision | - | 10 | 8 |
| CPCE 5280 Final Evaluation | COUN 5280 Final Assessment | Skills | 28 | 2 | - |
| | | Disposition | 29 | 1 | - |
| | | Knowledge | 22 | 8 | - |
| | | SEHD Mission and Vision | 28 | 2 | - |
| CPCE 5280 Midterm Evaluation | COUN 5280 Mid-term Assessment | Skills | 18 | 12 | - |
| | | Disposition | 26 | 4 | - |
| | | Knowledge | 22 | 8 | - |
| | | SEHD Mission and Vision | 29 | 1 | - |
| CPCE 5330 Final Assessment | CPCE 5330 Final Assessment | Knowledge | 28 | 6 | - |
| | | Disposition | 32 | 2 | - |
| | | Skills | 31 | 3 | - |
| | | SEHD Mission and Vision | - | - | - |
| CPCE 5400 Final Assessment | COUN 5400 Final Assessment | Knowledge | 63 | - | - |
| | | SEHD Mission and Vision | 63 | - | - |
| | | Skills | - | 63 | 1 |
| | | Disposition | - | 64 | - |
| CPCE 5400 Midterm Assessment | COUN 5400 Mid-term Assessment | Knowledge | - | 64 | - |
| | | SEHD Mission and Vision | - | 64 | - |
| | | Skills | 45 | 18 | - |
| | | Disposition | 62 | 1 | - |
| CPCE 5810 Final Assessment | COUN 5810 Final Assessment | Knowledge | 57 | 6 | - |
| | | SEHD Mission and Vision | 61 | 2 | - |
| | | Skills | 2 | 61 | - |
| | | Disposition | 23 | 40 | - |
| CPCE 5810 Midterm Assessment | COUN 5810 Mid-Term Assessment | Knowledge | 26 | 37 | - |
| | | SEHD Mission and Vision | 26 | 37 | - |
| | | This criterion is linked to a Learning Outcome | 23 | - | - |
| | | This criterion is linked to a Learning Outcome | 26 | - | - |
| Cultural Identity Exploration | Rubric for Identity Exploration Assignment | This criterion is linked to a Learning Outcome | 26 | - | - |
| | | This criterion is linked to a Learning Outcome | 26 | - | - |
| | | This criterion is linked to a Learning Outcome | 26 | - | - |
| | | This criterion is linked to a Learning Outcome | 26 | - | - |
| | | This criterion is linked to a Learning Outcome | 22 | - | - |
| | | This criterion is linked to a Learning Outcome | 25 | - | - |
| CPCE 5815 Final Assessment | COUN 5815--Midterm Assessment | Skill | 10 | 8 | 2 |
| | | Disposition | 10 | 8 | 2 |
| | | Knowledge | 10 | 8 | 2 |
| | | Mission and Vision | 10 | 8 | 2 |
| CPCE 5815 Midterm Assessment | COUN 5815--Midterm Assessment | Skill | 5 | 11 | 3 |
| | | Disposition | 5 | 11 | 3 |
| | | Knowledge | 5 | 11 | 3 |
| | | Mission and Vision | 5 | 11 | 3 |
| CPCE 5815 Multicultural Competence Paper | COUN 5815 - Multicultural Competence Paper | Resource B from the text is used, all categories | 9 | 8 | 1 |
| | | Three or four items from section one discussed | 9 | 8 | 1 |
| | | APA Style | 9 | 8 | 1 |
| | | Reason for Referral/ Precipitating Stress | 26 | - | - |

| | | | | |
|---|---|--|----|----|
| COUN 5820 Strategies in Agency Counseling | COUN 5820 Strategies in Agency Counseling | Reason for Referral/ Precipitating Stress | 26 | - |
| | | Bronfenbrenner Model | 26 | - |
| | | Client Strengths | 26 | - |
| | | Provisional Diagnosis | 26 | - |
| COUN 5820 Strategies in Agency Counseling | COUN 5820 Strategies in Agency Counseling | Diagnostic Reasoning | 15 | 11 |
| | | Thoroughness of Long and Short Term Goals | 15 | 11 |
| | | Modes of Treatment, Objectives, Intervention | 26 | - |
| | | Treatment Evaluation | 15 | 11 |
| CPCE 5820 Final Assessment | COUN 5820 Final Assessment | Organization of Write Up | 15 | 11 |
| | | Skills | 14 | - |
| | | Disposition | 25 | - |
| | | Knowledge | 25 | - |
| CPCE 5820 Midterm Assessment | COUN 5820 Mid-term Assessment | SEHD Mission and Vision | 14 | 11 |
| | | Skills | - | 14 |
| | | Disposition | - | 25 |
| | | Knowledge | - | 25 |
| COUN 5835 Advocacy Activity | COUN 5835 - Advocacy Activity | SEHD Mission and Vision | - | 25 |
| | | Outcome 1 | 10 | - |
| | | Outcome 2 | 10 | - |
| | | Disposition | 10 | - |
| Final Assessment | CPCE 5835 Mid-Term Assessment | Knowledge | 10 | - |
| | | SEHD Mission and Vision | 10 | - |
| | | Knowledge | 1 | 1 |
| | | Disposition | 1 | 1 |
| COUN 5910 Final Assessment | COUN 5910 Clinical Mental Health Final Assessment | Skills | 2 | - |
| | | SEHD Mission and Vision | 2 | - |
| | | Knowledge | 4 | 1 |
| | | Disposition | 5 | - |
| | COUN 5910 Couple and Family Final Assessment | Skills | 4 | 1 |
| | | SEHD Mission and Vision | 3 | 2 |
| | | Knowledge | 3 | 5 |
| | | Disposition | 3 | 5 |

| | | | | | |
|------------------------------|---|---|----|----|---|
| CPCE 5910 Final Assessment | COUN 5910 Clinical Mental Health Final Assessment | Skills | 15 | 14 | - |
| | | SEHD Mission and Vision | 19 | 10 | - |
| | | Knowledge | 6 | 6 | - |
| | | Disposition | 7 | 4 | 1 |
| | COUN 5910 Couple and Family Final Assessment | Skills | 6 | 5 | 1 |
| | | SEHD Mission and Vision | 8 | 4 | - |
| | | Knowledge | 8 | - | - |
| | | Disposition | 7 | 1 | - |
| CPCE 5910 Midterm Assessment | COUN 5910 School Counselor Final Assessment | Skills | 7 | 1 | - |
| | | SEHD Mission and Vision | 6 | 2 | - |
| | | Knowledge | 2 | 26 | - |
| | | Disposition | 4 | 24 | - |
| | COUN 5910 Clinical Mental Health Mid-Term | Skills | 2 | 24 | 2 |
| | | SEHD Mission and Vision | 8 | 20 | - |
| | | Knowledge | 1 | 11 | - |
| | | Disposition | 6 | 5 | 2 |
| | COUN 5910 Couple and Family Mid-Term Assessment | Skills | - | 12 | - |
| | | SEHD Mission and Vision | 3 | 9 | 1 |
| | | Knowledge | 2 | 6 | - |
| | | Disposition | 7 | 1 | - |
| COUN 5915 Final Project | COUN 5910 School Counselor Mid-Term Assessment | Skills | - | 8 | - |
| | | SEHD Mission and Vision | 1 | 7 | - |
| | | Knowledge | 9 | - | - |
| | | Disposition | - | - | - |
| | COUN 5915 Final Project | Selects appropriate assessment strategies to | 6 | 3 | - |
| | | Assesses barriers that impede students' academic | 5 | 4 | - |
| | | Applies relevant research findings to inform | 5 | 4 | - |
| | | Develops measurable outcomes for school counseling | 8 | 1 | - |
| | COUN 5915 Final Project | Analyzes and uses data to enhance school counseling | 9 | - | - |
| | | Participates in the design, implementation, and | 9 | - | - |
| | | Plans and presents school-counseling-related | 8 | 1 | - |
| | | Introduction | 20 | 5 | - |
| | COUN 5915 Final Project | Presenting Concern | 21 | 5 | - |
| | | Conclusion | 21 | 5 | - |

| | | | | | |
|---|---|--|----|----|---|
| :PCE 5930 C/F Internship Final Assessment | COUN 5930 Couple and Family Mid-Term As | Parental Subsystem; Family Life Cycle | 18 | 10 | - |
| | | Hierarchy Between Child/Parent | 15 | 11 | - |
| | | Emotional Boundaries with Children | 16 | 10 | - |
| | | Triangles/Coalitions | 16 | 9 | - |
| | | Hypothesis | 16 | 12 | - |
| | | Intergenerational Patterns | 11 | 16 | - |
| | | Previous Solutions and Unique Outcomes | 12 | 15 | - |
| | | Narrative Observations; Larger System | 12 | 14 | - |
| | | Genogram | 15 | 13 | - |
| | | Client Perspective | 16 | 12 | - |
| | | Overall Conceptualization: Quality of Assess | 16 | 12 | - |
| | COUN 5930 Couple and Family Mid-Term As | Identification of Client and Significant Other | 20 | 7 | - |
| | | Presenting Problem | 20 | 9 | - |
| | | Mental Status Exam | 3 | 18 | - |
| | | Diagnosis | 4 | 22 | - |
| | | Medical Issues/Referrals | 4 | 23 | - |
| | | Risk Assessment | 6 | 20 | - |
| | | Legal/Ethical Action | 5 | 20 | - |
| | | Case Management Referral | 8 | 18 | - |
| | | Prognosis, Modalities & Frequency | 8 | 20 | - |
| | | Evaluation Perspective | 7 | 19 | - |
| | COUN 5930 Couple and Family Mid-Term As | Counseling relationship | 20 | 6 | - |
| | | Attention to Client Needs and Diversity | 17 | 12 | - |
| | | Explain Practice Policies | 15 | 11 | - |
| | | Consent to Treatment | 18 | 9 | - |
| | | Consent to Treat Minors (if applicable) | 16 | 10 | - |
| | | Client Assessment | 7 | 19 | - |
| | | Content vs. Process | 14 | 12 | - |
| | | Intervention; Promoting Change | 9 | 18 | - |
| | | Managing High Intensity (if applicable) | 7 | 20 | - |
| | | Manage Boundaries | 15 | 15 | - |
| | | Time Management | 16 | 12 | - |
| | | Empower to Interact with Larger Systems | 10 | 16 | - |

| | | | | | |
|---|---|---|----|----|---|
| CPCE 5930 CMH Internship Final Assessment | COUN 5930 Clinical Mental Health Mid-Term | Evaluation Perspective | 16 | 25 | - |
| | | Counseling relationship | 27 | 16 | 1 |
| | | Attention to Client Needs and Diversity | 22 | 21 | 1 |
| | | Explain Practice policies | 21 | 20 | - |
| | | Consent to treatment | 17 | 21 | - |
| | | Consent to treat minors (if applicable) | 17 | 20 | - |
| | | Client assessment | 17 | 23 | - |
| | | Content vs. Process | 16 | 25 | 1 |
| | | Intervention; promoting change | 19 | 22 | 1 |
| | | Managing high intensity (if applicable) | 20 | 25 | 1 |
| | COUN 5930 Clinical Mental Health Mid-Term | Manage boundaries | 18 | 24 | 1 |
| | | Time management | 18 | 22 | 1 |
| | | Empower to interact with larger systems | 17 | 25 | 1 |
| | | Manage crisis | 21 | 24 | - |
| | | Safety plan | 16 | 26 | - |
| | | Psychoeducation and recovery services | 18 | 23 | - |
| | | Skill | 21 | 21 | 2 |
| | | Disposition | 25 | 18 | 1 |
| | | Knowledge | 22 | 20 | 2 |
| | | SEHD Mission and Vision | 27 | 18 | - |
| | COUN 5930 Clinical Mental Health Mid-Term | Pre-license status and/or credentials | 33 | 4 | - |
| | | Job/Vita | 30 | 9 | - |
| | | Hours/Log | 33 | 3 | - |
| | | Develop specialty | 30 | 7 | - |
| | | Advocacy and Promoting Equity | 31 | 8 | - |
| | | Self Care | 31 | 8 | - |
| | | Monitor personal issues | 30 | 7 | - |
| | | Choice of Theory & Configuration | 14 | 26 | - |
| | | Initial Therapeutic Task: Relationship | 14 | 26 | 1 |
| | | Initial Therapeutic Task: Assess | 14 | 24 | 6 |
| | | Initial Therapeutic Task: Goals | 15 | 23 | 6 |
| | | Initial Therapeutic Task: Crisis | 15 | 25 | - |
| | | Initial Therapeutic Task: Referrals | 15 | 25 | 1 |

| | | | | | |
|---|---|---|----|----|----|
| CPCE 5930 SC Internship Mid-term Assessment | COUN 5930 School Counseling Mid-Term Assessment | Skill | 8 | 5 | - |
| | | Disposition | 6 | 8 | - |
| | | Knowledge | 6 | 7 | - |
| | | SEHD Mission and Vision | 10 | 4 | - |
| COUN 6000 Sexual Genogram and Process | COUN 6000 Sexual Genogram and Process | 3 Generation Genogram | 22 | - | 1 |
| | | Description of and Credit to Theories Used | 14 | 9 | 1 |
| | | Identities Impacting Sexual Learning and Pa | 14 | 8 | 1 |
| | | Self-of-the-Therapist | 15 | 7 | - |
| | | Organization and Write Up | 20 | 4 | - |
| COUN 6000 Sexual History Taking Interview | COUN 6000 Sexual History Taking Interview | Process of Interview | 24 | - | - |
| | | Reflections as the Interviewer and the Inter | 24 | - | - |
| | | Self-of-the-Therapist Issues | 23 | 1 | - |
| | COUN 6000 Sexual History Taking Interview | Future Directions | 22 | 2 | - |
| | | Introduction | 22 | 2 | - |
| | | Presenting Concerns | 24 | - | - |
| | | Bio-Psycho-Social/ Cultural Assessment | 23 | 1 | - |
| | | Theoretical Conceptualization | 22 | 2 | - |
| | | Provisional Treatment Strategies, Interventi | 22 | 2 | - |
| CPCE 6000 Final Assessment | COUN 6000 Final Assessment | Overall Organization and Style of Write Up | 18 | 3 | 3 |
| | | Skill | 21 | 3 | - |
| | | Disposition | 23 | 1 | - |
| | | Knowledge | 21 | 3 | - |
| CPCE 6000 Midterm Assessment | COUN 6000 Mid-Term Assessment | SEHD Mission and Vision | 24 | - | - |
| | | Skill | 13 | 11 | - |
| | | Disposition | 15 | 9 | - |
| | | Knowledge | 17 | 7 | - |
| CPCE 6100 Final Assessment | CPCE 5835 Final Assessment | SEHD Mission and Vision | 24 | - | - |
| | | Skills | 8 | - | - |
| | | Disposition | 8 | - | - |
| | | Knowledge | 8 | - | - |
| CPCE 6100 Midterm Assessment | CPCE 5835 Final Assessment | SEHD Mission and Vision | 8 | - | - |
| | | Skills | - | 8 | - |
| | | Disposition | - | 8 | - |
| | | Knowledge | - | 8 | - |
| COUN 6170 Case Study | COUN 6170 Case Study | Diversity issues How do culture or cultural d | 11 | 5 | - |
| | | Treatment strategies What types of interven | 5 | 11 | - |
| | | APA format | - | 14 | 2 |
| | | Visual Appeal | - | 16 | - |
| COUN 6170 Film Group Assignment | COUN 6170 Film Group Assignment | Comprehension | 16 | - | - |
| | | Content | 12 | 4 | - |
| | | Preparedness/ Participation/ Group Dynamik | - | 12 | 4 |
| | | Skill1 | 10 | 8 | 3 |
| COUN 6230 Final Assessment | COUN 6230 Final Rubric | Disposition2 | 10 | 8 | 3 |
| | | Knowledge3 | 10 | 8 | 3 |
| | | Etc4 | 10 | 8 | 3 |
| | | Target Population: Describe who will be the | 6 | 12 | 3 |
| COUN 6230 Intervention Proposal | COUN 6230 - Intervention Proposal | Purpose of Program: Briefly introduces prog | 4 | 11 | 3 |
| | | Purpose of Program: Provides the tentative | 7 | 9 | 3 |
| | | Rationale: Describe why target population is | 15 | 4 | 1 |
| | | Rationale: Describes why target population | 4 | 5 | 8 |
| | | Objectives: Provides 5 program objectives t | 13 | 6 | 2 |
| | | Evaluation Plan: Describes plan for evaluati | 12 | 9 | - |
| | | Skill1 | 15 | 6 | - |
| CPCE 6230 Midterm Assessment | COUN 6230 Midterm Rubric | Disposition2 | 15 | 6 | - |
| | | Knowledge3 | 15 | 6 | - |
| | | Etc4 | 15 | 6 | - |
| | | Skills | 17 | 4 | - |
| CPCE 6230 School Counseling Overall Asses | COUN 6230 School Counseling Overall Asses | Disposition | 17 | 4 | - |
| | | Knowledge | 17 | 4 | - |
| | | Writing and APA Format | 17 | 4 | - |
| | | SEHD Mission, Vision and Goals | 17 | 4 | - |
| CPCE 6250 Final Assessment | COUN 6250 Final Assessment | Skills 1 | 13 | 23 | - |
| | | Disposition | 36 | - | - |
| | | Knowledge | 36 | - | - |
| | | SEHD Mission and Vision | 36 | - | - |
| CPCE 6250 Midterm Assessment | COUN 6250 Mid-Term Assessment | Skills 1 | - | 4 | 32 |
| | | Disposition | 24 | 12 | - |

| | | | | | |
|--|--|---|----|----|----|
| | | SEHD Mission and Vision | 36 | - | - |
| | | Skills 1 | - | 4 | 32 |
| CPCE 6250 Midterm Assessment | COUN 6250 Mid-Term Assessment | Disposition | 24 | 12 | - |
| | | Knowledge | 1 | 34 | 1 |
| | | SEHD Mission and Vision | 36 | - | - |
| COUN 7100 - Case Conceptualization Paper | COUN 7100 - Case Conceptualization Paper | Includes: Reason for Referral/Presenting Co | 5 | - | - |
| | | Client Strengths & Diversity | 5 | - | - |
| | | Conceptualization, Theoretical Orientation, a | 5 | - | - |
| | | Provisional Diagnosis | 5 | - | - |
| | | Organization of Write Up | 5 | - | - |
| COUN 7100 - Case Conceptualization Paper | COUN 7100 - Case Conceptualization Paper | Includes: Reason for Referral/Presenting Co | 13 | - | - |
| | | Client Strengths & Diversity | 13 | - | - |
| | | Conceptualization, Theoretical Orientation, a | 13 | - | - |
| | | Provisional Diagnosis | 13 | - | - |
| | | Organization of Write Up | 13 | - | - |
| COUN 7100 Case Presentation and Paper | COUN 6170 Case Presentation and Paper | Reason for Referral/ Presenting Complaint P | 13 | - | - |
| | | Bronfenbrenner Model | 13 | - | - |
| | | Client Strengths | 13 | - | - |
| | | Provisional Diagnosis | 13 | - | - |
| CPCE 7100 Final Assessment | COUN 7100 Final Assessment | Knowledge | 18 | - | - |
| | | Disposition | 18 | - | - |
| | | Skill | 18 | - | - |
| | | SEHD Mission and Vision | 18 | - | - |
| CPCE 7100 Midterm Assessment | COUN 7100 Mid-term Assessment | Knowledge | - | 18 | - |
| | | Disposition | - | 18 | - |
| | | Skill | - | 18 | - |
| | | SEHD Mission and Vision | - | 18 | - |
| COUN 7170 "Publishable" Journal Article | COUN 7170 "Publishable" Journal Article | Topic selection | - | - | - |
| | | Sources and Evidence | - | - | - |
| | | Context of and Purpose for Writing Includes | - | - | - |
| | | Content Development | - | - | - |
| | | APA format | - | - | - |

APPENDIX B
PRACTICUM EVALUATIONS
(Client Satisfaction Surveys)

CU Denver Student and Community Counseling Center

Data Form Statistics

On 07/15/2019 and Clients and Individual notes and Group member notes and Note Type = ALL and Data Form = Client

Satisfaction Survey (UCD) and All Counselors

This report is based on 27 Data Forms and 1 unique Clients

| I am better able to define my concerns. | No. of Forms | % of Forms | No. of People | % of People |
|--|---------------------|-------------------|----------------------|--------------------|
| Strongly Agree | 7 | 25.9 | 1 | 100.0 |
| Agree | 14 | 51.9 | 1 | 100.0 |
| Neutral | 7 | 25.9 | 1 | 100.0 |
| Disagree | 1 | 3.7 | 1 | 100.0 |
| | 29 | | | |

| I can identify several options for addressing my concerns and manage reoccurrences. | No. of Forms | % of Forms | No. of People | % of People |
|--|---------------------|-------------------|----------------------|--------------------|
| Strongly Agree | 4 | 14.8 | 1 | 100.0 |
| Agree | 13 | 48.1 | 1 | 100.0 |
| Neutral | 9 | 33.3 | 1 | 100.0 |
| Disagree | 1 | 3.7 | 1 | 100.0 |
| | 27 | | | |

| I am more aware of my personal strengths. | No. of Forms | % of Forms | No. of People | % of People |
|--|---------------------|-------------------|----------------------|--------------------|
| Strongly Agree | 6 | 22.2 | 1 | 100.0 |
| Agree | 15 | 55.6 | 1 | 100.0 |
| Neutral | 8 | 29.6 | 1 | 100.0 |
| | 29 | | | |

| I can identify family, social, campus and/or community resources to address my concerns. | No. of Forms | % of Forms | No. of People | % of People |
|---|---------------------|-------------------|----------------------|--------------------|
| Strongly Agree | 5 | 18.5 | 1 | 100.0 |
| Agree | 18 | 66.7 | 1 | 100.0 |
| Neutral | 5 | 18.5 | 1 | 100.0 |
| | 28 | | | |

| Counseling has helped me feel better. | No. of Forms | % of Forms | No. of People | % of People |
|--|---------------------|-------------------|----------------------|--------------------|
| Strongly Agree | 7 | 25.9 | 1 | 100.0 |
| Agree | 13 | 48.1 | 1 | 100.0 |
| Neutral | 8 | 29.6 | 1 | 100.0 |
| | 28 | | | |

| My initial concerns were addressed in counseling. | No. of Forms | % of Forms | No. of People | % of People |
|--|---------------------|-------------------|----------------------|--------------------|
| Strongly Agree | 5 | 18.5 | 1 | 100.0 |
| Agree | 13 | 48.1 | 1 | 100.0 |
| Neutral | 7 | 25.9 | 1 | 100.0 |
| Disagree | 2 | 7.4 | 1 | 100.0 |
| | 27 | | | |

| I have a better understanding of how to help myself be successful. | No. of Forms | % of Forms | No. of People | % of People |
|---|---------------------|-------------------|----------------------|--------------------|
| Strongly Agree | 5 | 18.5 | 1 | 100.0 |
| Agree | 8 | 29.6 | 1 | 100.0 |
| Neutral | 14 | 51.9 | 1 | 100.0 |
| | 27 | | | |

| | | | | |
|---|---------------------|-------------------|----------------------|--------------------|
| Counseling has helped me improve one or more relationships. | No. of Forms | % of Forms | No. of People | % of People |
| Strongly Agree | 6 | 22.2 | 1 | 100.0 |
| Agree | 10 | 37.0 | 1 | 100.0 |
| Neutral | 10 | 37.0 | 1 | 100.0 |
| Disagree | 1 | 3.7 | 1 | 100.0 |
| | 27 | | | |
| I know when I should seek further/additional help. | No. of Forms | % of Forms | No. of People | % of People |
| Strongly Agree | 7 | 25.9 | 1 | 100.0 |
| Agree | 17 | 63.0 | 1 | 100.0 |
| Neutral | 5 | 18.5 | 1 | 100.0 |
| | 29 | | | |
| I learned how to take an active role with my goals. | No. of Forms | % of Forms | No. of People | % of People |
| Strongly Agree | 7 | 25.9 | 1 | 100.0 |
| Agree | 9 | 33.3 | 1 | 100.0 |
| Neutral | 12 | 44.4 | 1 | 100.0 |
| | 28 | | | |
| My communication skills have improved. | No. of Forms | % of Forms | No. of People | % of People |
| Strongly Agree | 4 | 14.8 | 1 | 100.0 |
| Agree | 12 | 44.4 | 1 | 100.0 |
| Neutral | 10 | 37.0 | 1 | 100.0 |
| Disagree | 1 | 3.7 | 1 | 100.0 |
| | 27 | | | |
| I learned how to better manage my stress. | No. of Forms | % of Forms | No. of People | % of People |
| Strongly Agree | 3 | 11.1 | 1 | 100.0 |
| Agree | 15 | 55.6 | 1 | 100.0 |
| Neutral | 10 | 37.0 | 1 | 100.0 |
| Disagree | 1 | 3.7 | 1 | 100.0 |
| | 29 | | | |
| I learned how to identify and manage difficult emotions. | No. of Forms | % of Forms | No. of People | % of People |
| Strongly Agree | 4 | 14.8 | 1 | 100.0 |
| Agree | 15 | 55.6 | 1 | 100.0 |
| Neutral | 9 | 33.3 | 1 | 100.0 |
| Disagree | 1 | 3.7 | 1 | 100.0 |
| | 29 | | | |
| I learned how to cope effectively with challenging situations. | No. of Forms | % of Forms | No. of People | % of People |
| <No Response> | 1 | 3.7 | 1 | 100.0 |
| Strongly Agree | 2 | 7.4 | 1 | 100.0 |
| Agree | 13 | 48.1 | 1 | 100.0 |
| Neutral | 11 | 40.7 | 1 | 100.0 |
| | 27 | | | |

| I have a greater feeling of self-reliance. | No. of Forms | % of Forms | No. of People | % of People |
|---|-------------------------|-----------------------|--------------------------|------------------------|
| <No Response> | 1 | 3.7 | 1 | 100.0 |
| Strongly Agree | 4 | 14.8 | 1 | 100.0 |
| Agree | 16 | 59.3 | 1 | 100.0 |
| Neutral | 7 | 25.9 | 1 | 100.0 |
| | 28 | | | |
| I know that I can better handle difficulties. | No. of Forms | % of Forms | No. of People | % of People |
| Strongly Agree | 5 | 18.5 | 1 | 100.0 |
| Agree | 13 | 48.1 | 1 | 100.0 |
| Neutral | 9 | 33.3 | 1 | 100.0 |
| Disagree | 1 | 3.7 | 1 | 100.0 |
| | 28 | | | |
| I am better able to accept the way things work out. | No. of Forms | % of Forms | No. of People | % of People |
| Strongly Agree | 7 | 25.9 | 1 | 100.0 |
| Agree | 11 | 40.7 | 1 | 100.0 |
| Neutral | 7 | 25.9 | 1 | 100.0 |
| Disagree | 2 | 7.4 | 1 | 100.0 |
| | 27 | | | |
| My counselor was respectful and acknowledged my multicultural/diversity needs. | No. of Forms | % of Forms | No. of People | % of People |
| <No Response> | 1 | 3.7 | 1 | 100.0 |
| Strongly Agree | 20 | 74.1 | 1 | 100.0 |
| Agree | 5 | 18.5 | 1 | 100.0 |
| Neutral | 2 | 7.4 | 1 | 100.0 |
| | 28 | | | |
| The front desk staff was polite and courteous in person and over the phone. | No. of Forms | % of Forms | No. of People | % of People |
| <No Response> | 2 | 7.4 | 1 | 100.0 |
| Strongly Agree | 21 | 77.8 | 1 | 100.0 |
| Agree | 4 | 14.8 | 1 | 100.0 |
| | 27 | | | |
| I would recommend this clinic to a friend in similar circumstances. | No. of Forms | % of Forms | No. of People | % of People |
| <No Response> | 1 | 3.7 | 1 | 100.0 |
| Strongly Agree | 18 | 66.7 | 1 | 100.0 |
| Agree | 8 | 29.6 | 1 | 100.0 |
| Neutral | 1 | 3.7 | 1 | 100.0 |
| | 28 | | | |
| If I were to seek help again, I would come back to this clinic. | No. of Forms | % of Forms | No. of People | % of People |
| <No Response> | 1 | 3.7 | 1 | 100.0 |
| Strongly Agree | 17 | 63.0 | 1 | 100.0 |
| Agree | 7 | 25.9 | 1 | 100.0 |
| Neutral | 3 | 11.1 | 1 | 100.0 |
| | 28 | | | |

| Counseling has contributed to my overall academic success | No. of Forms | % of Forms | No. of People | % of People |
|---|---------------------|-------------------|----------------------|--------------------|
| <No Response> | 1 | 3.7 | 1 | 100.0 |
| Strongly Agree | 4 | 14.8 | 1 | 100.0 |
| Agree | 10 | 37.0 | 1 | 100.0 |
| Neutral | 12 | 44.4 | 1 | 100.0 |
| Disagree | 2 | 7.4 | 1 | 100.0 |
| | 29 | | | |
| I feel more likely to graduate after having attended counseling. | No. of Forms | % of Forms | No. of People | % of People |
| <No Response> | 1 | 3.7 | 1 | 100.0 |
| Strongly Agree | 7 | 25.9 | 1 | 100.0 |
| Agree | 8 | 29.6 | 1 | 100.0 |
| Neutral | 12 | 44.4 | 1 | 100.0 |
| Disagree | 1 | 3.7 | 1 | 100.0 |
| | 29 | | | |
| I am a | No. of Forms | % of Forms | No. of People | % of People |
| CU Denver Student | 24 | 88.9 | 1 | 100.0 |
| Community Client | 3 | 11.1 | 1 | 100.0 |
| | 27 | | | |
| General Comments for the Counseling Center | No. of Forms | % of Forms | No. of People | % of People |
| <No Response> | 21 | 77.8 | 1 | 100.0 |
| Brittany is the best! | 1 | 3.7 | 1 | 100.0 |
| i AM ABLE THROUGH THIS COUNSELING CENTER AND MY COUNSELOR TO CONTINUING BEING A BETTER PERSON. i HAVE DISCHARGE OLD FEELING WITH RELATIONSHIPS IN THE SAFE SPACE PROVIDED HERE. mY COUNSELOR WAS LAWAYS ... | 1 | 3.7 | 1 | 100.0 |
| I haven't been coming very long so not sure how helpful it will end up being. | 1 | 3.7 | 1 | 100.0 |
| I'm grateful that our campus has this service to offer to its students | 1 | 3.7 | 1 | 100.0 |
| its a great place and has helped me resolve some of more serious issues | 1 | 3.7 | 1 | 100.0 |
| Thank you! | 1 | 3.7 | 1 | 100.0 |
| | 27 | | | |

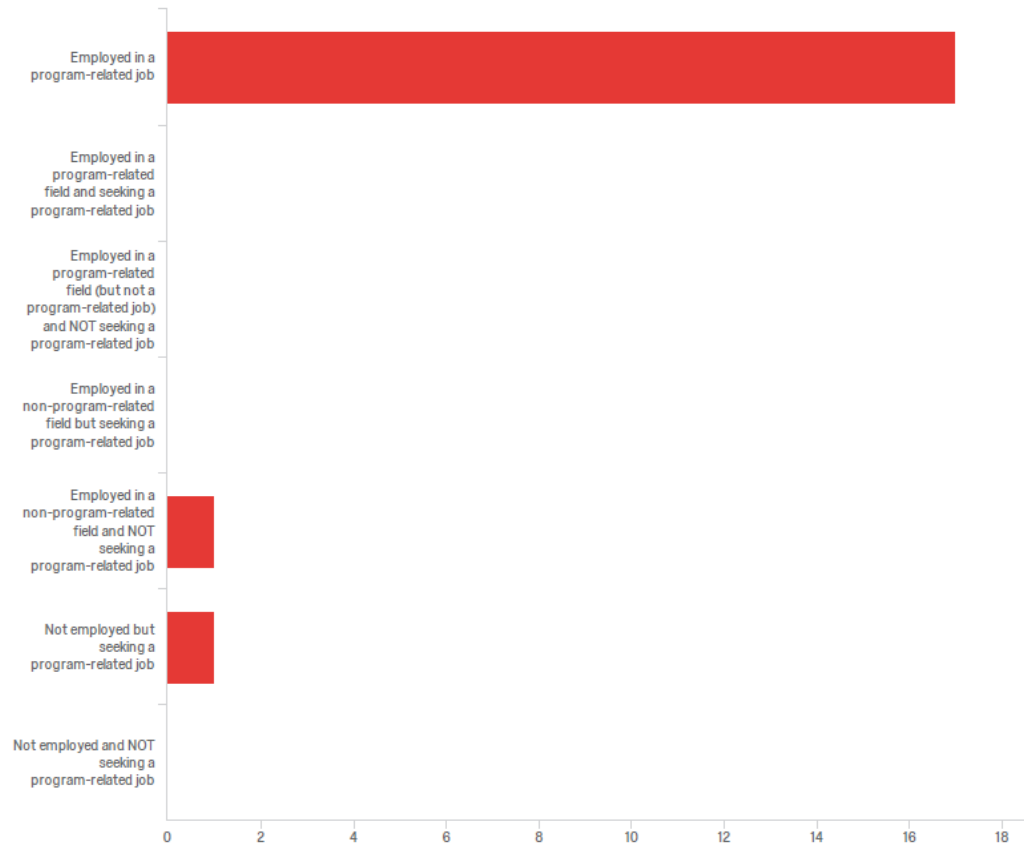
APPENDIX C
SEHD ALUMNI SURVEY

For Counseling

COUN Alumni Survey 2019

September 18, 2019 11:42 AM MDT

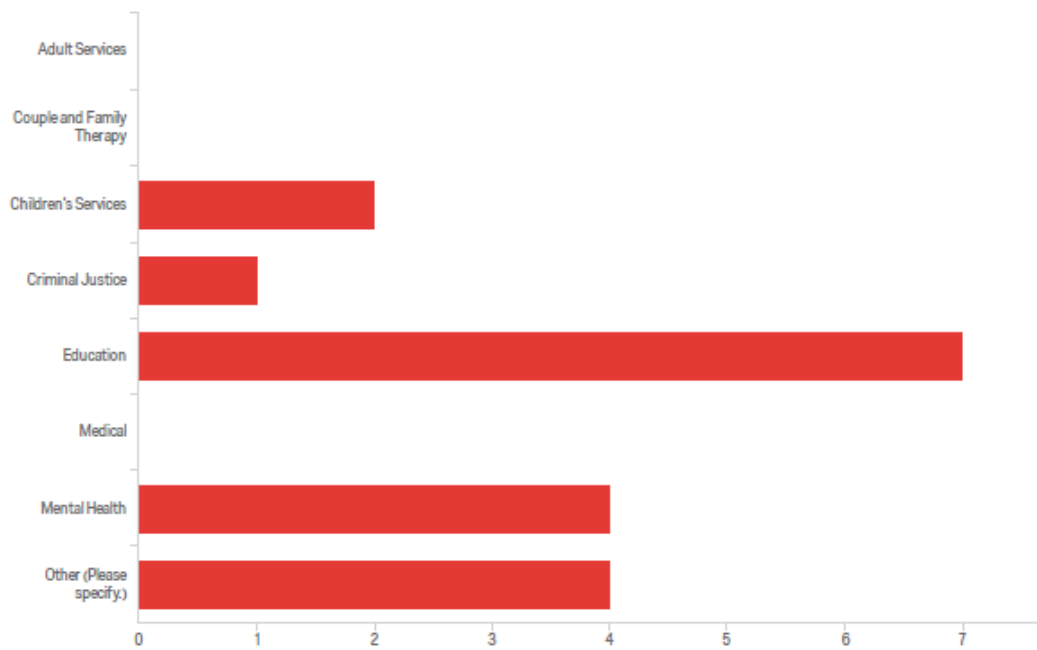
Thank you for responding to the SEHD School Counseling, Clinical Mental Health Counselin...



| # | Field | Choice Count |
|---|---|-----------------|
| 1 | Employed in a program-related job | 89.5% 17 |
| 2 | Employed in a program-related field and seeking a program-related job | 0.0% 0 |
| 3 | Employed in a program-related field (but not a program-related job) and NOT seeking a program-related job | 0.0% 0 |
| 4 | Employed in a non-program-related field but seeking a program-related job | 0.0% 0 |

| # | Field | Choice Count |
|---|---|-----------------|
| 5 | Employed in a non-program-related field and NOT seeking a program-related job | 5.3% 1 |
| 6 | Not employed but seeking a program-related job | 5.3% 1 |
| 7 | Not employed and NOT seeking a program-related job | 0.0% 0 |
| | | 19 |

The following best describes my work setting:

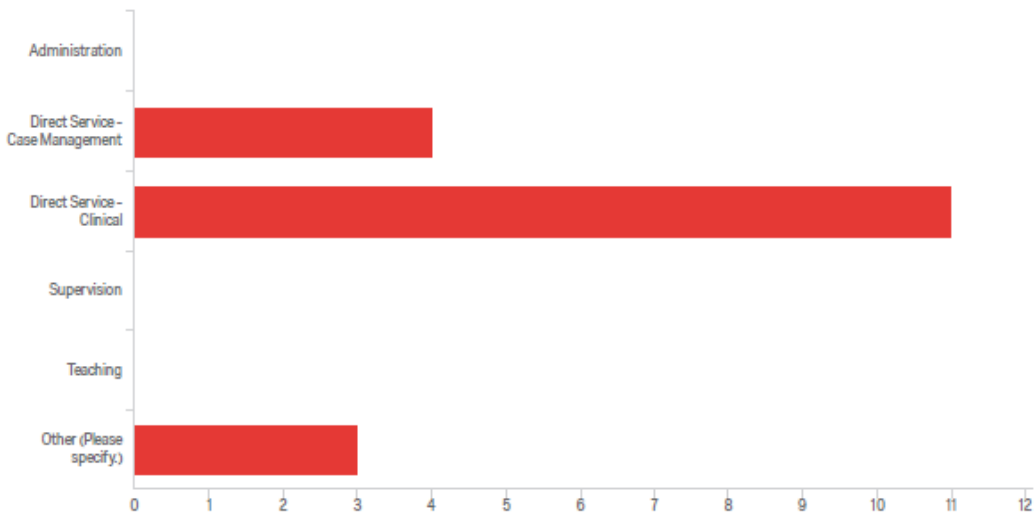


| # | Field | Choice Count |
|---|---------------------------|--------------|
| 1 | Adult Services | 0.0% 0 |
| 2 | Couple and Family Therapy | 0.0% 0 |
| 3 | Children's Services | 11.1% 2 |
| 4 | Criminal Justice | 5.6% 1 |
| 5 | Education | 38.9% 7 |
| 6 | Medical | 0.0% 0 |
| 7 | Mental Health | 22.2% 4 |
| 8 | Other (Please specify.) | 22.2% 4 |

18

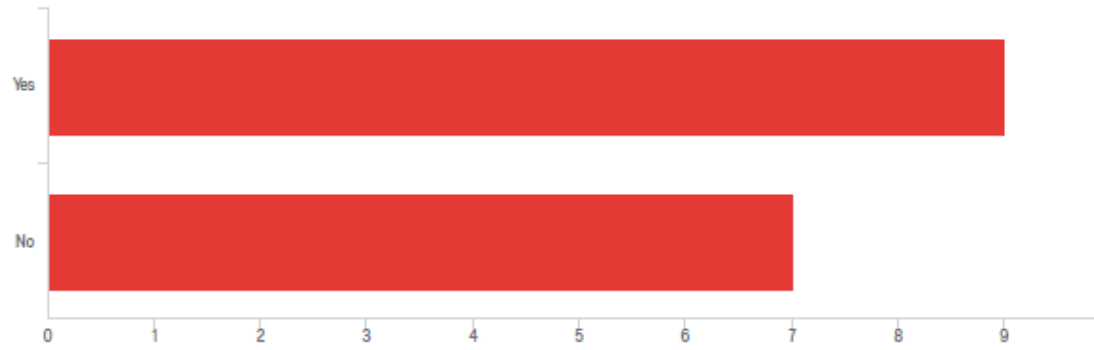
Showing rows 1 - 9 of 9

My primary responsibility at work is:



| # | Field | Choice Count |
|---|----------------------------------|--------------|
| 1 | Administration | 0.0% 0 |
| 2 | Direct Service - Case Management | 22.2% 4 |
| 3 | Direct Service - Clinical | 61.1% 11 |
| 4 | Supervision | 0.0% 0 |
| 5 | Teaching | 0.0% 0 |
| 6 | Other (Please specify.) | 16.7% 3 |

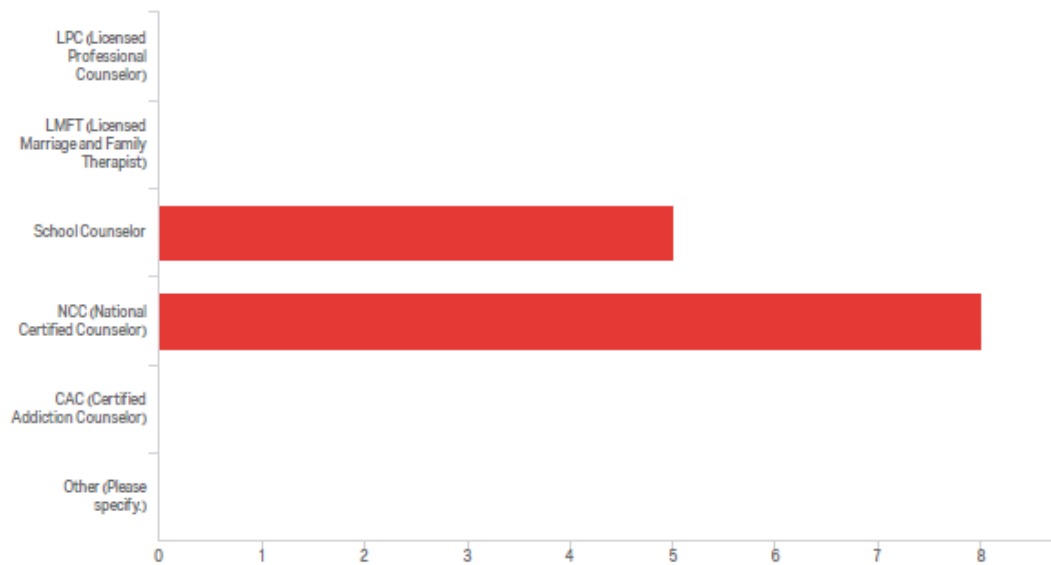
Do you currently hold a professional license or certification in a mental health field?



| # | Field | Choice Count |
|---|-------|--------------|
| 1 | Yes | 56.3% 9 |
| 2 | No | 43.8% 7 |

16

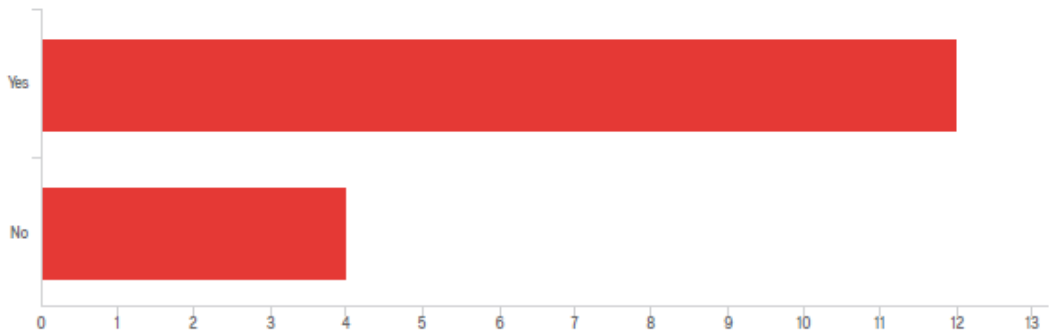
Which professional license or certification in a mental health field do you hold? (Please chec...



| # | Field | Choice Count |
|---|---|--------------|
| 1 | LPC (Licensed Professional Counselor) | 0.0% 0 |
| 2 | LMFT (Licensed Marriage and Family Therapist) | 0.0% 0 |
| 3 | School Counselor | 38.5% 5 |
| 4 | NCC (National Certified Counselor) | 61.5% 8 |
| 5 | CAC (Certified Addiction Counselor) | 0.0% 0 |
| 6 | Other (Please specify.) | 0.0% 0 |

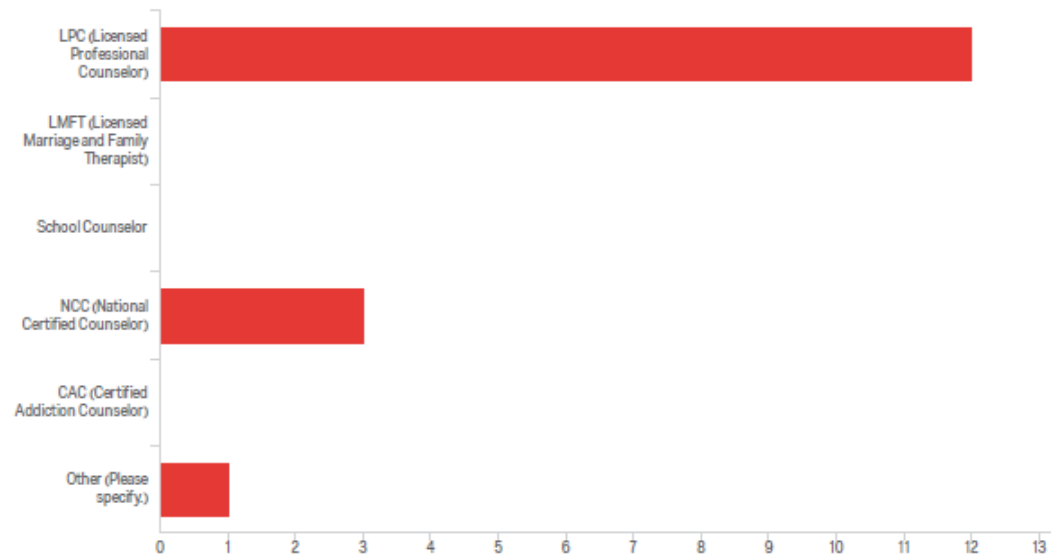
13

Are you currently pursuing a license or certification in a mental health field?



| # | Field | Choice Count |
|---|-------|--------------|
| 1 | Yes | 75.0% 12 |
| 2 | No | 25.0% 4 |

Which professional license or certification in a mental health field have you passed the licen...



| # | Field | Choice Count |
|---|---|--------------|
| 1 | LPC (Licensed Professional Counselor) | 75.0% 12 |
| 2 | LMFT (Licensed Marriage and Family Therapist) | 0.0% 0 |
| 3 | School Counselor | 0.0% 0 |
| 4 | NCC (National Certified Counselor) | 18.8% 3 |
| 5 | CAC (Certified Addiction Counselor) | 0.0% 0 |
| 6 | Other (Please specify.) | 6.3% 1 |

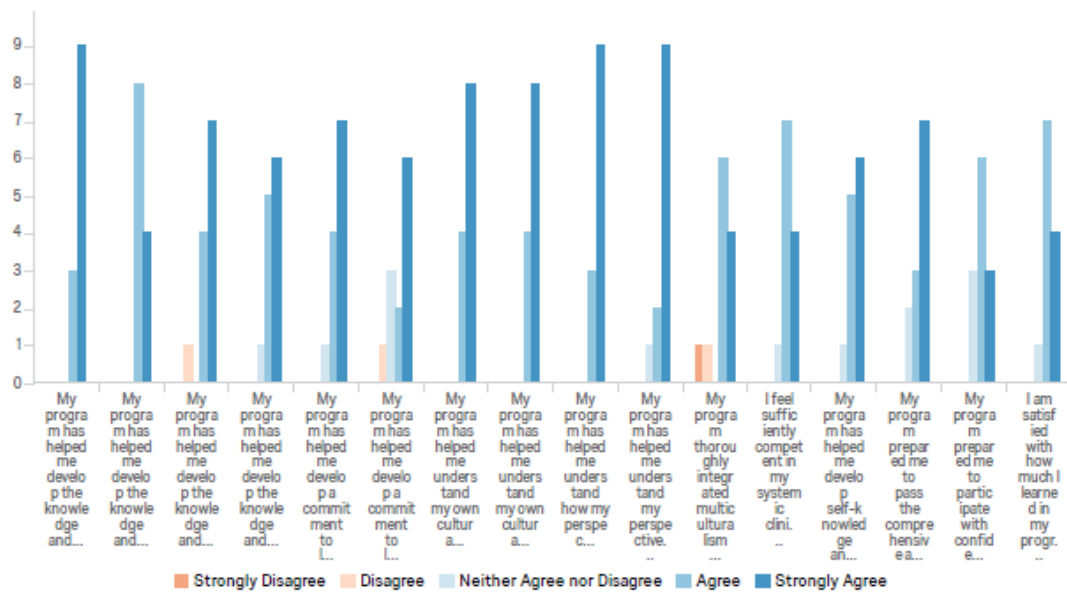
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|----|--|---------|---------|------|------------------|----------|-------|
| 6 | My program has helped me develop the skills to collaborate with clients/students, their families and other systems in the community to support learning and/or mental health and couple and family functioning | 4.0 | 5.0 | 4.2 | 0.4 | 0.2 | 13 |
| 7 | My program has helped me develop the knowledge to establish effective collaborative relationships with agency/school administrators, teachers, staff, and other mental health professionals in my field. | 3.0 | 5.0 | 4.0 | 0.7 | 0.5 | 13 |
| 8 | My program has helped me develop the skills to establish effective collaborative relationships with agency/school administrators, teachers, staff, and other mental health professionals in my field. | 3.0 | 5.0 | 4.0 | 0.6 | 0.3 | 13 |
| 9 | My program has helped me develop the knowledge to effectively use counseling/therapy strategies to systemically support client change. | 4.0 | 5.0 | 4.5 | 0.5 | 0.2 | 13 |
| 10 | My program has helped me develop the skills to effectively use counseling/therapy strategies to systemically support client change. | 3.0 | 5.0 | 4.4 | 0.6 | 0.4 | 13 |
| 11 | My program has helped me develop the knowledge to assess learning, behavior, and/or social/emotional functioning of my clients/students utilizing a variety of assessment tools and methods for the purpose of evidence-based decision making. | 2.0 | 5.0 | 3.8 | 0.7 | 0.5 | 13 |
| 12 | My program has helped me develop the skills to assess learning, behavior, and/or social/emotional functioning of my clients/students utilizing a variety of assessment tools and methods for the purpose of evidence-based decision making. | 2.0 | 5.0 | 3.8 | 0.7 | 0.5 | 12 |
| 13 | My program has helped me develop the knowledge to reflect upon and evaluate professional practice using client/student performance and/or other relevant data. | 2.0 | 5.0 | 4.0 | 0.7 | 0.5 | 13 |
| 14 | My program has helped me develop the skills to reflect upon and evaluate professional practice using client/student performance and/or other relevant data. | 2.0 | 5.0 | 3.9 | 0.6 | 0.4 | 12 |

| # | Field | Strongly Disagree | | Disagree | | Neither Agree nor Disagree | | Agree | | Strongly Agree | | Total |
|---|---|-------------------|---|----------|---|----------------------------|---|-------|---|----------------|---|-------|
| 1 | My program has helped me develop knowledge to provide high quality, contextually appropriate counseling/therapy and consultation services to individuals, couples, families and systems | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 38.5% | 5 | 61.5% | 8 | 13 |
| 2 | My program has helped me develop skills to provide high quality, contextually appropriate counseling/therapy and consultation services to individuals, couples, families and systems | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 38.5% | 5 | 61.5% | 8 | 13 |
| 3 | My program has helped me develop the knowledge to to provide culturally responsive counseling/therapy and consultation services to clients to clients. | 0.0% | 0 | 7.7% | 1 | 0.0% | 0 | 53.8% | 7 | 38.5% | 5 | 13 |
| 4 | My program has helped me develop the skills to to provide culturally responsive counseling/therapy and consultation services to clients to clients. | 0.0% | 0 | 7.7% | 1 | 0.0% | 0 | 46.2% | 6 | 46.2% | 6 | 13 |

| # | Field | Strongly Disagree | | Disagree | | Neither Agree nor Disagree | | Agree | | Strongly Agree | | Total |
|---|---|-------------------|---|----------|---|----------------------------|---|-------|----|----------------|---|-------|
| 5 | My program has helped me develop the knowledge to collaborate with clients/students, their families and other systems in the community to support learning and/or mental health and couple and family functioning | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 61.5% | 8 | 38.5% | 5 | 13 |
| 6 | My program has helped me develop the skills to collaborate with clients/students, their families and other systems in the community to support learning and/or mental health and couple and family functioning | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 76.9% | 10 | 23.1% | 3 | 13 |
| 7 | My program has helped me develop the knowledge to establish effective collaborative relationships with agency/school administrators, teachers, staff, and other mental health professionals in my field. | 0.0% | 0 | 0.0% | 0 | 23.1% | 3 | 53.8% | 7 | 23.1% | 3 | 13 |
| 8 | My program has helped me develop the skills to establish effective collaborative relationships with agency/school administrators, teachers, staff, and other mental health professionals in my field. | 0.0% | 0 | 0.0% | 0 | 15.4% | 2 | 69.2% | 9 | 15.4% | 2 | 13 |

| # | Field | Strongly Disagree | | Disagree | | Neither Agree nor Disagree | | Agree | | Strongly Agree | | Total |
|----|--|-------------------|---|----------|---|----------------------------|---|-------|---|----------------|---|-------|
| 9 | My program has helped me develop the knowledge to effectively use counseling/therapy strategies to systemically support client change. | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 53.8% | 7 | 46.2% | 6 | 13 |
| 10 | My program has helped me develop the skills to effectively use counseling/therapy strategies to systemically support client change. | 0.0% | 0 | 0.0% | 0 | 7.7% | 1 | 46.2% | 6 | 46.2% | 6 | 13 |
| 11 | My program has helped me develop the knowledge to assess learning, behavior, and/or social/emotional functioning of my clients/students utilizing a variety of assessment tools and methods for the purpose of evidence-based decision making. | 0.0% | 0 | 7.7% | 1 | 15.4% | 2 | 69.2% | 9 | 7.7% | 1 | 13 |
| 12 | My program has helped me develop the skills to assess learning, behavior, and/or social/emotional functioning of my clients/students utilizing a variety of assessment tools and methods for the purpose of evidence-based decision making. | 0.0% | 0 | 8.3% | 1 | 16.7% | 2 | 66.7% | 8 | 8.3% | 1 | 12 |

To what extent do you agree or disagree with the following statements about your Counselin...



| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | My program has helped me develop the knowledge and skills to welcome and support diversity. | 4.0 | 5.0 | 4.8 | 0.4 | 0.2 | 12 |
| 2 | My program has helped me develop the knowledge and skills to advocate on behalf of marginalized individuals and groups. | 4.0 | 5.0 | 4.3 | 0.5 | 0.2 | 12 |
| 3 | My program has helped me develop the knowledge and skills to be open to challenging dominant paradigms | 2.0 | 5.0 | 4.4 | 0.9 | 0.7 | 12 |
| 4 | My program has helped me develop the knowledge and skills to adopt multiple perspectives with the goal of becoming culturally responsive. | 3.0 | 5.0 | 4.4 | 0.6 | 0.4 | 12 |
| 5 | My program has helped me develop a commitment to life-long learning and professional development. | 3.0 | 5.0 | 4.5 | 0.6 | 0.4 | 12 |
| 6 | My program has helped me develop a commitment to life-long self-care development. | 2.0 | 5.0 | 4.1 | 1.0 | 1.1 | 12 |

| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|----|--|---------|---------|------|------------------|----------|-------|
| 7 | My program has helped me understand my own cultural identity, values, beliefs, privilege and assumptions. | 4.0 | 5.0 | 4.7 | 0.5 | 0.2 | 12 |
| 8 | My program has helped me understand my own cultural identity, values, beliefs, privilege and assumptions impact my professional work | 4.0 | 5.0 | 4.7 | 0.5 | 0.2 | 12 |
| 9 | My program has helped me understand how my perspectives are shaped by my life experiences | 4.0 | 5.0 | 4.8 | 0.4 | 0.2 | 12 |
| 10 | My program has helped me understand my perspectives so that I can work effectively with others who do not share my perspectives or life experiences. | 3.0 | 5.0 | 4.7 | 0.6 | 0.4 | 12 |
| 11 | My program thoroughly integrated multiculturalism and diversity issues into all my classes and clinical training experiences | 1.0 | 5.0 | 3.9 | 1.2 | 1.4 | 12 |
| 12 | I feel sufficiently competent in my systemic clinical skills to work with a diverse clientele. | 3.0 | 5.0 | 4.3 | 0.6 | 0.4 | 12 |
| 13 | My program has helped me develop self-knowledge and an identity as a counselor and/or couple and family therapist. | 3.0 | 5.0 | 4.4 | 0.6 | 0.4 | 12 |
| 14 | My program prepared me to pass the comprehensive and the NCC examinations. | 3.0 | 5.0 | 4.4 | 0.8 | 0.6 | 12 |
| 15 | My program prepared me to participate with confidence in professional organizations (state, regional, and national). | 3.0 | 5.0 | 4.0 | 0.7 | 0.5 | 12 |
| 16 | I am satisfied with how much I learned in my program. | 3.0 | 5.0 | 4.3 | 0.6 | 0.4 | 12 |

| # | Field | Strongly Disagree | | Disagree | | Neither Agree nor Disagree | | Agree | | Strongly Agree | | Total |
|---|---|-------------------|---|----------|---|----------------------------|---|-------|---|----------------|---|-------|
| 2 | My program has helped me develop the knowledge and skills to advocate on behalf of marginalized individuals and groups. | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 66.7% | 8 | 33.3% | 4 | 12 |
| 3 | My program has helped me develop the knowledge and skills to be open to challenging dominant paradigms | 0.0% | 0 | 8.3% | 1 | 0.0% | 0 | 33.3% | 4 | 58.3% | 7 | 12 |
| 4 | My program has helped me develop the knowledge and skills to adopt multiple perspectives with the goal of becoming culturally responsive. | 0.0% | 0 | 0.0% | 0 | 8.3% | 1 | 41.7% | 5 | 50.0% | 6 | 12 |
| 5 | My program has helped me develop a commitment to life-long learning and professional development. | 0.0% | 0 | 0.0% | 0 | 8.3% | 1 | 33.3% | 4 | 58.3% | 7 | 12 |
| 6 | My program has helped me develop a commitment to life-long self-care development. | 0.0% | 0 | 8.3% | 1 | 25.0% | 3 | 16.7% | 2 | 50.0% | 6 | 12 |
| 7 | My program has helped me understand my own cultural identity, values, beliefs, privilege and assumptions. | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 33.3% | 4 | 66.7% | 8 | 12 |

| # | Field | Strongly Disagree | | Disagree | | Neither Agree nor Disagree | | Agree | | Strongly Agree | | Total |
|----|--|-------------------|---|----------|---|----------------------------|---|-------|---|----------------|---|-------|
| 8 | My program has helped me understand my own cultural identity, values, beliefs, privilege and assumptions impact my professional work | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 33.3% | 4 | 66.7% | 8 | 12 |
| 9 | My program has helped me understand how my perspectives are shaped by my life experiences | 0.0% | 0 | 0.0% | 0 | 0.0% | 0 | 25.0% | 3 | 75.0% | 9 | 12 |
| 10 | My program has helped me understand my perspectives so that I can work effectively with others who do not share my perspectives or life experiences. | 0.0% | 0 | 0.0% | 0 | 8.3% | 1 | 16.7% | 2 | 75.0% | 9 | 12 |
| 11 | My program thoroughly integrated multiculturalism and diversity issues into all my classes and clinical training experiences | 8.3% | 1 | 8.3% | 1 | 0.0% | 0 | 50.0% | 6 | 33.3% | 4 | 12 |
| 12 | I feel sufficiently competent in my systemic clinical skills to work with a diverse clientele. | 0.0% | 0 | 0.0% | 0 | 8.3% | 1 | 58.3% | 7 | 33.3% | 4 | 12 |
| 13 | My program has helped me develop self-knowledge and an identity as a counselor and/or couple and family therapist. | 0.0% | 0 | 0.0% | 0 | 8.3% | 1 | 41.7% | 5 | 50.0% | 6 | 12 |

| | | | | | | | | | | | | |
|----|---|------|---|------|---|------|---|-------|---|-------|---|----|
| 13 | helped me develop self-knowledge and an identity as a counselor and/or couple and family therapist. | 0.0% | 0 | 0.0% | 0 | 8.3% | 1 | 41.7% | 5 | 50.0% | 6 | 12 |
|----|---|------|---|------|---|------|---|-------|---|-------|---|----|

| # | Field | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree | Total |
|----|--|-------------------|----------|----------------------------|---------|----------------|-------|
| 14 | My program prepared me to pass the comprehensive and the NCC examinations. | 0.0% 0 | 0.0% 0 | 16.7% 2 | 25.0% 3 | 58.3% 7 | 12 |
| 15 | My program prepared me to participate with confidence in professional organizations (state, regional, and national). | 0.0% 0 | 0.0% 0 | 25.0% 3 | 50.0% 6 | 25.0% 3 | 12 |
| 16 | I am satisfied with how much I learned in my program. | 0.0% 0 | 0.0% 0 | 8.3% 1 | 58.3% 7 | 33.3% 4 | 12 |

Appendix D

Student Learning Outcome Rubrics for Track Specific Courses

Rubric: COUN 5820 Strategies in Agency Counseling Case Study Rubric

| | Distinguished (4 pts) | Proficient (3 pts) | Basic (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|--------------------------|-----------------------|------------------|---------------------------|-------|-------|-------|
| Reason for Referral/ Precipitating Stress | 11 | 1 | 0 | 0 | 3.917 | 4.000 | 0.276 |
| Bronfenbrenner Model | 11 | 1 | 0 | 0 | 3.917 | 4.000 | 0.276 |
| Client Strengths | 10 | 2 | 0 | 0 | 3.833 | 4.000 | 0.373 |
| Provisional Diagnosis | 10 | 2 | 0 | 0 | 3.833 | 4.000 | 0.373 |

Reason for Referral/ Precipitating Stress

11 (91.67%)

1 (8.33%)

*CACREP-2009-INT.4.D.2, CACREP-2009-INT.4.H.2,
CACREP-2009-INT.6.C.7, CACREP-2009-INT.6.G.1*

Bronfenbrenner Model

11 (91.67%)

1 (8.33%)

*CACREP-2009-INT.4.D.2, CACREP-2009-INT.4.H.2,
CACREP-2009-INT.6.C.7, CACREP-2009-INT.6.G.1*

Client Strengths

10 (83.33%)

2 (16.67%)

*CACREP-2009-INT.4.D.2, CACREP-2009-INT.6.C.7,
CACREP-2009-INT.6.G.1*

Provisional Diagnosis

10 (83.33%)

2 (16.67%)

*CACREP-2009-INT.4.D.2, CACREP-2009-INT.4.H.2,
CACREP-2009-INT.6.C.7, CACREP-2009-INT.6.G.1*



Distinguished



Proficient



Basic



Unsatisfactory

Rubric: COUN 5820 Strategies in Agency Counseling Treatment Plan

| | Distinguished (4 pts) | Proficient (3 pts) | Basic (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|--------------------------|-----------------------|------------------|---------------------------|-------|-------|-------|
| Diagnostic Reasoning | 13 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| Thoroughness of Long and Short Term Goals and Specific Considerations for Treatment | 13 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| Modes of Treatment, Objectives, Interventions, Strategies and Techniques | 11 | 2 | 0 | 0 | 3.846 | 4.000 | 0.361 |
| Treatment Evaluation | 9 | 4 | 0 | 0 | 3.692 | 4.000 | 0.462 |
| Organization of Write Up | 11 | 2 | 0 | 0 | 3.846 | 4.000 | 0.361 |

Diagnostic Reasoning

CACREP-2009-INT.4.D.1, CACREP-2009-INT.4.H.1,
CACREP-2009-INT.4.H.2, CACREP-2009-INT.6.A.3,
CACREP-2009-INT.6.C.2, CACREP-2009-INT.6.C.5

13 (100.00%)

Thoroughness of Long and Short Term Goals and Specific Considerations for Treatment

CACREP-2009-INT.6.A.3, CACREP-2009-INT.6.C.2,
CACREP-2009-INT.6.C.5, CACREP-2009-INT.6.C.7

13 (100.00%)

Modes of Treatment, Objectives, Interventions, Strategies and Techniques

CACREP-2009-INT.4.D.1, CACREP-2009-INT.4.D.2,
CACREP-2009-INT.4.H.2, CACREP-2009-INT.6.A.3

11 (84.62%)

2 (15.38%)

Treatment Evaluation

CACREP-2009-INT.4.D.1, CACREP-2009-INT.4.D.2,
CACREP-2009-INT.6.C.7

9 (69.23%)

4 (30.77%)

Organization of Write Up

11 (84.62%)

2 (15.38%)

Distinguished
 Proficient
 Basic
 Unsatisfactory

Rubric: COUN 5825 Comprehensive Business Plan

| | Distinguished (4 pts) | Proficient (3 pts) | Basic (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--|--------------------------|-----------------------|------------------|---------------------------|-------|-------|-------|
| Business Mission: includes your vision, purpose & mission statement; reflects your personal & professional strengths & values. Identifies the role you see for yourself as a professional counselor in private practice. | 10 | 1 | 0 | 0 | 3.909 | 4.000 | 0.287 |
| Clinical Specializations: identify areas of specialization, clinical issues and/or problems you want to focus on; include a Professional Growth Plan outlining professional trainings and continuing education conferences you plan to complete/attend | 10 | 1 | 0 | 0 | 3.909 | 4.000 | 0.287 |
| Financial Plan: describe your financial plan including fee structure, financial policies, billing & accounting processes, estimated expenses & budget, annual income, and taxes. Financial plans must be well researched, legal and ethically responsible. | 9 | 1 | 1 | 0 | 3.727 | 4.000 | 0.617 |
| Networking/ Marketing Plan (digital & in-person): Digital - includes your plan for developing a responsible & professional website & digital footprint, ethical social media use, marketing materials & how you will attract clients in a positive & ethical way. In-person- outline how you will get involved and create referral relationships in the community, your target market & your basic message. Identify at least 5 marketing strategies you will utilize & how you will implement them. Consider developing/utilizing outcome measures as a marketing tool. | 10 | 1 | 0 | 0 | 3.909 | 4.000 | 0.287 |
| Organization/ Management Plan: identify how you will organize and manage client info, scheduling, billing, and claims filing in a legal and ethically responsible way. Include whether you plan on using an EHR or practice management system. | 10 | 1 | 0 | 0 | 3.909 | 4.000 | 0.287 |
| Services Diversification Plan: identify at least 3 services you will provide in your private practice (including traditional counseling). Discuss the implementation of counseling theory, techniques, and models you will utilize. You are also encouraged to develop a unique group or workshop/class in your chosen area of expertise and include the curriculum as well as marketing materials. | 9 | 2 | 0 | 0 | 3.818 | 4.000 | 0.386 |
| Limiting Ownership Liability Plan: identify which legal structure you will use, how you will reduce & transfer risk, your plan for clinical supervision, and how you will handle ethical & legal issues in private practice. | 10 | 0 | 1 | 0 | 3.818 | 4.000 | 0.575 |
| Diversity Inclusion Plan: identify how you will fulfill your professional role of advocacy and how you will meet the needs of diverse clientele. Include how you will diversify services such as developing creative prevention & education services and/or an Advocacy Plan. Discuss how you will integrate the Multicultural and Social Justice Counseling Competencies into private practice. Include an appendix that lists relevant community resources to help assist clients. | 9 | 1 | 0 | 1 | 3.636 | 4.000 | 0.881 |
| Self-Care Plan: include a well-defined plan for how you will maintain a healthy work/life balance as a counselor and | 10 | 1 | 0 | 0 | 3.909 | 4.000 | 0.287 |

Rubric: COUN 5915 Final Project

| | Distinguished (4 pts) | Proficient (3 pts) | Basic (2 pts) | Unsatisfactory (1 pts) | Unable to Rate (0 pts) | Mean | Mode | Stdev |
|--|--------------------------|-----------------------|------------------|---------------------------|------------------------------|-------|-------|-------|
| Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. | 4 | 0 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. | 0 | 4 | 0 | 0 | 0 | 3.000 | 3.000 | 0.000 |
| Selects appropriate assessment strategies that can be used to evaluate a students academic, career, and personal/social development. | 0 | 4 | 0 | 0 | 0 | 3.000 | 3.000 | 0.000 |
| Assesses barriers that impede students academic, career, and personal/social development. | 4 | 0 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| Applies relevant research findings to inform the practice of school counseling. | 0 | 4 | 0 | 0 | 0 | 3.000 | 3.000 | 0.000 |
| Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. | 0 | 4 | 0 | 0 | 0 | 3.000 | 3.000 | 0.000 |
| Analyzes and uses data to enhance school counseling programs. | 0 | 4 | 0 | 0 | 0 | 3.000 | 3.000 | 0.000 |
| Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. | 4 | 0 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). | 4 | 0 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |

Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

CACREP-SC-2009-D.3

4 (100.00%)

Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

4 (100.00%)

Rubric: COUN 6000 Sexual Genogram and Process Paper

| | Distinguished (4 pts) | Proficient (3 pts) | Basic (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|--------------------------|-----------------------|------------------|---------------------------|-------|-------|-------|
| 3 Generation Genogram | 24 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| Description of and Credit to Theories Used | 8 | 14 | 2 | 0 | 3.250 | 3.000 | 0.595 |
| Identities Impacting Sexual Learning and Patterns | 23 | 1 | 0 | 0 | 3.958 | 4.000 | 0.200 |
| Self-of-the-Therapist | 16 | 8 | 0 | 0 | 3.667 | 4.000 | 0.471 |
| Organization and Write Up | 17 | 7 | 0 | 0 | 3.708 | 4.000 | 0.455 |

3 Generation Genogram

CACREP-MCFC-2009-C.1, CACREP-MCFC-2009-E.1,
CACREP-MCFC-2009-G.1, CACREP-MCFC-2009-G.2,
CACREP-MCFC-2009-H.2

24 (100.00%)

Description of and Credit to Theories Used

CACREP-MCFC-2009-A.5, CACREP-MCFC-2009-B.2,
CACREP-MCFC-2009-D.2, CACREP-MCFC-2009-D.3,
CACREP-MCFC-2009-E.3

8 (33.33%)

14 (58.33%)

2 (8.33%)

Identities Impacting Sexual Learning and Patterns

CACREP-MCFC-2009-A.6, CACREP-MCFC-2009-C.1,
CACREP-MCFC-2009-C.3, CACREP-MCFC-2009-D.2,
CACREP-MCFC-2009-E.1, CACREP-MCFC-2009-E.4

23 (95.83%)

1 (4.17%)

Self-of-the-Therapist

CACREP-MCFC-2009-C.4, CACREP-MCFC-2009-D.6

16 (66.67%)

8 (33.33%)

Organization and Write Up

17 (70.83%)

7 (29.17%)



Distinguished



Proficient



Basic



Unsatisfactory

Rubric: COUN 6160 - Oral Written Case Presentation Rubric

| | Distinguished (4 pts) | Proficient (3 pts) | Basic (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--|--------------------------|-----------------------|------------------|---------------------------|-------|-------|-------|
| Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments. | 20 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| Understands marriage, couple, and family assessment tools and techniques appropriate to clients needs in a multicultural society. | 20 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning | 18 | 2 | 0 | 0 | 3.900 | 4.000 | 0.300 |
| Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a systems perspective. | 18 | 2 | 0 | 0 | 3.900 | 4.000 | 0.300 |
| Uses systems assessment models and procedures to evaluate family functioning | 20 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |

Knows principles and models of assessment and case conceptualization from a systems perspective, including diagnostic interviews, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments.

CACREP-2009-INT.6.G.1

20 (100.00%)

Understands marriage, couple, and family assessment tools and techniques appropriate to clients needs in a multicultural society.

CACREP-MCFC-2009-G.2

20 (100.00%)

Understands the impact of addiction, trauma, psychopharmacology, physical and mental health, wellness, and illness on marriage, couple, and family functioning

CACREP-MCFC-2009-G.3

18 (90.00%)

2 (10.00%)

Applies skills in interviewing,

18 (90.00%)

2 (10.00%)

Rubric: COUN 6170 Beyond Your Comfort Zone Activity

| | Distinguished (4 pts) | Proficient (3 pts) | Basic (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|--------------------------|-----------------------|------------------|---------------------------|-------|-------|-------|
| Comfort zone experience Activity(ies) engaged in as part of the assignment | 20 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| Connections to Experience Connects relevant experience and academic knowledge | 6 | 14 | 0 | 0 | 3.300 | 3.000 | 0.458 |
| Understanding the clinical implications of oppression | 20 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| APA format | 14 | 6 | 0 | 0 | 3.700 | 4.000 | 0.458 |

Comfort zone experience Activity(ies) engaged in as part of the assignment

CACREP-MCFC-2009-C.2

20 (100.00%)

Connections to Experience Connects relevant experience and academic knowledge

CACREP-MCFC-2009-C.2

6 (30.00%)

14 (70.00%)

Understanding the clinical implications of oppression

CACREP-MCFC-2009-C.3, CACREP-MCFC-2009-E.4

20 (100.00%)

APA format

14 (70.00%)

6 (30.00%)



Distinguished



Proficient



Basic



Unsatisfactory

Rubric: COUN 6170 Case Study

| | Distinguished (4 pts) | Proficient (3 pts) | Basic (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|--|--------------------------|-----------------------|------------------|---------------------------|-------|-------|-------|
| Case Assessment How do you construct the problem presented in this case? Use at least three lenses to describe various perspectives regarding the familys problem. One of these lenses should be based on the theories we have studied (e.g. Circumplex, Beavers, McMaster, Minority Stress, etc). The other "lenses" should be related to topics relevant to the case material. How do you think the family members construct the problem? | 10 | 10 | 0 | 0 | 3.500 | 3.000 | 0.500 |
| Problem exploration What types of questions would you ask the client in order to expand your understanding the client's worldview. What is your rationale for asking these questions? What assumptions are you making regarding the case? How do these assumptions shape your ideas about treatment interventions? | 11 | 9 | 0 | 0 | 3.550 | 4.000 | 0.497 |
| Diversity issues How do culture or cultural differences between yourself and the client impact your work with this client? What other factors, (such as gender, age, sexual orientation, religion) must be considered as you work with this client. How would you address these differences with the family? Whatperson-of-the therapist issues are raised for you when you consider working with this family? | 13 | 7 | 0 | 0 | 3.650 | 4.000 | 0.477 |
| Treatment strategies What types of interventions will you plan to use with this client? Why? Describe the interventions or approaches in detail so that the strategies are directly connected with the way you have constructed the problem. (Do not simply say, I would use structural family therapy with this family.) You may use the treatment plan sample from practicum that is available on CANVAS as a format though you are not required to use that format. | 9 | 11 | 0 | 0 | 3.450 | 3.000 | 0.497 |
| APA format | 12 | 8 | 0 | 0 | 3.600 | 4.000 | 0.490 |

Case Assessment How do you construct the problem presented in this case? Use at least three lenses to describe various perspectives regarding the familys problem. One of these lenses should be based on the theories we have studied (e.g. Circumplex, Beavers, McMaster, Minority Stress, etc). The other "lenses" should be related to topics

10 (50.00%)

10 (50.00%)

Rubric: COUN 7100 - Case Conceptualization Paper Grading Rubric

| | Distinguished (4 pts) | Proficient (3 pts) | Basic (2 pts) | Unsatisfactory (1 pts) | Mean | Mode | Stdev |
|---|--------------------------|-----------------------|------------------|---------------------------|-------|-------|-------|
| Includes: Reason for Referral/Presenting Complaint; Precipitating Stress; Biopsychosocial factors explored and discussed: Including Client Demographics & Relevant Background Information; Medical History; Substance Use; Trauma, Grief & Loss; Work issues; Religion/Spirituality; Sexuality; Cultural, Racial, & Ethnic Context | 17 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| Client Strengths & Diversity | 17 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| Conceptualization, Theoretical Orientation, and Proposed Interventions | 17 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| Provisional Diagnosis | 17 | 0 | 0 | 0 | 4.000 | 4.000 | 0.000 |
| Organization of Write Up | 15 | 1 | 1 | 0 | 3.824 | 4.000 | 0.513 |

Includes: Reason for
Referral/Presenting Complaint;
Precipitating Stress; Biopsychosocial
factors explored and discussed:
Including Client Demographics &
Relevant Background Information;
Medical History; Substance Use;
Trauma, Grief & Loss; Work issues;
Religion/Spirituality; Sexuality;
Cultural, Racial, & Ethnic Context
*CACREP-2009-INT.4.D.2, CACREP-2009-INT.4.H.2,
CACREP-2009-INT.6.C.7, CACREP-2009-INT.6.G.1*

17 (100.00%)

Client Strengths & Diversity
*CACREP-2009-INT.4.D.2, CACREP-2009-INT.6.C.7,
CACREP-2009-INT.6.G.1*

17 (100.00%)

Conceptualization, Theoretical
Orientation, and Proposed
Interventions
*CACREP-2009-INT.4.D.2, CACREP-2009-INT.4.H.2,
CACREP-2009-INT.6.C.7, CACREP-2009-INT.6.G.1*

17 (100.00%)

Provisional Diagnosis
*CACREP-2009-INT.4.D.2, CACREP-2009-INT.6.C.7,
CACREP-2009-INT.6.G.1*

17 (100.00%)

Organization of Write Up

15 (88.24%)

1 (5.88%)

1 (5.88%)