

## Actions for Counseling Programs Annual Report – 2020/21

*Summary completed 11/8/22 by M. Darcy Program Director*

This report outlines the planning for improvements, goals and adjustments in process to Counseling programs based on faculty review of the 2020/21 Annual Report of the Systematic Evaluation Plan

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### **Summary of data-informed program modifications and other substantial program changes:**

- 1) Developed and offered Advanced Interventions course – CBT, ACT, DBT in spring 21 based on supervisor, alumni and advisory board input.
  - 2) Updated several assessment collection tools for more deliberate and comparable evaluation
  - 3) Program level reminders delivered regarding use of anchor assignments for Student Learning Outcomes in all courses. Related reminders for contract development when assigning Incomplete grades
  - 4) Continued practice of full-time faculty mentor for adjunct faculty for onboarding and throughout the semester. Inform and support related to methods of teaching, assessment eg anchor assignments and SLOs as well as Incomplete grades
  - 5) Updated Supervisor of Student evaluation to align to CACREP standards
  - 6) Implement mindfulness practices across the program with attention to self care
  - 7) Early development of peer mentoring initiative to support students in areas not already covered with faculty advisors.
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**Overall assessment planning** - Review all assessment tools and standardize point scale (1 to 4) in as many spots as possible by Spring 2022. Exceptions will include CCS, course evaluations and others. Include number of respondents in all surveys.

**Action:** all program assessments except Exit Survey were changed to 1 to 4 point scale to be implemented in 2021/22. Numbers of respondents included in survey results. Exit Survey will be completed before spring 2023

### **Program Objective A: Professional Readiness**

### **A.1 – Student Learning and Performance**

**Plan:** Make periodic check ins and updates on student performance on SLO's particularly near close of semesters. Incorporate faculty discussion on prevention and remediation strategies as needed.

**Action:** Faculty monitoring of successful completion of SLO's continued successfully through 20/21. One fall occurrence and one spring occurrence were addressed and resolved with faculty/student collaboration with successful completion of SLO and course.

### **A.2 – Student Academic Development**

**Plan:** Faculty assure success in courses (see A1 and SLO's) developing remediation plan or assigning Incomplete as needed for student success; program director monitors for program assessment.

**Action:** Reviewed and discussed faculty practices for assignment and follow up of Incomplete grades.

### **A-3 Student Skill Development**

**Plan:** Growth is evident in counseling skills scores as students in cohorts progress through the program from Practicum I to Practicum III. Continue with this practice. Continue faculty discussion of use of assessment instrument.

**Action:** Reviewed the change in mean scores from Prac I year 1 to Prac III year 2. Evidence of growth is viewed across all counseling skills domain eg nonverbal skills, encouragers, questions, reflecting, and paraphrasing. Decision to retain this practice . Report [here](#)

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## **Program Objective B: Learning Environment**

### **B.1 - Quality of Academic program**

**Plan:** Develop support for adjunct faculty. Continue practice of full-time faculty mentor for adjunct faculty. Continue efforts to increase relevance of Career course in overall curriculum and practice of mental health.

Determine best ways to improve response rate in student evaluations.

Review exit survey questions related to program curriculum and knowledge attainment.

Consider using mean scores with student evaluations to reflect student assessment of how objectives are met. Report means scores as available.

**Actions:**

- 1) Mentoring continued with full time faculty connected to each adjunct faculty, faculty outreach for syllabus development, and periodic check ins for course prep in summer and during semesters.
- 2) Career course more firmly embedded in Prac II course in building case conceptualization. Additionally career course connected to resume development and specific section of portfolio comprehensive assessment.
- 3) College level course eval procedures were handled on College level – faculty reminded students the importance of completing course evals and evaluations of program objectives which were distributed by program director. Faculty made survey links available in Black Board and gave reminders. Results (total number) were somewhat improved.
- 4) Graduate exit survey instrument was reorganized to allow mean scores on student review of program curriculum and knowledge attainment
- 5) Mean of mean scores for program objectives were tallied for each course in 21/22

**B.2 - Quality of field experience**

**Plan:** This is the first time we have reviewed the site survey as part of our Systematic Program Evaluation Plan. Review relevance of questions used and update assessment tool.

**Actions:** Site Survey was updated to include succinct and relevant questions about quality of supervision and characteristics of site and site organization. These results can be reviewed for better determination of ongoing student placement at sites. New [Spv Eval of Student](#) in Google CR

Reviewed use of materials collected in faculty site visits (4) to determine if there are relevant questions, topics, themes that could be utilized in assessment. Question about option for group experience included in Prac IV and Int I ([visit 1](#)). Also included question for secure platform used for client sessions. Broader analysis of these reports would only be feasible with more quantitative questions. The purpose of check in and connection with field supervisors seems to be adequate outcome of faculty site visits.

**B. 3 – Assessment of clinical skills**

**Plan:** Supervisors continue to score strong performance for students in their field experiences. Update Supervisor Evaluation of Students to CACREP 2016 standards; determine which clinical skills to evaluate in these 2 field-based stages of the program.

**Actions:** Supervisor evaluation of Student updated on 8/4/2021 to be implemented beginning spring 2022. Items for Clinical and Advocacy Skills are on 4 point scale with 7 relevant CACREP Specialty standards to be evaluated by site supervisors . New [Spv Eval of Student](#) in Google CR

#### **B.4 - Faculty Performance**

**Plan:** Review possibilities to improve academic advising; consider semester group meetings for advisees near enrollment dates. Note - change in comprehensive exam from CPCE to portfolio provides increased opportunities for mentoring.

**Action:** Faculty have increased outreach to students in their portfolio mentoring activities. Additionally program has launched peer mentor/mentee initiative to enhance information sharing and networking.

#### **B.5 - Diversity Initiatives**

**Plan:** In course evaluations, adjunct scores vary more widely than full time faculty scores – modest in most places but not all. Increase supports and mentoring in this area. Implement Diversity Initiatives Action Plan (DIAP) in areas to develop culturally sensitive case studies for use across the curriculum.

**Action:** Adjunct faculty supports and mentoring has continued and the differential in full timer to adjunct scores in course evaluation was not evident in 21/22. Case studies were developed in spring semester “Decolonizing Pedagogy” with faculty Kene and Darcy and 3 graduate students. They will be discussed and reviewed for use across the curriculum in 22/23

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### **Program Objective C: Professional Dispositions**

#### **C.1 – Development of Student Professional Dispositions**

**Plan:** Improvements in assessment gathering will allow tracking of expected growth in dispositions in cohorts across the duration of the program. Self care plan is new to program assessment. Beginning in fall 2021, students will develop a self-care plan in Practicum I with specific attention to self-care in each practice-based course (Practicum and Internship). In academic year 2021/22, review existing self-care activities in courses, develop self-care implementation with activities and expectations that fit across the curriculum – particularly in the practice-based courses.

Review how faculty utilize CCS instrument. Discuss in teaching portions of program meetings to move toward more interrater reliability.

**Action:** Growth and change noted in professional dispositions by faculty and supervisors scores

through program.

Self care remains a topic throughout program and is implemented for student focus across three years. Year I Prac I : Introduction with mindfulness activities provided; Prac II: Expansion with students leading mindfulness activities,

Year II Prac III: Extension with students leading grounding practices.

Year 3 Internship: Self care assignment; Portfolio: Self care domain

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## **Program Objective D: Student population**

### **D.1 - Retention, persistence, and completion rates**

**Plan:** Continue and strengthen faculty and student supports and mentoring.

**Action:** Faculty mentors for portfolio initiated in summer

### **D-2 Student population**

**Plan:** Continue and strengthen outreach to undergraduate students; expand networking with MHARI and Diversity, Equity and Inclusion initiatives. Develop systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community (CACREP 1K).

**Action:** Ongoing outreach to RIC undergrad students

Two faculty are members of MHARI DEI subcommittee contributing to diversity scholarship planning awarded to student in program and in internship.

Developed peer mentor program (launched in fall 2022) connecting 5 mentors with mentees; Google Classroom of materials, graduate assistant as leader for mentors, stipend provided

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## **Program Objective E: Current Professional Needs**

### **E –1 Internship Supervisor Survey**

**Plan:** Update existing Supervisor Evaluation of Student survey to gather input from supervisors about current trends in the counseling/needs of the community. Analyze these for ways to enhance curriculum offerings and student opportunities.

**Action:** Supervisor evaluation of Student updated on 8/4/2021 to be implemented beginning spring 2022 in Prac IV and Int II

### **E-2 Employer Survey**

**Plan:** Improve ways to gather input from employers/supervisors about current trends in the counseling/needs of the community.

Continue with development of trauma as a content integrated throughout the program and determine possibilities for a new course added to curriculum. Long term planning should include business of counseling as RI begins the process of 2-tiered licensing for LMHCs in RI

**Action:** Telehealth practices have been introduced more consistently in all courses since COVID. Co-occurring disorders has been added more firmly in Prac II. Trauma course offered in spring. Advanced clinical skills (CBT/ACT/DBT) offered in fall

Develop more consistent coverage for clinical preparation for work with lgbtq+

### **E-3 Follow up surveys – exit, alumni**

**Plan:** Alumni responses resemble input from employers – see plan above (E-2)

### **E-4 Advisory Board**

**Plan:** Hold Advisory Board meeting in fall 2021 including similar questions about current trends to attend to in preparing counselors, strengths of program and areas for improvement

**Action:** Meeting held October 27, 2021. Members encouraged program faculty to continue outreach as supervisors across agencies and practices. Several suggestions urged program involvement in advocacy for workforce.

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