



Clinical Counseling Program

**Master of Arts in Counseling
Assessment Cycle Year #1
2018 2019**

Assessment Team Members:
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Systematic Program Assessm

Clinical Counseling Program

The mission of Counseling Program is *to offer professional training in clinical mental health counseling within a biblical worldview in order to provide Christ-like therapeutic relationships for healing and growth.* The overall educational philosophy at CIU is conceptualized as three educational components that provide a wholistic model of education. The first component is academic excellence with a focus on content and may be characterized by character and may be characterized

maturity. The third component is skill development in which students systematically practice skills related to professional and vocational goals. This component focuses on competence and

In accordance with university policy and accreditation standar Clinical Counseling Program engages in systematic program assessment of the programs it offers. Over the course of a three-year cycle, we review the Master of Arts in Counseling program from three perspectives: Professional Identity, Professional Competence and Program Area, and Overall Program Balance.

Assessment Cycle Year #1: Professional Identity reviews the common core domains set

In addition to direct assessment of student learning outcomes, we conduct indirect assessment of the program. We administer our graduating student and field supervisor surveys annually. We administer our alumni and employer surveys on a regular basis and add the information collected through these indirect means to the results of our direct assessment as we conduct our analysis during a two-day workshop in May or early June.

At the workshop, the entire resident faculty team serves as the assessment committee to review the area designated for that year of the assessment cycle. In addition to reviewing sample assignments and other data identified above, we also consider other input (e.g., information from our graduating student and field supervisor surveys). We analyze the information we have collected, make specific recommendations based on that analysis, and develop plans for implementation and/or remediation. We then draft and distribute an annual report that documents the report, we assign follow-up steps to specific program faculty members for implementation. These faculty members are responsible to document any changes made and report on them to the faculty. Their follow-up reports close the loop on the assessment cycle year.

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Assessment Findings

Outcome II.G.1 Professional Orientation and Ethical Practice: Students will demonstrate a comprehensive understanding of how to function as a professional counselor.

The assignments reviewed were very weak in articulating ethical and legal considerations in professional counseling (2.00). They were also very weak in demonstrating an understanding of an ethical decision-making process or even identifying the steps (1.77). They were especially weak on demonstrating understanding of necessary documentation for ethical practice. Only one sample mentioned informed consent (0.68).

Outcome II.G.2 Social and Cultural Diversity: Students will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

The assignments reviewed

Recommendations and Implementation

Recommendation #1

The instructor of CNS 5330 Professional Ethics and Orientation should give attention to refining the presentation of the steps for ethical decision-making and necessary documentation for ethical practice. Students should be encouraged to consult the course textbook and ACA code of ethics when engaging in the ethical decision-making process. Glenda Nanna, who teaches the course, will be responsible to implement these actions and will report

Recommendation #2

The instructor of CNS 5075 Multicultural Counseling should add an advocacy component that requires students to demonstrate their understanding of how to advocate for diverse populations. Students should be encouraged to include an advocacy component that could be as simple as attending an awareness event or a social event for minority members and reporting on ways to address mental health needs for that group. Roni Pruitt, who teaches the course, will be responsible to implement these actions and will report back at the end of the 2019-2020 academic year.

Recommendation #3

The instructor of CNS 6310 Human Growth and Development should collect two separate samples of student work, one for the nature and needs of persons at all developmental levels, and a second for the research paper that addresses the causes, prevention models, and best practices for treatment of a specific developmental problem. Students should be encouraged to emphasize their multicultural understanding as they address the specific developmental problem that is the focus of their research. Seth Scott, who will teach the course during 2019-2020 workshop.

Recommendation #4

The instructor of CNS 5310 Counseling Theory could give some additional attention to how roles need more definition and clarity. Also, giving more attention to how well the theory aligns with multicultural factors. Students should be encouraged to expand further the summary section explaining why they selected the model. Glenda Nanna, who teaches the course, will be responsible to implement these actions and will re workshop.

**Appendix
Assessment Rubrics**

Master of Arts in Counseling					
Outcome II.G.1 Professional Orientation and Ethical Practice: Students will demonstrate a comprehensive understanding of how to function as a professional counselor.					
Artifact: Position papers from CNS 5330 Professional Ethics and Orientation					
Criterion	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Scores
Demonstrates an understanding of an ethical decision-making process (steps in ethical decision-making).	Major errors in ethical decision-making. Lack of a coherent decision-making process.	Some errors in ethical decision-making, but a general ability to think through a situation professionally.	Accurate use of an ethical decision-making process with minor errors or omissions appropriate for first-year students.	Accurate, coherent articulation of an ethical decision-making process, complete with steps in ethical decision-making.	
Articulates ethical and legal considerations in professional counseling (dealing with value conflict #3, ethical dilemma/duty to warn/protect/confidentiality #5)	Lack of understanding of basic ethical and legal professional behaviors. Disregard for basic ethical practice.	Some knowledge of ethical and legal guidelines, but limited ability to articulate a clearly ethical and legal way to deal with an ethical dilemma.	Good knowledge of the ethical and legal issues common in counseling, but lacking in either some clarity or depth	Articulates a clear and insightful process of managing legal and ethical issues in counseling.	
Demonstrates understanding of necessary documentation for ethical practice (addendum: informed consent)	Lack of understanding of professional documentation and importance of informed consent	Minimally useful documentation. Lacking some key legal and ethical items that need to be included in informed consent.	Sufficient documentation that addresses the key elements necessary for ethical practice.	Ability to produce clear, comprehensive documentation that addresses legal and ethical issues in counseling, including	

Master of Arts in Counseling

Outcome II.G3: Human Growth and Development: Students will demonstrate an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts.

Artifact

Master of Arts in Counseling

Outcome II.G.4: Career Development

Master of Arts in Counseling

Outcome II.G.5: Helping Relationships: Students will demonstrate an understanding of the counseling process in a multicultural society.

Artifact

Masters of Arts in Counseling

Outcome II.G.6: Group Work: Students will demonstrate theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

Master of Arts in Counseling

Outcome II.G.7: Assessment: Students will demonstrate an understanding of individual and group approaches to assessment and evaluation in a multicultural society.

Artifact: Personality assessment report from CNS 6430 Assessment

Criterion	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)	Scores
Demonstrates ethical strategies for selecting, administering, and interpreting psychological assessments. (overall)	Not addressed or multiple major errors with the stated criterial.	There are major limitations to a complete and accurate understanding of the appropriate purpose of each assessment, of factors that can influence the valid administration of these assessments, and of the interpretation process for the selected assessments.	There are some limitations to a complete and accurate understanding of the appropriate purpose of each assessment, of factors that can influence the valid administration of these assessments, and of the interpretation process for the selected assessments.	Demonstrates an accurate understanding of the appropriate purpose of each assessment, of factors that can influence the valid administration of these assessments, and of the interpretation process for the selected assessments.	

Demonstrates an understanding of factors that can influence assessment validity and reliability in personality assessment processes include multicultural issues. (identifying information; test behavior)

Not addressed or multiple major errors or omissions with the stated criterial.

There are major limitations to a clear and complete description of the characteristics and

Outcome II.G.8: