

The Master of Science in Counseling Program

2018-2019 Annual Assessment Report

Mission Statement

The mission of the SMU Program in Counseling is to prepare students with culturally sensitive knowledge and skills to practice effectively and ethically in counseling-related positions in schools, agencies, private practices and mental health facilities.

Summary

The Counseling program collects data related to nine student learning outcomes (SLOs) that are measured at least two times for each student throughout their program of study and three SLOs, one for each CACREP Specialty (School Counseling Marriage, Couple and Family; and Clinical Mental Health). Data from SLOs provides indicators of level of preparedness to work as future counseling professionals. Counseling faculty review SLOs each year and make changes as necessary to ensure high quality training and supervision.

The Counseling program collects data related to clinical competencies for each counseling program student across the following clinical courses: Basic Clinical Methods, Advanced Clinical Methods, and Practicum through the use of the Clinical Progress Assessment (CPA). Data from CPAs indicate clinical skills competencies and preparedness for Internship I and II and future counseling practice.

The Counseling program collects data related to student professional dispositions recognized as essential for effective, ethical, and responsible functioning in the counseling profession (e.g., professionalism, communication skills, attitude towards peers/instructors, ability to self-regulate, etc. and other characteristics required in a clinical or professional environment) and monitors student progress individually and aggregately.

Table 1: Key Performance Indicators

Data to be Collected: Student Learning Outcomes in Core Areas				
Student Learning Outcomes	KPI Standard	T1 Measure	T2 Measure	T3 Measure
<p>ETHICS</p> <p>SLO. 1. Knowledgeably apply professional ethical and legal standards in practice, and exercise ethical and responsible conduct in their profession.</p>	2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	<p>HDCN 6381: Ethics & Mental Health Final exam (selected questions) <i>(knowledge)</i></p> <p>2018-19 - 88%</p>	<p>MoCCe Pre-Practicum Exam <i>(knowledge)</i></p> <p>2018-19 - 76%</p>	<p>HDCN 6395 Practicum Clinical Progress Assessment (CPA) <i>(skills)</i></p> <p>2018-19 - 92 %</p>
<p>DIVERSITY</p> <p>SLO.2. Integrate multicultural competence in counseling practice.</p>	2.F.2.c. multicultural counseling competencies	<p>HDCN 6304: Counseling Diverse Communities Final exam (selected questions) <i>(knowledge)</i></p>	<p>MoCCe exam <i>(knowledge)</i></p>	<p>HDCN 6395 Practicum CPA <i>(skills)</i></p>

		2018-19 - 91%	2018-19 - 91%	2018-19 - 91%
<p>LIFESPAN</p> <p>SLO.3. Promote resilience, optimal development, and wellness for their clients across the lifespan.</p>	2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	<p>HDCN 6320 Lifespan Development Milestone Chart (2016-2017) <i>(knowledge)</i></p> <p>Note – 2017-2018 KPI was changed to Final exam questions.</p> <p>2018-19 - 92%</p>	<p>MoCCe exam <i>(knowledge)</i></p> <p>2018-19 - 91%</p>	No Time 3 measure
<p>CAREER</p> <p>SLO.4. Recognize and skillfully navigate the intersections between mental well-being, work, relationships, and other life roles and factors.</p>	2.F.4. b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	<p>HDCN 6321: Lifestyle & Career Development Autobiography/Personal Career Report <i>(knowledge)</i></p> <p>2018-19 - 89%</p>	<p>MOCCE Exam <i>(knowledge)</i></p> <p>2018-19 - 75%</p>	<p>HDCN 6398: Internship Work-Life Balance Assessments <i>(skills)</i></p> <p>2018-19 - 100%</p>
<p>THEORIES</p> <p>SLO.5. Possess a broad knowledge of counseling theories, and capably apply theory to practice.</p>	2.F.5.a. theories and models of counseling	<p>(5a) HDCN 6301: Counseling Theories Final Exam (selected questions) <i>(knowledge)</i></p> <p>2018-19 - 79%</p>	<p>DCN 6305 : Advanced Methods Final Project <i>(skills)</i></p> <p>2018-19 – 84%</p>	<p>MOCCE Exam <i>(knowledge)</i></p> <p>2018-19 - 65%</p>
<p>ADVANCED</p>	2.F.5.f. counselor characteristics and behaviors that influence the counseling process	<p>(5f) HDCN 6302 : Basic skills Video Tape # 2 (2016-2017) <i>(skills)</i></p> <p>Note – 2017-2018 KPI was changed to CPA after video 3.</p> <p>2018-19 - 89%</p>		
<p>BASIC</p>				
<p>GROUP</p> <p>SLO.6. Achieve competence in clinical skills, including interviewing, counseling, and case conceptualization, in a variety of individual</p>	2.F.6.b. dynamics associated with group process and development	<p>HDCN 6303: Group Counseling Final Exam (selected questions) <i>(knowledge)</i></p> <p>2018-19 - 91%</p>	<p>MOCCE Exam <i>(knowledge)</i></p> <p>2018-19 - 80%</p>	<p>HDCN 6395 Practicum CPA <i>(skills)</i></p> <p>2018-19 - 93%</p>

and group modalities.				
ASSESSMENT SLO.7. Demonstrate the ability to conduct assessments for diagnosis and intervention planning purposes.	2.F.7.e. use of assessments for diagnostic and intervention planning purposes	HDCN 6340: Assessment Term Test Project <i>(knowledge and skills)</i> 2018-19 - 94%	MOCCE Exam <i>(knowledge)</i> 2018-19 - 90%	HDCN 6395 Practicum CPA <i>(skills)</i> 2018-19 - 90%
RESEARCH SLO.8. Comprehend research findings and their implications for practice.	2.F.8.f. Qualitative, quantitative, and mixed research methods	HDCN 6349: Research Design and Statistics Final Exam (selected questions) <i>(knowledge)</i> 2018-19 - 72%	MOCCE Exam <i>(knowledge)</i> 2018-19 - 74%	No Time 3 measure
SLO.9. Achieve and maintain a strong counselor identity through affiliation and engagement with professional organizations and professional service.	(No affiliated KPI) 2.1.c. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.		Annual report of student activities related to the counseling profession, including organization membership, conference and workshop attendance, presentations, outreach, and publications. See attachment: <i>Student counselor identity survey results 2018</i> in Box, under 2017-2018 assessment raw data – survey data reports – students faculty and supervisors. 210 students responded to this survey. Additional students’ feedback from this survey is listed at the end of this document.	

Data to be Collected: Student Learning Outcomes for Entry-Level Specialty Areas

Student Learning Outcomes	Relation to KPI	T1 Measure	T2 Measure
SCHOOL COUNSELING SPECIALTY AREA			
SLO.10. Demonstrate theoretical and practical knowledge in designing and evaluating school counseling programs.	G.3.b. design and evaluation of school counseling programs	HDCN 6309: School Counseling School Counselor Notebook with First Year Plan <i>(skills)</i> 2018-19 - 87%	Practice Exam (selected questions) <i>(Knowledge)</i> 2018-19 – 85%
MARRIAGE, COUPLE AND FAMILY COUNSELING SPECIALTY AREA			
SLO. 11. Students will identify key theoretical and practice characteristics of the marriage, couple, and family counseling theories and models.	5.F.1.c. theories and models of marriage, couple, and family counseling	HDCN 6312: Introduction to Family Therapy Model Comparison Chart <i>(Knowledge)</i>	HDCN 6311: Foundations of Marriage and Family Therapy Reflections & Ruminations Project Starting 2017-2018 – this KPI will be collected in Couples Counseling class.

		2018-19 - 96%	2018-19 - 96%
CLINICAL MENTAL HEALTH COUNSELING AREA			
SLO.12. Integrate multicultural competence in clinical mental health	5.C.2.j. Cultural Factors relevant to clinical mental health counseling	HDCN 6304: Counseling Diverse Communities (<i>knowledge</i>) Final exam selected questions 2018-19 - 91%	MoCCe exam (<i>knowledge</i>) 2018-19 - 91%

Table 2: CPA scores (2018-2019)

Course	KPI: 2.F.5.f. counselor characteristics	KPI: 2.F.7.e. assessment	KPI: 2.F.1.i. ethical standards	KPI 2.F.5.a. theories & models	KPI 2.F.2.c. multicultural	KPI 2.F.6.b. Group	Supervision & Professional Conduct (Disposition)	TOTAL average
Basic skills	88%	84%	92%	84%	92%	92%	94%	89%
Advanced	97%	91%	94%	87%	90%	96%	96%	93%
Practicum	93%	90%	92%	88%	90%	92%	95%	91%
Total	93%	88%	93%	86%	91%	93%	95%	91%

Table 3: Student Professional Dispositions description

Data to be Collected: Student Professional Dispositions		
Disposition	Time 1 measure	Time 2 measure
PD.1. Personal motivation and enthusiasm	Student Progress Reports	CPA disposition scores
PD.2. Ability to communicate (written)	Application Essay Scores	Student Progress Reports
PD.3. Ability to communicate (verbal)	PONI Interview Day scores (Introductions and Group Interview)	Student Progress Reports
PD.4. Attitude towards peers	PONI Interview Day scores (Group Fit)	Student Progress Reports
PD.5. Concern for others (empathy, compassion, etc.)	PONI Interview Day scores (Warmth and Approachability)	Student Progress Reports
PD.6. Overall rating of student	Admissions Application and PONI Interview Day scores	Student Progress Reports
PD.7. Attitude towards instructor/staff	Student Progress Reports	CPA disposition scores (feedback)
PD.8. Ability to self-regulate	PONI Interview Day scores (Emotional and Professional Maturity)	Student Progress Reports

Table 4: Disposition measure results

	2016-2017	2017-2018	2018 - 2019
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Disposition 1 - Personal motivation and enthusiasm				
Time 1 - SP report		78%	78%	81%
Time 2 - CPA		89%	94%	96%
Disposition 2 - Ability to communicate (written)				
Time 1- PONI		No data	No data	No data
Time 2 - SP report		70%	79%	73%
Disposition 3 - Ability to communicate (verbal)				
Time 1 - PONI		73%	78%	79%
Time 2 - SP report		77%	82%	78%
Disposition 4 - Attitude towards peers				
Time 1 - PONI		73%	77%	75%
Time 2 - SP report		84%	86%	89%
Disposition 5 - Concern for others (empathy, compassion, etc.)				
Time 1 - PONI		70%	76%	75%
Time 2 - SP report		81%	83%	87%
Disposition 6 - Overall rating of student				
Time 1 - PONI total		74%	76%	76%
Time 2 - SP report		70%	75%	74%)
Disposition 7 - Attitude towards instructor/staff				
Time 1 - SP report		83%	83%	88%
Time 2 - CPA		89%	94%	96%
Disposition 8 - Ability to self-regulate				
Time 1 - PONI		70%	76%	73%
Time 2 - SP report		70%	77%	82%

Table 4. Student Progress Reports versus Program Enrollment

2018-2019	# of students who got concerns	Program enrollment	% of students who had concern forms filled for them.
Fall 2018	22	187	11.8%
January 2019	19	189	10.1%
Spring 2019	10	175	5.7%
May 2019	10	164	6.1%
Summer 2019	5	99	5.1%
2018-2019		Average:	7.76%

Observations and Program Modifications

Counseling program faculty discussed the many changes that occurred within the last year including the move from Plano to the main SMU campus, closing the SMU-in-Plano Clinic, opening a new affiliated clinic within Plano ISD, renovations for a new clinic on main campus, external Practicums for Fall 2019, and plans to open the new SMU

Center for Family Counseling in Dallas in Spring 2020. The Department Chair reviewed the substantive change report related to program relocation that was approved by CACREP.

Faculty discussed the changes related to switching from the 10-week term system to a semester-based system effective this year, Fall 2019, which created alignment between the program and the University. Counseling program faculty reviewed the advising guidance and documented changes related to the minimum number of hours needed to proceed to Practicum (e.g., change from 45 credit hours to 36 credit hours). Counseling faculty created a pathway for students to be fully enrolled (9 credit hours) through the clinical sequence, if needed, in order to accommodate those students who may be required to attend full-time throughout their program of study (e.g., external scholarship recipients or international students).

Counseling program faculty reviewed current and planned documentation and changes related to the infusion of diversity, multiculturalism, and social justice into all Counseling program courses, which was a stated priority from the new Department Chair. The Counseling faculty agreed to document and/or improve multicultural infusion across all courses by May 2020. The Department Chair created a Diversity Committee to guide this process and ensure continuous attention to diversity, multiculturalism and social justice.

Counseling faculty discussed the need to update language for LGBTQ+ Affirmative Therapy elective concentration. The new course titles will be as follows and should be approved by the end of Fall 2019.

- HDCN 6355 Affirmative Therapy with LGBTQ+ Individuals Across the Lifespan
- HDCN 6356 Affirmative Therapy with Transgender and Gender Non-Conforming Clients
- HDCN 6357 Affirmative Therapy with LGBTQ+ Couples and Family