The Master of Science in Counseling Program

2020-2021 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 including 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 indicator data

4.A.1. Data to be Collected: Student Learning Outcomes in Core Areas				
Student Learning Outcomes	**Relation to KPI**	**T1 Measure**	**T2 Measure**	**T3 Measure**
ETHICS SLO. 1. Knowledgeably apply professional ethical and legal standards in practice, and exercise ethical and responsible conduct in their profession.	2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	HDCN 6381: Ethics & Mental Health **Final exam** (selected questions) *(knowledge)* **2020- 21 – 89%**	**MoCCe Pre-Practicum Exam** *(knowledge)* **2020- 21 – 76%**	HDCN 6395 Practicum **Clinical Progress Assessment (CPA)** *(skills)* **2020-21 – 97%**
DIVERSITY SLO.2. Integrate multicultural competence in counseling practice.	2.F.2.c. multicultural counseling competencies	HDCN 6304: Counseling Diverse Communities **Final exam** (selected questions)	**MoCCe exam** *(knowledge)*	HDCN 6395 Practicum **CPA** *(skills)*

		(knowledge) **2020- 21 – 97%**	**2020- 21 – 89%**	**2020- 21 – 95%**
LIFESPAN SLO.3. Promote resilience, optimal development, and wellness for their clients across the lifespan.	2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	HDCN 6320 Lifespan Development *(knowledge)* **Note – 2017-2018 KPI was changed to Final exam questions.** **2020- 21 – 92%**	**MoCCe exam** *(knowledge)* **2020- 21 – 75%**	No Time 3 measure
CAREER SLO.4. Recognize and skillfully navigate the intersections between mental well-being, work, relationships, and other life roles and factors.	2.F.4. b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	HDCN 6321: Lifestyle & Career Development **Autobiography/Personal Career Report** *(knowledge)* **2020- 21 – 94%**	**MOCCe Exam** *(knowledge)* **2020- 21 – 75%**	HDCN 6398: Internship **Work-Life Balance Assessments** *(skills)* **2020- 21 – 100% pass**
THEORIES SLO.5. Possess a broad knowledge of counseling theories, and capably apply theory to practice. **ADVANCED** **BASIC**	2.F.5.a. theories and models of counseling 2.F.5.f. counselor characteristics and behaviors that influence the counseling process	(5a) HDCN 6301: Counseling Theories **Final Exam** (selected questions) *(knowledge)* **2020- 21 – 89%** (5f) HDCN 6302 : Basic skills **KPI was changed to CPA after video 3.** **2020- 21 – 85%**	HDCN 6305 : Advanced Methods **Final Project** *(skills)* **2020- 21 – 86%**	**MOCCe Exam** *(knowledge)* **2020- 21 – 68%**
GROUP SLO.6. Achieve competence in clinical skills, including interviewing, counseling, and case conceptualization, in a variety of individual and group modalities.	2.F.6.b. dynamics associated with group process and development	HDCN 6303 : Group Counseling **Final Exam** (selected questions) *(knowledge)* **2020- 21 – 92%**	**MOCCe Exam** *(knowledge)* **2020- 21- 80%**	HDCN 6395 Practicum **CPA** *(skills)* **2020- 21- 95%**
ASSESSMENT SLO.7. Demonstrate	2.F.7.e. use of assessments for	HDCN 6340: Assessment	**MOCCe Exam** *(knowledge)*	HDCN 6395 Practicum

the ability to conduct assessments for diagnosis and intervention planning purposes.	diagnostic and intervention planning purposes	**Term Test Project** *(knowledge and skills)* **2020- 21 – 96%**	**2020- 21 – 78%**	**CPA** *(skills)* **2020- 21 – 95%**
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) *(knowledge)* **2020- 21 – 88%**	**MOCCe Exam** *(knowledge)* **2020- 21 – 77%**	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.			

4.A.1. 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			
SCHOOL COUNSELING 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** *(skills)* **2020- 2021 – 95%**	**Practice Exam** (selected questions) *(Knowledge)* **2020- 2021 – 89%**
MARRIAGE, COUPLE AND FAMILY COUNSELING SPECIALTY AREA			
FAMILY THERAPY 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** *(Knowledge)* **2020- 2021 – 98%**	HDCN 6311: Foundations of Marriage and Family Therapy Reflections & Ruminations Project Starting 2017-2018 – this KPI will be collected in Family Therapy II **2020- 21 – 99%**
CLINICAL MENTAL HEALTH COUNSELING AREA			
DIVERSITY 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 *(knowledge)* Final exam selected questions	MoCCe exam *(knowledge)*

		2020- 21 – 97%	2020- 21 – 89%

Table 2. CPA score (2020 – 2021)

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.2c. multicultural	KPI 2.F.6.b. Group	Supervision & Professional Conduct (Disposition)	TOTAL average
Basic skills	90%	86%	93%	85%	90%	92%	92%	**90%**
Advanced	95%	90%	90%	86%	89%	87%	94%	**90%**
Practicum	93%	89%	93%	87%	91%	91%	94%	**91%**
Total	**93%**	**89%**	**93%**	**87%**	**91%**	**91%**	**94%**	**91%**

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 3. Disposition data

		2018 - 2019	2019 - 2020	2020 – 2021
Disposition 1 - Personal motivation and enthusiasm				
Time 1 - SP report		81%	75.4%	77.2%
Time 2 - CPA		96%	96%	94%
Disposition 2 - Ability to communicate (written)				
Time 1- PONI		No data	Not scored in Poni	Not scored in

				Poni
Time 2 - SP report		73.7%	74.8%	70.5%
Disposition 3 - Ability to communicate (verbal)				
Time 1 - PONI		79%	77%	75%
Time 2 - SP report		78.4%	77.8%	75.9%
Disposition 4 - Attitude towards peers				
Time 1 - PONI		75%	74%	74%
Time 2 - SP report		89%	85%	87.5%
Disposition 5 - Concern for others (empathy, compassion, etc.)				
Time 1 - PONI		75%	74%	73%
Time 2 - SP report		87%	80.8%	84.8%
Disposition 6 - Overall rating of student				
Time 1 - PONI total		76%	75%	75%
Time 2 - SP report		74.7%	69%	72.9%
Disposition 7 - Attitude towards instructor/staff				
Time 1 - SP report		88.1%	82.1%	84.8%
Time 2 - CPA		96%	96%	94%
Disposition 8 - Ability to self-regulate				
Time 1 - PONI		73%	74%	74%
Time 2 - SP report		82.6%	72.4%	72.4%

Table 4. Student Progress Reports versus Program Enrollment

2020 – 2021	# of students who got concerns	Program enrollment	% of students who had concern forms filled for them.
Fall 2020	18	231	7.79%
January 2021	2	52	3.85%
Spring 2021	12	253	4.74%
May 2021	2	52	3.85%
Summer 2021	2	191	1.05%
2020 – 2021		**Average:**	**4.26%**

Observations and Program Modifications

Counseling program faculty reviewed the Mission Statement for relevance and decided to keep the Mission Statement as currently stated. The Diversity Committee will continue to provide opportunities within the Counseling program to foster cultural competency and awareness through education/training events with students and community members.

Counseling faculty discussed and reviewed the revision of Student Updates and rating categories (e.g., FYI, Minor, Moderate, Major, and Disciplinary concerns) and Student Support and Success Plans. Faculty reported that the new language was well received with students. The Program Director reported that an in-depth analysis of all student progress forms and former remediation plans confirmed that the program is following our stated procedures and guidelines and that there is no evidence that minority students or marginalized students are disproportionately

impacted. The Program Director confirmed that Student Updates and Student Support and Success Plans are working to help support student development and retain students in the program.

Counseling program faculty observed lowered time 2 scores in several content areas related to student learning outcomes including Ethics, Lifespan, and Assessment. It was noted that time 3 scores, when measured, indicate identification of skills and this was inconsistent with knowledge measure at time 2, leading faculty to suggest a review of the MoCCe time 2 measure. Additionally, it was noted that the Assessment KPI was updated from last year, indicating a need to change and update the MoCCe for this course as well. Counseling program faculty agreed that the entire MoCCe needed to be reviewed across all measures to ensure alignment with curriculum with plans to update the MoCCe prior to Summer 2022.

Counseling program faculty discussed the long-term impact of the 2017 curriculum change, which reduced electives from 6 to 3 leading to a trend of under-enrollment in electives across the past two years. Counseling program faculty reviewed the elective concentration areas and recommended consolidation of electives across all concentrations.

Child & Adolescent Counseling
Counseling faculty noted that there are four classes in this concentration and decided to consolidate Family Play Therapy with Therapeutic Parenting effective Summer 2022.

LGBTQ+ Affirmative Therapy Elective Concentration
Counseling faculty observed that the LGBTQ+ Couples and Families class within this concentration is often under enrolled, and we also have under enrollment in the Family Therapy II course, which is part of the Marriage, Couple and Family Specialty. Counseling faculty approved the consolidation of the two courses into a modified course titled "Affirmative Theories and Practices in Couple and Family Counseling," which will be effective Fall 2022. This new course will serve as the third elective in the LGBTQ+ Affirmative Therapy Elective Concentration (HDCN 6357 Affirmative Therapy with LGBTQ+ Couples and Families will be discontinued) and will also serve as a required course in the Marriage, Couple and Family Specialty.

Expressive Arts Therapies Concentration
Counseling faculty observed that all three of the Expressive Arts Therapies concentration courses have been under-enrolled significantly for the past several years. It was noted that expressive arts classes already include trauma informed counseling practices and counseling faculty decided to rename this concentration. The new concentration will have a trauma focus and counseling faculty will consolidate the expressive arts electives with a recommendation to have a two-course "Art and Science of Trauma Treatment" elective concentration beginning Fall 2023. Efforts to consolidate expressive arts courses will occur in 2022 and a new course related to interpersonal neurobiology will be added effective Fall 2023. The entire Expressive Arts Concentration as originally defined will be offered one more time in 2022 – 2023 to allow all matriculated students with an interest in these courses an opportunity to complete the concentration.

> The Art & Science of Trauma Treatment (effective Fall 2023)
> HDCN 6344 The Art of Trauma Treatment: Expressive, Somatic & Experiential Methods
> HDCN xxxx The Science of Interpersonal Neurobiology & Trauma Counseling (proposed)

Addiction Elective Concentration
Counseling faculty observed that the addiction concentration courses are also under-enrolled and decided to consolidate two courses into one course that would compliment the existing core curriculum course, Psychology of Addiction. The existing courses of HDCN 6351 Psychopharmacology and Substance Misuse and HDCN 6353 Treatment Management will consolidate into one course: HDCN 6323 Addictions Treatment Management and Psychopharmacology, effective Fall 2023.

Counseling faculty observed that the existing Research Design & Statistics course is an introductory to statistics course and therefore questioned whether or not we needed to continue requiring the HDCN 6339 Behavioral Science prerequisite for students who do not have a social science background. Data from course evaluations were discussed whereby students expressed concerns of redundancy across the two courses. Counseling faculty decided to eliminate the prerequisite requirement for students entering the program effective Fall 2022. The last offering of Behavioral Science will be Summer 2022.

Counseling program faculty observed that the University collects data from Summer to Spring and the Counseling program has been collecting data Fall to Summer. This has created difficulty in generating reports on time for internal SMU WEAVE reporting. Counseling program faculty decided it would be best to align with the University on reporting times and will do so effective Summer 2022.

Counseling faculty reviewed the internal SMU WEAVE objective related to "faculty counselor identity" and decided to change the reported objective to be in line with the CACREP program objective related to maintaining or increasing the number of highly qualified prospective applicants each year. Changing the internal report will allow the SMU WEAVE report and the CACREP report to be aligned.