

Master of Science in Mental Health Counseling

Comprehensive Assessment Plan

Spring 2017



Table of Contents

Viterbo University and the Clinical Mental Health Counseling Program	1
Viterbo University Comprehensive Assessment Plan Framework	1
Program Mission Statement	1
Program Goals	1
Clinical Mental Health Counseling Program Learning Outcomes	2
Counselor Preparation Comprehensive Examination (CPCE)	2
Program Evaluation Strategies.....	3
Student Learning Outcomes: Mental Health Counseling Program Assessment Timeline.....	3
Data Analysis Collection Plan	5
Program Modifications	5
Professional Identity—Common Core.....	7
Clinical Mental Health Standards	12

Viterbo University and the Clinical Mental Health Counseling Program

Viterbo University Comprehensive Assessment Plan Framework

A central goal of the Viterbo University Comprehensive Assessment Plan Framework is to provide a structure for the continuous improvement of the Masters of Science in Mental Health Counseling (MSMHC) program quality. The framework is designed to: 1) gather information about the knowledge, abilities, and values of program graduates; 2) improve teaching and learning in the MSMHC program. The framework minimally includes:

- a. *Assessing student learning outcomes that are integrated into the goals of the program, curricular map, and assessment tools and strategies*
- b. *Developing/revising course syllabi reflective of student and program learning outcomes with representative evaluative criteria (e.g. rubrics)*
- c. *Established formative assessment procedures to provide students evaluative feedback on progress toward program competencies as well as planning for increased mastery.*
- d. *Program assessment planning provided in an annual review of student and program learning outcomes*
- e. *Opportunities to provide feedback on program quality and program recommendations for each stakeholder group.*

Program Mission Statement

The Comprehensive Assessment Plan complements the mission of Viterbo University's only graduate counseling program--the Master of Science in Mental Health Counseling (MSMHC). The MSMHC program mission is to prepare professional counselors to provide treatment for individuals experiencing a continuum of mental health issues. The program educates counselors who will integrate the Viterbo values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives. **The MSMHC Program Mission Statement was reviewed and ratified by MSMHC Core Faculty in the Fall of 2016.**

Program Goals

The Comprehensive Assessment Plan is also based upon the program goals. The graduate program in Clinical Mental Health Counseling bases its goals on those stipulated by the most recent edition of training standards promulgated by the Council for Accreditation of Counseling and Related Education Programs (CACREP), 2009.

The Program Goals include the following:

1. Deliver high quality counselor education for students.
2. Provide graduates with a clinical counseling curriculum that integrates professional ethical standards of practice and contemporary theories and principles of counseling.
3. Ensure that the program remains consistent with the licensure requirements for the State of Wisconsin Licensed Professional Counselor (LPC) and National Certified Counselor (NCC) credentials.

Clinical Mental Health Counseling Program Learning Objectives/Outcomes

The comprehensive assessment plan was reviewed and streamlined in Fall 2016. The previous assessment plan had 116 criteria, which was not sustainable. The 2016-2017 assessment plan now has 55 criteria for measurement.

The following ten learning objectives/outcomes are based specifically upon those required of the 2009 CACREP Core training standards. They are the basis for measuring program quality and success as shown in the Professional Identity—Common Core tables (see page 6) and the Clinical Mental Health Standards tables (see page 11).

1. *Professional Orientation and Ethics*: Students will construct a philosophy of counseling based on the history and future trends of the profession, professional roles and responsibilities, with an emphasis on ethical practice within the framework of American Counseling Association Ethical Guidelines.
2. *Diversity & Advocacy*: Students will prioritize and respond to all aspects of social and cultural diversity, optimizing human development with clients.
3. *Human Growth & Development*: Students will compare and contrast theories of human development across the life-span and the full continuum of mental health issues to facilitate effective life transitions.
4. *Career and Life Planning*: Students will utilize theories and skills to facilitate career and life decisions with clients.
5. *Helping Relationship*: Students will demonstrate the foundational framework for establishing a therapeutic alliance with clients.
6. *Counseling Continuum*: Students will be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches with clients.
7. *Group Work*: Students will articulate group theory and assess their ability to deliver effective group therapy with clients.
8. *Research and Evaluation*: Students will utilize relevant research strategies within an evidence-based counseling perspective.
9. *Assessment*: Students will accurately select assessment instruments for client needs and program evaluations.
10. *Diagnosis*: Students will conceptualize and apply relevant diagnostic procedures for clients.

Counselor Preparation Comprehensive Examination (CPCE)

The CPCE is a comprehensive examination and a summative evaluation of the core knowledge areas of counseling. This is an essential benchmark in the preparation and readiness of students to graduate with an advanced degree in counseling. Beginning Fall of 2013, the Clinical Mental Health Counseling program at Viterbo University requires students to complete the CPCE published by the Center for Credentialing and Education, a corporate affiliate of the National Board of Certified Counselors. The CPCE is a multiple choice examination to assess student comprehension in the eight knowledge areas of counseling as approved by the Committee for the Accreditation of Counseling and Related Educational Programs (CACREP).

Program Evaluation Strategies

Multiple strategies, incorporating feedback from all program stakeholders, are utilized to systematically assess the MSMHC program. Program faculty/staff gathers, compiles, and analyzes information about the program. Perspectives of current students, site supervisors, faculty, alumni and employers are incorporated into this process. The purpose of this data collection is to assess program effectiveness and maintain a culture of continuous improvement for students' curricular learning experiences that results in a quality education to produce competent and ethical counseling professionals. A brief description of assessment strategies employed by the program appears below.

1. Student assessment is designed to ascertain readiness for graduate level course work and suitability for the counseling profession.
2. Student-completed course evaluations are designed to measure the effectiveness of instructors in delivering the course content and student outcomes. These evaluations are completed at the end of each course.
3. Student self-assessments are completed annually by students enrolled in the MSMHC program. The student self-assessments are reviewed by the core faculty and utilized for two purposes. First, to generate a letter to the students documenting their progress (or lack thereof). Second, integrated into the advising session with their assigned advisor. Second, this process promotes student engagement in their educational planning.
4. Student-completed annual program evaluations: Students are asked to evaluate program effectiveness each spring semester. This assessment involves a standard survey utilizing a Likert Scale to measure students' perceptions of the program's general effectiveness in fulfilling the mission, providing the needed clinical skills, enhancing multicultural sensitivity, and maintain quality instruction and supervision. The survey also asks students to rate faculty in the areas of advising, qualifications, infusion of multicultural perspectives, interest in professional development of students, and identification with the counseling profession. Qualitative responses are also elicited in the survey.
5. Practicum and internship site supervisor evaluations are designed to gather information about supervisor observations and perceptions of student readiness for the counseling responsibilities involved in the praxis setting. These evaluations are administered at the conclusion of the practicum/internship experiences.
6. Employer surveys are designed to evaluate employer perceptions of the preparation of MSMHC alum that they employ.
7. Alumni surveys are designed to evaluate student perceptions of their academic preparation for the field of mental health counseling and to monitor job placement and licensure status.
8. Formative teaching evaluations: Faculty evaluation includes teaching observations, student course evaluations, and follow-up feedback provided by the program director. This assessment strategy involves direct classroom observation, a written synopsis of the strengths and challenges observed, and an individual meeting to provide formative feedback.
9. Faculty-completed program assessment surveys are designed to measure the faculty's perception of the program effectiveness in meeting its mission and achieving its goals.
10. Site supervisors contribute to the efficacy of the Masters of Science in Mental Health Counseling program through their assessment of both students and the program.
11. The Board of Advisors review program and curricular assessments and provide feedback on the program.

Student Learning Outcomes: Mental Health Counseling Program Assessment Timeline

Faculty collect results from signature assignments and use the evidence to make targeted changes. To manage and utilize program assessment results, faculty systematically review all course results at the conclusion at each of the trimesters. Course assessment is divided into a three-year cycle (see below). This timeframe coincides with the average amount of time it takes a student to complete the program.

Professional Orientation and Ethics: Students will construct a philosophy of counseling based on the history and future trends of the profession, professional roles and responsibilities, with an emphasis on ethical practice within the framework of American Counseling Association Ethical Guidelines. **2016–2017 collect data, analyze as part of 2017 TracDat annual review.**

Diversity & Advocacy: Students will prioritize and respond to all aspects of social and cultural diversity, optimizing human development with clients. **2016–2017 collect data, analyze as part of 2017 TracDat annual review.**

Human Growth and Development: Students will compare and contrast theories of human development across the life-span and the full continuum of mental health issues to facilitate effective life transitions. **2016–2017 collect data, analyze as part of 2017 TracDat annual review.**

Career and Life Planning: Students will utilize theories and skills to facilitate career and life decisions with clients. **2018–2019 collect data, analyze as part of 2016 TracDat annual review.**

Helping Relationship: Students will demonstrate the foundational framework for establishing a therapeutic alliance with clients. **2018–2019 collect data, analyze as part of 2016 TracDat annual review.**

Counseling Continuum: Students will be able to work effectively in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term mental health approaches with clients. **2018–2019 collect data, analyze as part of 2016 TracDat annual review.**

Group Work: Students will articulate group theory and assess their ability to deliver effective group therapy with clients. **2018–2019 collect data, analyze as part of 2016 TracDat annual review.**

Research and Evaluation: Students will utilize relevant research strategies within an evidence-based counseling perspective. **2017–2018 collect data, analyze as part of 2015 TracDat annual review.**

Assessment: Students will accurately select assessment instruments for client needs and program evaluations. **2017–2018 collect data, analyze as part of 2015 TracDat annual review.**

Diagnosis: Students will conceptualize and apply relevant diagnostic procedures for clients. **2017–2018 collect data, analyze as part of 2015 TracDat annual review.**

Learning Outcomes	Analysis Year
Professional Orientation and Ethics	2016-2017
Diversity & Advocacy	2016-2017
Human Growth and Development	2016-2017
Career and Life Planning	2018-2019
Helping Relationship	2018-2019
Counseling Continuum	2018-2019
Group Work	2018-2019
Research and Evaluation	2017-2018
Assessment	2017-2018
Diagnosis	2017-2018

Data Analysis Collection Plan

The data collection plan has been calculated on a four-year cycle. Relevant constituents of the Mental Health Counseling program include the following: (a) prospective and current students in the Mental Health Counseling program; (b) faculty members teaching courses in the Mental Health Counseling program; (c) practicum and internship sites for Clinical Mental Health Counseling students; (d) graduates of the Clinical Mental Health Counseling program; (e) employers of graduates of the Clinical Mental Health Counseling graduate program; (f) Advisory Board; and (g) the public at large, as recipients of professional counseling services from graduates of the Mental Health Counseling graduate program. Each academic year, the Assessment results are available to all of the aforementioned constituents via the MSMHC Annual Report, delivered to the Dean of the College, the Graduate division, Advisory Board, CACREP and posted on the website.

	Spring	Summer	Fall	Report
Annual Student Self-Assessment	Data Collection	Review Student self-assessments Write Letters		CACREP Annual Report
Annual Student Survey	Data Collection	Data Analysis	Annual Report	Advisory Board
Program Learning Outcomes Assessment (TRACDAT)	Data Collection	Data Collection	Data Collection	Annual Report and Annual TRACDAT Report
Program Evaluation –Faculty		Data Collection		Annual Report
Program Evaluation –Advisory Board		Data Collection		Annual Report
Alumni Survey	Data Collection (every two years, even years)			Annual Report
Employer Survey			Data Collection	Annual Report

Program Modifications

The need for program modifications is determined by the core faculty’s careful analysis and interpretation of the data regarding student performance in the learning outcomes. Results are made available to and reviewed by all MSMHC core faculty via the annual report. If it is determined that students are not meeting the standards and/or the assessment instrument(s) no longer accurately assess the MSMHC learning objectives/outcomes, the core faculty determine which areas need to be addressed and implement appropriate modifications and methods of re-assessment. Further, modifications will be made to coincide with the most current CACREP Standards.

The MSMHC Program Director is responsible for the ongoing assessment process. The MSMHC faculty engaged in the program’s assessment system by implementing and collecting signature assignments and are involved in reviewing Site Supervisor feedback, and Alumni and Employer Surveys. MSMHC students and adjuncts, and Advisory Board participate in the review of findings and in reviewing the program modifications being considered. Thus, the following steps are taken to review both the outcomes and the overall program.

- Threshold for each objective/outcome have been established
- Measurement tools and strategies have been identified
- Assessment data are collected by core faculty
- Analysis of data is completed by core faculty

- Remediation for those data points not meeting standards are reviewed by core faculty and Advisory Board
- Remediation steps are articulated
- Re-assessment occurs annually to determine efficacy of the remediation.

Clinical Mental Health Counseling: Progression of Skill Development

The objective of the Clinical Mental Health Counseling program is to provide students the knowledge and skills necessary for the practice of mental health counseling. The curriculum is designed to meet ten student learning outcomes to insure that MSMHC graduates are competent mental health professionals and meet the licensure requirements of the profession.

Professional Identity—Common Core

The Professional Identity standards specified by CACREP (2009) are presented below with the courses in which the competencies are addressed and assessed.

Professional Identity--Common Core: Professional Orientation and Ethical Practice					
Introductory Measurements			Developed Measurements		
510	Final Exam	1a, 1b, 1c, 1d, 1f, 1g, 1h, 1j,	520	Multicultural Review	1h, 1i
540	Case Conceptualization/Consultation	1e	580	Scholarly Paper	1c
665	Exam	1a, 1b, 1f, 1g, 1j	675	Final Synthesis Paper	1d, 1e
665	Advocacy Change Project	1h, 1i			

Professional Identity--Common Core: Social and Cultural Diversity					
Introductory Measurements			Developed Measurements		
510	Final Exam	2a	665	Advocacy Change Project	2d, 2e, 2f
520	Multicultural Review	2a, 2b, 2c, 2d, 2e, 2f	675	Final Synthesis Paper	2b, 2c

Professional Identity--Common Core: Human Growth and Development					
Introductory Measurements			Developed Measurements		
530	Developmental Interview/Reaction Paper	3a, 3b, 3d, 3e, 3f, 3h	580	Scholarly Paper	3a, 3c, 3d, 3f
565	Psychopathology Paper	3b, 3c, 3e, 3g	590	Research Paper	3g, 3h

Professional Identity--Common Core: Career Development					
Introductory Measurements			Developed Measurements		
550	Exam	4a	550	Career Counseling Interview and Case Study	4a, 4d, 4f
550	Career Resources	4b, 4c, 4e, 4f, 4g	550	Career Development Program	4b, 4c, 4d, 4e, 4g

Professional Identity--Common Core: Helping Relationships					
Introductory Measurements			Developed Measurements		
510	Final Exam	5a, 5b, 5f, 5g	675	Final Synthesis Paper	5a, 5b, 5c, 5d
530	Developmental Interview/Reaction Paper	5c, 5e	540	Case Conceptualization/Consultation	5d, 5e, 5f
			580	Research Paper	5g

Professional Identity--Common Core: Group Work					
Introductory Measurements			Developed Measurements		
680	Theory Presentation; Group Facilitation	6a, 6b, 6c, 6d	680	Group Proposal/ Experience Paper	6a, 6b, 6c, 6d, 6e

Professional Identity--Common Core: Assessment					
Introductory Measurements			Developed Measurements		
565	Case Studies	7f, 7g	595	Application Paper	7a, 7f, 7g
595	Assessment Instrument Review	7b, 7c, 7d, 7e	660	Final Exam	7a, 7b, 7c, 7d, 7e

Professional Identity--Common Core: Research and Program Evaluation					
Introductory Measurements			Developed Measurements		
590	Research Paper	8a, 8b, 8d, 8e, 8f	696	Final Action Research Project	8a, 8b, 8c, 8d, 8e, 8f
660	Action Research Proposal	8c, 8e, 8f	660	Final Exam	8a, 8b

Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program. The required courses of the MSMHC program incorporate knowledge and skill related to each of the eight common core components of professional identity. The chart below identifies the specific courses in which each of the common core components is addressed and assessed on a regular schedule..

1. Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:

Competencies	Course/Signature Assignments
a. history and philosophy of the counseling profession;	510—Final Exam 665—Exam
b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;	510—Final Exam 665—Exam
c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma event;	510—Final Exam 580—Scholarly Paper
d. self-care strategies appropriate to the counselor role;	510—Final Exam 675—Final Synthesis Paper
e. counseling supervision models, practices, and processes;	540—Case Conceptualization/ Consultation 675—Final Synthesis Paper
f. professional organizations, including membership benefits, activities, services to members, and current issues;	510—Final Exam 665—Exam
g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;	510—Final Exam 665—Exam
h. the role and process of the professional counselor advocating on behalf of the profession;	510—Final Exam 520—Multicultural Review 665—Advocacy Change Project
i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and	520—Multicultural Review 665—Advocacy Change Project
j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	510—Final Exam 665—Exam

2. Social and Cultural Diversity—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

Competencies	Course/Signature Assignments
a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;	510—Final Exam 520—Multicultural Review
b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;	520—Multicultural Review 675—Final Synthesis Paper
c. theories of multicultural counseling, identity development, and social justice;	520—Multicultural Review 675—Final Synthesis Paper

d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;	520—Multicultural Review 665—Advocacy Change Project
e. counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and	520—Multicultural Review 665—Advocacy Change Project
f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	520—Multicultural Review 665—Advocacy Change Project

3. Human Growth and Development—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

Competencies	Course/Signature Assignments
a. theories of individual and family development and transitions across the life span;	530—Developmental Interview/ Reaction Paper 580—Scholarly Paper
b. theories of learning and personality development, including current understandings about neurobiological behavior;	530—Developmental Interview/ Reaction Paper 565—Psychopathology Paper
c. effects of crises, disasters, and other trauma-causing events on persons of all ages;	565—Psychopathology Paper 580—Scholarly Paper
d. theories and models of individual, cultural, couple, family, and community resilience;	530—Developmental Interview/ Reaction Paper 580—Scholarly Paper
e. general framework for understanding exceptional abilities and strategies for differentiated interventions;	530—Developmental Interview/ Reaction Paper 565—Psychopathology Paper
f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;	530—Developmental Interview/ Reaction Paper 580—Scholarly Paper
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and	565—Psychopathology Paper 590—Research Paper
h. theories for facilitating optimal development and wellness over the life span.	530—Developmental Interview/ Reaction Paper 590—Research Paper

4. Career Development—studies that provide an understanding of career development and related life factors, including all of the following:

Competencies	Course/Signature Assignments
a. career development theories and decision-making models;	550—Exam 550—Career Counseling Interview and Case Study
b. career, avocational, educational, occupational and labor market information resources, and career information systems;	550—Career Resources 550—Career Development Program

c. career development program planning, organization, implementation, administration, and evaluation;	550—Career Resources 550—Career Development Program
d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;	550—Career Counseling Interview and Case Study 550—Career Development Program
e. career and educational planning, placement, follow-up, and evaluation;	550—Career Resources 550—Career Development Program
f. assessment instruments and techniques relevant to career planning and decision making; and	550—Career Counseling Interview and Case Study 550—Career Resources
g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.	550—Career Resources 550—Career Development Program

5. Helping Relationships—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

Competencies	Course/Signature Assignments
a. an orientation to wellness and prevention as desired counseling goals;	510—Final Exam 675—Final Synthesis Paper
b. counselor characteristics and behaviors that influence helping processes;	510—Final Exam 675—Final Synthesis Paper
c. essential interviewing and counseling skills;	530—Developmental Interview/Reaction Paper 675—Final Synthesis Paper
d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;	540—Case Conceptualization/Consultation 675—Final Synthesis Paper
e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;	530—Developmental Interview/Reaction Paper 540—Case Conceptualization/Consultation
f. a general framework for understanding and practicing consultation; and	510—Final Exam 540—Case Conceptualization/Consultation
g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.	510—Final Exam 580—Scholarly Paper

6. Group Work—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

Competencies	Course/Signature Assignments
a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;	680—Theory Presentation; Group Facilitation 680—Group Proposal/ Experience Paper

b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;	680—Theory Presentation; Group Facilitation 680—Group Proposal/ Experience Paper
c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;	680—Theory Presentation; Group Facilitation 680—Group Proposal/ Experience Paper
d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and	680—Theory Presentation; Group Facilitation 680—Group Proposal/ Experience Paper
e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.	680—Group Proposal/ Experience Paper

7. **Assessment**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

Competencies	Course/Signature Assignments
a. historical perspectives concerning the nature and meaning of assessment;	595—Application Paper 660—Final Exam
b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;	595—Assessment Instrument Review 660—Final Exam
c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;	595—Assessment Instrument Review 660—Final Exam
d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);	595—Assessment Instrument Review 660—Final Exam
e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	595—Assessment Instrument Review 660—Final Exam
f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and	565—Case Studies 595—Application Paper
g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	565—Case Studies 595—Application Paper

8. **Research and Program Evaluation**—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

Competencies	Course/Signature Assignments
a. the importance of research in advancing the counseling profession;	590—Research Paper 660—Final Exam 696—Final Action Research Project
b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;	660—Final Exam 696—Final Action Research Project
c. statistical methods used in conducting research and program evaluation;	660—Action Research Proposal 696—Final Action Research Project

d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;	590—Research Paper 696—Final Action Research Project
e. the use of research to inform evidence-based practice; and	590—Research Paper 660—Action Research Proposal
f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	590—Research Paper 660—Action Research Proposal 696—Final Action Research Project

The Clinical Mental Health Standards

The Clinical Mental Health standards specified by CACREP (2009) are presented below with the courses in which the competencies are addressed and assessed on a regular schedule.

Course	Signature Assignment	Foundations	Counseling, Prevention, and Intervention	Diversity and Advocacy	Assessment	Research and Evaluation	Diagnosis
510	Final Exam	A1, A2, A4, A10	C1, D3				
520	Multicultural Review			E1, E2, E4, E5, E6			
540	Case Conceptualization/ Consultation		D4				
565	Psychopathology Paper	A6, A8, A9		E3			
565	Case Studies		C2, C4		G1		K1, K2, K3, K4, K5, L1, L3
570	Evidence-Based Treatment Review		C8				
580	Scholarly Paper	A9, A10	C6				K5, L3
590	Co-Occurring Case Study	A6	C4, C5, C6, C7, D8		G4, H3, H4		K3
590	Research Paper					I1, I3	
590	Psychopharmacology Presentation				G3		
595	Assessment Instrument Review				G2, H1, H2		K4
640	Bio-Psycho-Social Diagnosis		C2, C4, C7, D1, D2, D6		G1, G2, G3, G4		K1, K2, L1, L2
660	Action Research Proposal					I1, I2, I3	
665	Advocacy Change Project			E4, E5, E6, F2			
680	Group Proposal/Experience Paper		C3				
690	Case Conceptualization / Treatment Plan	A5	D1, D2, C9				
	Site Supervisor Evaluation	B1	D4, D5, D7				
695, 696	Site Supervisor Evaluation	A3, A7, B1, B2	C3, D4, D5, D6, D7	F1, F3	H1, H2, H3, H4		L1, L2
	Skill Sets	B1	D5, D8, D9	E3			
696	Action Research Project			F2, F3		J1, J2, J3	

Each of the competency areas are aligned with courses and signature assignments that allow assessment of both student learning objectives/outcomes and overall program goals.

FOUNDATIONS

Competencies	Course/Signature Assignments
A1. Understands the history, philosophy, and trends in clinical mental health counseling	510—Final Exam 665—Exam
A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	510—Final Exam 665—Exam
A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	665—Exam 695, 696—Site Supervisor Evaluation
A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	510—Final Exam 665—Exam
A5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	665—Exam 690—Case Conceptualization/ Treatment Plan
A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	565—Psychopathology Paper 590—Co-Occurring Case Study
A7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).	665—Exam 695, 696—Site Supervisor Evaluation
A8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	565—Psychopathology Paper 665—Exam
A9. Understands the impact of crises, disasters, and other trauma-causing events on people.	565—Psychopathology Paper 580—Scholarly Paper
A10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.	510—Final Exam 580—Scholarly Paper
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	690, 695, 696—Site Supervisor Evaluation 695, 696—Skill Sets
B2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	665—Exam 695, 696—Site Supervisor Evaluation

Counseling, Prevention, and Intervention

Competencies	Signature Assignments
C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	510—Final Exam 665—Exam
C2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	565—Case Studies 640—Bio-Psycho-Social Diagnosis
C3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	695, 696—Site Supervisor Evaluation
C4. Knows the disease concept and etiology of addiction and co-occurring disorders.	565—Case Studies 590—Co-Occurring Case Study 640—Bio-Psycho-Social Diagnosis
C5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.	590—Co-Occurring Case Study 665—Exam

C6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	580—Scholarly Paper 590—Co-Occurring Case Study
C7. Knows the principles, models, and documentation formats of bio-psycho-social case conceptualization and treatment planning.	590—Co-Occurring Case Study 640—Bio-Psycho-Social Diagnosis
C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	570—Evidence-Based Treatment Review 665—Exam
C9. Understands professional issues relevant to the practice of clinical mental health counseling.	665—Exam 690—Case Conceptualization/ Treatment Plan
D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	640—Bio-Psycho-Social Diagnosis 690—Case Conceptualization/ Treatment Plan
D2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	640—Bio-Psycho-Social Diagnosis 690—Case Conceptualization/ Treatment Plan
D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	510—Final Exam 665—Exam
D4. Applies effective strategies to promote client understanding of and access to a variety of community resources.	540—Case Conceptualization/ Consultation 690, 695, 696—Site Supervisor Evaluation
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	690, 695, 696—Site Supervisor Evaluation 695, 696—Skill Sets
D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.	640—Bio-Psycho-Social Diagnosis 695, 696—Site Supervisor Evaluation
D7. Applies current record-keeping standards related to clinical mental health counseling.	690, 695, 696—Site Supervisor Evaluation
D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	590—Co-Occurring Case Study 695, 696—Skill Sets
D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	665—Exam 695, 696—Skill Sets

Diversity and Advocacy

Competencies	Signature Assignments
<i>Knowledge</i>	520—Multicultural Review 665—Exam
E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	520—Multicultural Review 665—Exam
E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	520—Multicultural Review 665—Exam
E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	565—Psychopathology Paper 695, 696—Skill Sets
E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	520—Multicultural Review 665—Advocacy Change Project
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and	520—Multicultural Review 665—Advocacy Change Project

current political climate regarding immigration, poverty, and welfare.	
E6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	520—Multicultural Review 665—Advocacy Change Project
F1. Maintains information regarding community resources to make appropriate referrals.	695, 696—Site Supervisor Evaluation
F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	665—Advocacy Change Project 696—Action Research Project
F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	696—Action Research Project 695, 696—Site Supervisor Evaluation

Assessment

Competencies	Signature Assignments
G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	565—Case Studies 640—Bio-Psycho-Social Diagnosis
G2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psycho-educational and personality assessments.	595—Assessment Instrument Review 640—Bio-Psycho-Social Diagnosis
G3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.	590—Psychopharmacology Presentation 640—Bio-Psycho-Social Diagnosis
G4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.	590—Co-Occurring Case Study 640—Bio-Psycho-Social Diagnosis
H1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	595—Assessment Instrument Review 695, 696—Site Supervisor Evaluation
H2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a bio-psycho-social history, a mental health history, and a psychological assessment for treatment planning and caseload management.	595—Assessment Instrument Review 695, 696—Site Supervisor Evaluation
H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	590—Co-Occurring Case Study 695, 696—Site Supervisor Evaluation
H4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	590—Co-Occurring Case Study 695, 696—Site Supervisor Evaluation

Research and Evaluation

Competencies	Signature Assignments
I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	590—Research Paper 660—Action Research Proposal
I2. Knows models of program evaluation for clinical mental health programs.	665—Exam 660—Action Research Proposal
I3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	590—Research Paper 660—Action Research Proposal

J1. Applies relevant research findings to inform the practice of clinical mental health counseling.	696—Action Research Project
J2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	696—Action Research Project
J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	696—Action Research Project

Diagnosis

Competencies	Signature Assignments
K1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> .	565—Case Studies 640—Bio-Psycho-Social Diagnosis
K2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.	565—Case Studies 640—Bio-Psycho-Social Diagnosis
K3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	565—Case Studies 590—Co-Occurring Case Study
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	565—Case Studies 595—Assessment Instrument Review
K5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event.	565—Case Studies 580—Scholarly Paper
L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the <i>DSM</i> , to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	565—Case Studies 640—Bio-Psycho-Social Diagnosis 695, 696—Site Supervisor Evaluation
L2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	640—Bio-Psycho-Social Diagnosis 695, 696—Site Supervisor Evaluation
L3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	565—Case Studies 580—Scholarly Paper