Master of Science in Mental Health Counseling

Comprehensive Assessment Plan

Updated Spring 2014

VITERBO UNIVERSITY

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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 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 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. The programs 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.

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).
   The Program Goals include the following:
      1. Deliver high quality counselor education for students.
      2. Provide graduates with a 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 requirements for the State of Wisconsin Licensed Professional Counselor (LPC) and National Certified Counselor credentials

Clinical Mental Health Counseling Program Learning Objectives/Outcomes
The following eleven 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   ) and the Clinical Mental Health Standards tables (see page   ).
   1. *Professional Orientation:* 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.
   2. *Ethics*: Students will generate appropriate ethical responses within the framework of American Counseling Association Ethical Guidelines.

3. *Diversity & Advocacy*: Students will prioritize and respond to all aspects of social and cultural diversity, optimizing human development with clients.
4. *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.
5. *Career and Life Planning*:   Students will utilize theories and skills to facilitate career and life decisions with clients.
6. *Helping Relationship:* Students will demonstrate the foundational framework for establishing a therapeutic alliance with clients.
7. *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.
8. *Group Work*: Students will articulate group theory and assess their ability to deliver effective group therapy with clients.
9. *Research and Evaluation*: Students will utilize relevant research strategies within an evidence-based counseling perspective.
10. *Assessment:* Students will accurately select assessment instruments for client needs and program evaluations.
11. *Diagnosis*: Students will conceptualize and apply relevant diagnostic procedures for clients.

Comprehensive Examination (CPCE)

The comprehensive examination is a summative evaluation to the core knowledge areas of counseling. It is an essential benchmark to 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 VU requires students to complete the Counselor Preparation Comprehensive Examination (CPCE) published by the Center for Credentialing and Education, a corporate affiliate of the National Board of Certified Counselors. It 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 gathering is to assess program effectiveness and maintain a culture of continuous improvement for students' curricular learning experiences that results in a quality education that produce competent and ethical counseling professionals.   A brief description of assessment strategies employed by the program appears below.

1. Student assessment 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.
4. Student-completed annual program evaluations: Students are asked to evaluate program effectiveness each spring semester. This assessment involves a standardize survey utilizing a Likert Scale to measure students' perceptions of the program's general effectiveness at 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. The survey also includes open-ended questions to facilitate qualitative evaluation.

5. Student readiness to enter professional sequent.
6. 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.
7. Employer surveys are designed to evaluate employer perceptions of the preparation of MSMHC alum that they employ.
8. 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.
9. 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.
10. 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.
11. Site supervisors are screened before students are placed and their performance is monitored by the Practicum/Internship Coordinator.
12. 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.
13. The Board of Advisors review program and curricular assessments and provide feedback on the program.

Student Learning Outcomes: Mental Health Counseling Program Assessment Timeline
In the first three years of the program, faculty have collected results from signature assignments as the required courses have been launched and have used the evidence to make targeted changes. To manage and utilize program assessment results, faculty have and/or will continue systematically reviewing and collecting data to create a cycle of assessment.

Professional Orientation: 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. **2016–2017 collect data, analyze as part of 2017 TracDat annual review.**

Ethics: Students will generate appropriate ethical responses 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. **2015–2016 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. **2015–2016 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. **2015–2016 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. **2015–2016 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. **2014–2015 collect data, analyze as part of 2015 TracDat annual review.**

Assessment: Students will accurately select assessment instruments for client needs and program evaluations. **2014–2015 collect data, analyze as part of 2015 TracDat annual review.**

Diagnosis: Students will conceptualize and apply relevant diagnostic procedures for clients. **2014–2015 collect data, analyze as part of 2015 TracDat annual review.**

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 graduate students; (d) graduates of the Clinical Mental Health Counseling graduate program; (e) employers of graduates of the Clinical Mental Health Counseling graduate program; (f) Board of Advisor; 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 made available to all of the aforementioned constituents via the MHC Annual Report.

Year 2012	Spring	Summer	Fall	Report
Annual Student Self-Assessment	Data Collection	Write Student Letters		
Program Evaluation –Students	Data Collection	Data Analysis	Annual Report	
Year 2013	Spring	Summer	Fall	Report
Annual Student Self-Assessment	Data Collection	Analysis	Advising Session	2013 Annual Report
Program Evaluation –Students	Data Collection			2013 Annual Report
Year 2014	Spring	Summer	Fall	Report
Annual Student Self-Assessment	Data Collection			2014 Annual Report
Program Evaluation –Students	Data Collection			2014 Annual Report
Program Learning Outcomes Assessment	Data Collection	Data Collection	Data Collection	2014 Annual Report

	Spring	Summer	Fall	Report
Program Evaluation –Faculty		Data Collection		2014 Annual Report
Program Evaluation –Advisory Board		Data Collection		2014 Annual Report
Alumni Survey	Data Collection			2014 Annual Report
Year 2015	**Spring**	**Summer**	**Fall**	**Report**
Annual Student Self-Assessment	Data Collection			2015 Annual Report
Program Evaluation –Students	Data Collection			2015 Annual Report
Program Learning Outcomes Assessment	Data Collection	Data Collection	Data Collection	2014 Annual Report
Program Evaluation –Faculty		Data Collection		2015 Annual Report
Program Evaluation –Advisory Board			Data Collection	2015 Annual Report
Alumni Survey	Data Collection	Analysis		2015 Annual Report
Employer Survey			Data Collection	2015 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. Data 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 are also included 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 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 at six months and 12 months 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 eleven student learning outcomes to insure that our 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**			**Proficient Measurements**		
Course Number	Course Title	Competency	Course Number	Course Title	Competency	Course Number	Course Title	Competency
510	Professional Profile	1a-1j	520	Multicultural Review	1h, 1i	580	Research Paper	1a
			540	Ethics Quiz	1b, 1j	590	Co-Occurring Case Study	1b
			540	Case Consultation	1a, 1e	630	Advocacy Change Project	1h, 1i
			580	Research Paper	1d	640	Structure Service Delivery	1c
			590	Co-Occurring Case Study	1c	675	Final Integrative Tape with Synthesis	1d-g, 1j
			630	Advocacy Change Project	1f, 1g			

Professional Identity--Common Core: Social and Cultural Diversity								
Introductory Measurements			**Developed Measurements**			**Proficient Measurements**		
Course Number	Course Title	Competency	Course Number	Course Title	Competency	Course Number	Course Title	Competency
510	Professional Profile	2a	520	Multicultural Review	2a	580	Research Paper	2a
520	Multicultural Review	2b-2f	580	Research Paper	2b-2f	630	Advocacy Change Project	2e-2f
						675	Final Integrative Tape with Synthesis	2b-2d

Professional Identity--Common Core: Human Growth and Development								
Introductory Measurements			**Developed Measurements**			**Proficient Measurements**		
Course Number	Course Title	Competency	Course Number	Course Title	Competency	Course Number	Course Title	Competency
510	Professional Profile	3c, 3f, 3g	530	Reaction Paper	3f	570	Developmental Genogram	3a
530	Reaction Paper	3a, 3b, 3d, 3e, 3h	530	Developmental Interview	3a	590	Research Paper	3d
			580	Research Paper	3d, 3h	640	Structure Service Delivery	3c, 3e, 3f

			590	Co-Occurring Case Study	3c	640	Structured Interviews	3g
			590	Research Paper	3g	650	QQTP Assignment	3b
			595	Case Study	3b, 3e	675	Final Integrative Tape with Synthesis	3h

Professional Identity--Common Core: Career Development								
Introductory Measurements			Developed Measurements			Proficient Measurements		
Course Number	Course Title	Competency	Course Number	Course Title	Competency	Course Number	Course Title	Competency
520	Multicultural Review	4d	550	Autobiography Theory Paper	4d	550	Career Counseling Concept Paper	4b,c,g
550	Autobiography Theory Paper	4a	550	Career Development Program	4b,c,e,g	580	Research Paper	4d
550	Career Profile	4b,c,e,f,g	550	Career Counseling Concept Paper	4a,f	595	Case Study	4a,e,f

Professional Identity--Common Core: Helping Relationships								
Introductory Measurements			Developed Measurements			Proficient Measurements		
Course Number	Course Title	Competency	Course Number	Course Title	Competency	Course Number	Course Title	Competency
510	Professional Profile	5a,b,f,g	530	Developmental Interview	5b	570	Evidence-Based Treatment Review	5e,f
530	Developmental Interview	5c,e	540	Counseling Synthesis	5c,e	640	Structure Service Delivery	5g
540	Counseling Synthesis	5d	540	Case Consultation	5f	675	Final Integrative Tape with Synthesis	5a,b,c,d
			580	Research Paper	5a,d			
			590	Co-Occurring Case Study	5g			

Professional Identity--Common Core: Group Work								
Introductory Measurements			Developed Measurements			Proficient Measurements		
Course Number	Course Title	Competency	Course Number	Course Title	Competency	Course Number	Course Title	Competency
590	Research Paper	6c,d	680	Theory Presentation	6c,d	680	Group Proposal	6a-d
680	Theory Presentation	6a,b	680	Group Facilitation	6a,b			

Professional Identity--Common Core: Assessment								
Introductory Measurements			Developed Measurements			Proficient Measurements		
Course Number	Course Title	Competency	Course Number	Course Title	Competency	Course Number	Course Title	Competency
520	Multicultural Review	7f,g	590	Research Paper	7f,g	595	Application Paper	7f,g
550	Career Counseling Concept Paper	7a,b	595	Assessment Instrument Review	7b,c,d,e	650	QQTP Assignment	7a
595	Assessment Instrument Review	7c,d,e	595	Application Paper	7a	660	Quizzes	7b,c,d,e

Professional Identity--Common Core: Research and Program Evaluation								
Introductory Measurements			Developed Measurements			Proficient Measurements		
Course Number	Course Title	Competency	Course Number	Course Title	Competency	Course Number	Course Title	Competency
510	Professional Profile	8a,b	570	Evidence-Based Treatment Review	8a,b	660	Annotated Bibliography	8a,e
550	Career Development Program	8d	590	Research Paper	8e	660	Action Research Proposal	8b,c,d,f
570	Evidence-Based Treatment Review	8e	630	Advocacy Change Project	8c,d			
595	Application Paper	8c	660	Annotated Bibliography	8f			
630	Advocacy Change Project	8f						

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—Professional Profile 540—Case Consultation 580—Research Paper

	Course/Signature Assignments
b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and communications;	510—Professional Profile 540—Ethics Quiz 590—Co-Occurring Case Study
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—Professional Profile 590—Co-Occurring Case Study 640—Structure Service Delivery
d. self-care strategies appropriate to the counselor role;	510—Professional Profile 580—Research Paper 675—Final Integrative Tape with Synthesis
e. counseling supervision models, practices, and processes;	510—Professional Profile 540—Case Consultation 675—Final Integrative Tape with Synthesis
f. professional organizations, including membership benefits, activities, services to members, and current issues;	510—Professional Profile 630—Advocacy Change Project 675—Final Integrative Tape with Synthesis
g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;	510—Professional Profile 630—Advocacy Change Project 675—Final Integrative Tape with Synthesis
h. the role and process of the professional counselor advocating on behalf of the profession;	510—Professional Profile 520—Multicultural Review of Knowledge, Skills, and Attitudes 630—Advocacy Change Project
i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and	510—Professional Profile 520—Multicultural Review of Knowledge, Skills, and Attitudes 630—Advocacy Change Project
j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	510—Professional Profile 540—Ethics Quiz 675—Final Integrative Tape with Synthesis

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—Professional Profile 520—Multicultural Review of Knowledge, Skills, and Attitudes 580—Research Paper
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 of Knowledge, Skills, and Attitudes 580—Research Paper 675—Final Integrative Tape with Synthesis
c. theories of multicultural counseling, identity development, and social justice;	520—Multicultural Review of Knowledge, Skills, and Attitudes 580—Research Paper 675—Final Integrative Tape with Synthesis
d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;	520—Multicultural Review of Knowledge, Skills, and Attitudes 580—Research Paper 675—Final Integrative Tape with Synthesis

Competencies	Course/Signature Assignments
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 of Knowledge, Skills, and Attitudes 580—Research Paper 630—Advocacy Change Project
f. counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	520—Multicultural Review of Knowledge, Skills, and Attitudes 580—Research Paper 630—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—Reaction Paper 530—Developmental Interview 570—Developmental Genogram
b. theories of learning and personality development, including current understandings about neurobiological behavior;	530—Reaction Paper 595—Case Study 650—QQTP Assignment
c. effects of crises, disasters, and other trauma-causing events on persons of all ages;	510—Professional Profile 590—Co-Occurring Case Study 640—Structure Service Delivery
d. theories and models of individual, cultural, couple, family, and community resilience;	530—Reaction Paper 580—Research Paper 590—Research Paper
e. general framework for understanding exceptional abilities and strategies for differentiated interventions;	530—Reaction Paper 595—Case Study 640—Structure Service Delivery
f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;	510—Professional Profile 530—Reaction Paper 640—Structure Service Delivery
g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and	510—Professional Profile 590—Research Paper 640—Structured Interviews
h. theories for facilitating optimal development and wellness over the life span.	530—Reaction Paper 580—Research Paper 675—Final Integrative Tape with Synthesis

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—Autobiography Theory Paper 550—Career Counseling Concept Paper 595—Case Study
b. career, avocational, educational, occupational and labor market information resources, and career information systems;	550—Career Profile 550—Career Development Program 550—Career Counseling Concept Paper
c. career development program planning, organization, implementation, administration, and evaluation;	550—Career Profile 550—Career Development Program 550—Career Counseling Concept Paper

Competencies (continued)	Course/Signature Assignments
d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;	520—Multicultural Review of Knowledge, Skills, and Attitudes 550—Autobiography Theory Paper 580—Research Paper
e. career and educational planning, placement, follow-up, and evaluation;	550—Career Profile 550—Career Development Program 595—Case Study
f. assessment instruments and techniques relevant to career planning and decision making; and	550—Career Profile 550—Career Counseling Concept Paper 595—Case Study
g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.	550—Career Profile 550—Career Development Program 550—Career Counseling Concept Paper

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—Professional Profile 580—Research Paper 675—Final Integrative Tape with Synthesis
b. counselor characteristics and behaviors that influence helping processes;	510—Professional Profile 530—Developmental Interview 675—Final Integrative Tape with Synthesis
c. essential interviewing and counseling skills;	530—Developmental Interview 540—Counseling Synthesis 675—Final Integrative Tape with Synthesis
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—Counseling Synthesis 580—Research Paper 675—Final Integrative Tape with Synthesis
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 540—Counseling Synthesis 570—Evidence-Based Treatment Review
f. a general framework for understanding and practicing consultation; and	510—Professional Profile 540—Case Consultation 570—Evidence-Based Treatment Review
g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.	510—Professional Profile 590—Co-Occurring Case Study 640—Structure Service Delivery

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 680—Group Facilitation 680—Group Proposal
b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;	680—Theory Presentation 680—Group Facilitation 680—Group Proposal
c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;	590—Research Paper 680—Theory Presentation 680—Group Proposal
d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and	590—Research Paper 680—Theory Presentation 680—Group Proposal
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—10 Hour Completed Experience

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;	550—Career Counseling Concept Paper 595—Application Paper 650—QQTP Assignment
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;	550—Career Counseling Concept Paper 595—Assessment Instrument Review 660—Quizzes
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—Quizzes
d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);	595—Assessment Instrument Review 660—Quizzes
e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);	595—Assessment Instrument Review 660—Quizzes
f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and	520—Multicultural Review of Knowledge, Skills, and Attitudes 590—Research Paper 595—Application Paper
g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	520—Multicultural Review of Knowledge, Skills, and Attitudes 590—Research Paper 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;	510—Professional Profile 570—Evidence-Based Treatment Review 660—Annotated Bibliography
b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;	510—Professional Profile 570—Evidence-Based Treatment Review 660—Action Research Proposal
c. statistical methods used in conducting research and program evaluation;	595—Application Paper 630—Advocacy Change Project 660—Action Research Proposal
d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;	550—Career Development Program 630—Advocacy Change Project 660—Action Research Proposal
e. the use of research to inform evidence-based practice; and	570—Evidence-Based Treatment Review 590—Research Paper 660—Annotated Bibliography
f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	630—Advocacy Change Project 660—Annotated Bibliography 660—Action Research Proposal

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	Professional Profile	A1-4, A9-10					
520	Multicultural Review of Knowledge, Skills, and Attitudes			E1-2, E4-6			
540	Case Consultation	A5, A7-8					
570	Evidence-Based Treatment Review		C8	E3		I1,I3	
580	Research Paper		C1, C9	E1-3			
590	Co-Occurring Case Study		C2,C3, C5-7		G2, G4		K1-2
590	Research Paper	A6	C4				K3
595	Assessment Instrument Review				G1		K4
630	Advocacy Change Project	A7-8	C1, C8	E4-6		I2	
630	Professional Leadership	A4					
640	Structure Service Delivery				G3		K5
640	Structure Service Delivery	A3, A9-10	C5,C6				K4
640	Bio-Psycho-Social Diagnosis		C2, C4, C7				K1-3
640	Structured Interviews				G2, G4		

650	Assessment Consultation and Referral	A6			G1, G3		K5
660	Annotated Bibliography					I1	
660	Program Evaluation Case Study					I2, I3	
675	Final Integrative Tape with Synthesis	A1-2, A5	C9				
680	Group Proposal		C3				
690	Case Conceptualization / Treatment Plan		D1-2				
690	Site Supervisor Evaluation		D7				L1-2
690	Synthesis Paper		D5, D9				
695	Site Supervisor Evaluation		D4, D6	F1, F3	H1-4		
696	Scope of Practice	B1-2	D3, D8				L3
699	Action Research Project			F2		J1-3	

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—Professional Profile 675—Final Integrative Tape with Synthesis
A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	510—Professional Profile 675—Final Integrative Tape with Synthesis
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.	510—Professional Profile 640—Structure Service Delivery
A4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	510—Professional Profile 630—Professional Leadership
A5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	540—Case Consultation 675—Final Integrative Tape with Synthesis
A6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.	590—Research Paper 650—Assessment Consultation and Referral
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).	540—Case Consultation 630—Advocacy Change Project
A8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	540—Case Consultation 630—Advocacy Change Project
A9. Understands the impact of crises, disasters, and other trauma-causing events on people.	510—Professional Profile 640—Structure Service Delivery
A10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.	510—Professional Profile 640—Structure Service Delivery
B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	696—Scope of Practice

B2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	696—Scope of Practice

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.	580— Research Paper 630—Advocacy Change Project
C2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	590—Co-Occurring Case Study 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).	590—Co-Occurring Case Study 680—Group Proposal
C4. Knows the disease concept and etiology of addiction and co-occurring disorders.	590—Research Paper 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 640—Structure Service Delivery
C6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	590—Co-Occurring Case Study 640—Structure Service Delivery
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 630—Advocacy Change Project
C9. Understands professional issues relevant to the practice of clinical mental health counseling.	580—Research Paper 675—Final Integrative Tape with Synthesis
D1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	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.	690—Case Conceptualization/ Treatment Plan
D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	696—Scope of Practice
D4. Applies effective strategies to promote client understanding of and access to a variety of community resources.	695—Site Supervisor Evaluation
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	690—Synthesis Paper
D6. Demonstrates the ability to use procedures for assessing and managing suicide risk.	695—Site Supervisor Evaluation
D7. Applies current record-keeping standards related to clinical mental health counseling.	690—Site Supervisor Evaluation
D8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.	696—Scope of Practice
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.	690—Synthesis Paper

Diversity and Advocacy

Competencies	Signature Assignments
Knowledge E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	520—Multicultural Review of Knowledge, Skills, and Attitudes 580— Research Paper
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 of Knowledge, Skills, and Attitudes 580—Research Paper
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.	570—Evidence-Based Treatment Review 580—Research Paper
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 of Knowledge, Skills, and Attitudes 630—Advocacy Change Project
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	520—Multicultural Review of Knowledge, Skills, and Attitudes 630—Advocacy Change Project
E6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	520—Multicultural Review of Knowledge, Skills, and Attitudes 630—Advocacy Change Project
F1. Maintains information regarding community resources to make appropriate referrals.	695—Site Supervisor Evaluation
F2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	699—Action Research Project
F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	695—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.	595—Assessment Instrument Review 650—Assessment Consultation and Referral
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.	590—Co-Occurring Case Study 640—Structured Interviews
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.	640—Structure Service Delivery 650—Assessment Consultation and Referral
G4. Identifies standard screening and assessment instruments for substance use disorders and process addictions.	590—Co-Occurring Case Study 640—Structured Interviews
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.	695—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.	695—Site Supervisor Evaluation
H3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	695—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.	695—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.	570—Evidence-Based Treatment Review 660—Annotated Bibliography
I2. Knows models of program evaluation for clinical mental health programs.	630—Advocacy Change Project 660—Program Evaluation Case Study
I3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	570—Evidence-Based Treatment Review 660—Program Evaluation Case Study
J1. Applies relevant research findings to inform the practice of clinical mental health counseling.	699—Action Research Project
J2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	699—Action Research Project
J3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	699—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 *Diagnostic and Statistical Manual of Mental Disorders* (*DSM*).	590—Co-Occurring Case Study 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.	590—Co-Occurring Case Study 640—Bio-Psycho-Social Diagnosis
K3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders.	590—Research Paper 640—Bio-Psycho-Social Diagnosis
K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	595—Assessment Instrument Review 640—Structure Service Delivery
K5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event.	640—Structure Service Delivery 650—Assessment Consultation and Referral
L1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.	690—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.	690—Site Supervisor Evaluation
L3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.	696—Scope of Practice