



Counseling Program 2020-2021 Annual Report

As we reflect on the 2020-2021 academic year, it is impossible to ignore the context of COVID-19. After being required to shift to all remote (virtual instruction) in the spring and summer of 2020, the fall of 2021 brought new challenges. After assessing the effectiveness of remote instruction in the spring and summer and considering the health risks for our students and faculty members, the faculty decided to continue with remote instruction for the fall of 2020. Our courses returned to campus in the spring of 2021 with social distancing and masking requirements in place.

Despite the COVID-pandemic, the counseling program operated fully and effectively throughout the 2020-2021 academic year, and the feedback from our students was that although they would have preferred to be in the classroom, they did not believe they were short-changed in their education. The most challenging aspect of the pandemic restrictions was to make sure that our practicum and internship students were able to complete their required hours without compromising the integrity of the experience. This sometimes required finding new sites, moving clinical students from sites where opportunities were limited to other sites where they could have a quality experience.

One positive result of the remote experience was that we required all of our clinical students and site supervisors to receive training in telehealth. Many of our clinical students had the opportunities to practice telehealth with their clients under the supervision of their site supervisors. We are committed to providing opportunities for all of our clinical students to receive telehealth training moving forward, and upon graduating, our students will have obtained the required training to become approved by the Louisiana State Board of Licensed Professional Counselors to offer telehealth services.

As a condition of our CACREP accreditation, we are required to continually evaluate our program and make the results of evaluations as well as any program modifications available on our website and notify current students, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) that the report is available.

In addition, our program is required to make public our annual Program Evaluation Outcomes Report. This report, which is included below (see Appendix A) and also posted on our [program website](#), includes a summary of our 2020-2021 number of graduates, completion rate of students in the program, licensure examination pass rate, and job placement rate of graduates.

Our program evaluation (assessment results) is submitted to the university each year, and our most recent (2021) evaluation results are provided below in Appendix B. For the 2021 calendar year, all of our assessment goals were met. The faculty meets each year to discuss the program evaluation results to determine what, if any, program modifications need to be made. The faculty recognizes that for several years our program has met and/or exceeded all of our goals, and we plan to update our goals to assess other areas in which we might need to improve. We have decided to wait until after our CACREP site visit to update those as the feedback we receive may provide some direction regarding future goals. (Note: Our CACREP site visit was originally scheduled for the fall of 2021; however, due to the pandemic, the visit was postponed until the spring of 2022.)

In addition to our outcomes evaluation (Appendix A) and program evaluation results (Appendix B), our program faculty also considers other feedback in assessing our program effectiveness and possible modifications. Below is a list of regular feedback that our program faculty receive at the end of each semester:

- SOT (Student Opinion of Teaching) surveys are completed by students in each course. Faculty members receive the feedback after the completion of the semester. The feedback is focused on both the course and the instruction provided. The department head receives these as well, and the results are a part of the faculty member's annual evaluation (and if applicable, tenure and promotion review).
- Students completing practicum or internship evaluate their sites, site supervisors and university faculty members.
- On-site practicum and internship supervisors evaluate the performance of graduate students in their field experience
- Practicum and internship university supervisors evaluate the performance of their students in collaboration with the on-site supervisors and assign a grade of "Pass" or "Fail" for the clinical experience.
- Graduating students complete a university exit survey and a program exit survey as well as participate in live (usually in person, but during 2020-2022 they were virtual) exit interviews. These interviews provide some of the most useful feedback for the program regarding the strengths and areas for improvement of the program.
- Program alumni and employers are regularly surveyed. Rather than surveying the same individuals every year, the program surveys alumni who graduated 3 years prior. The alumni are asked to complete a separate form providing contact information for their employer, and these employers are also surveyed. We chose 3 years as a survey point because by that point many of the graduates have likely gotten licensure and have the context of experience to respond to how well prepared they think they were.
- The program also has an advisory board inclusive of students, alumni, site supervisors, and employers with representatives from all concentrations. This board reviews our curriculum and overall preparation of our students and provides feedback to the faculty.

Appendix A

PROGRAM/STUDENT OUTCOMES
2020-2021 Academic Year
Counseling Graduate Program
Southeastern Louisiana University

Program	Number of Graduates	Completion Rate	Licensure Exam Pass Rate	Job Placement Rate of Graduates
Clinical Mental Health Counseling	9	94%	100%	100%
Marriage, Couple, and Family Counseling	6	100%	100%	100%
School Counseling	14	93%	86%	100%

Appendix B

Counseling Program Evaluation Results

Southeastern Louisiana University

2021 counseling

February 21, 2022

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2021 counseling

MS Counseling Acad-2021

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Mission/Purpose

The mission of the Counseling Program at Southeastern Louisiana University is to prepare future counselors with the knowledge and skills necessary for entry into the profession through coursework and field-based activities. The mission statement is posted on the Counseling Program's website at the following link: http://www.southeastern.edu/acad_research/depts/hhs/grad_prg/counselor_ed/index.html

Program Achievements & Review Sign-Off

Review the achievement targets for the CURRENT YEAR. If all targets were marked 'Met' indicate specifically how the program intends to promote continuous improvement.

The counseling program has consistently met or exceeded measures and targets. The counseling program will review and develop additional assessment measures and targets once the CACREP Re-accreditation process is completed in the spring of 2022.

- Review all active Action Plans. For each of the Action Plans summarize how each action plan contributed to continuous improvement.
- Provide a summary of your program, department, or unit's activities in the CURRENT CYCLE. You might want to describe a major accomplishment or explain how your area contributed to the overall mission of our institution.

The following is a list of program accomplishments by faculty. The faculty in the counseling program is extremely collaborative and have worked on many of these accomplishments together.

Spring, Summer, and Fall 2021:

International Presentations:

Marino, R. & Fazio-Griffith, L. (2021). Creative Teaching Methods for Unprecedented Times, International Organization of Social Sciences and Behavioral Research Conference, Virtual Conference, March 2021.

Fazio-Griffith, L. & Marino, R. (2021). Expressive Arts Implemented in University Counseling Centers, International Organization of Social Sciences and Behavioral Research Conference, Virtual Conference, March 2021.

Marino, R. & Fazio-Griffith, L. (2021). Utilizing Play Therapy with Human Trafficking Survivors, International Human Trafficking and Social Justice Conference, Virtual Conference, September 2021.

National Presentations:

Fazio-Griffith, L., Marino, R., Dahlmans, D., & Zachary, B. (2021). Utilizing Play Therapy and Expressive Art Interventions with First Responders, 4th Annual Virtual Conference: Clinical Mental Health Counseling (CMHC) and Beyond, New Orleans, Louisiana, April 2021.

Fazio-Griffith, L., & Marino, R. (2021). Play Therapy Techniques and Interventions for Counselors Working with Families, American Counseling Association Conference, Virtual, March 2021 (Accepted).

Fazio-Griffith, L., & Williams, J. (2021). Healing Through Expression: The Use of Expressive Arts as Interventions for Clients Experiencing Grief and Loss. The Association for Creativity in Counseling, Virtual, December 2021

Marino, R. & Fazio-Griffith, L. (2021). Human Trafficking: What Graduate Students Need to Know, Association for Humanistic Counseling Conference, Virtual, June 2021.

Fazio-Griffith, L. & Marino, R. (2021). Play Therapy Techniques and Interventions for Counselors Working with Families, Association for Humanistic Counseling Conference, Virtual, June 2021.

Khan, N. (2021, April). Development and Initial Validation of the Multicultural Differentiation of Self Inventory (MDSI). To be presented at the virtual American Counseling Association conference.

Rock, W., Pincus, R., Hannor-Walker, T., & Wilder, C. The School Counselor's Role with Student Mental Health. Presented at the American School Counselor Association Conference in Las Vegas, NV, July 12, 2021.

Rock, W. & Greiner, A. Legal and Ethical Considerations: School Counselor Notes - Private Property or

Education Record? Presented at the American School Counselor Association Conference in Las Vegas, NV, July 12, 2021.

Wikoff, H. & Rock, W. Legal and Ethical Considerations: Implement LGBTQ-Affirming Policies. Presented at the American School Counselor Association Conference in Las Vegas, NV, July 11, 2021.

Stone, C. & Rock, W. SCA Leadership and the Revisions for the 2022 Ethical Standards. ASCA Leadership Development Institute in Las Vegas, NV, July 10, 2021.

Stone, C. & Rock, W. Suicide Risk Assessments Pose Legal Risk to School Counselors. ASCA Webinar Series, May 17, 2021.

Sandifer, M. & Rock, W. The Ethics of Addressing Teacher Mental Health: The School Counselor's Role. Law and Ethics in Counseling Virtual Conference 2021 (Sixth Annual), March 5, 2021.

Rock, W. Ethical/Legal Issues in School Counseling. National School Counseling Leadership Conference Hosted by Hatching Results, February, 10, 2021.

Leeman, M. S. & Breau, A. This Above All To Thine Own Self Care Be True. Presented at the Law and Ethics in Counseling Conference.

Watts, J., Leeman, M. S., O'Sullivan, D., Castleberry, J., & Baniya, G. Childhood Emotional Maltreatment and Post-Traumatic Stress Disorder in the Context of Centrality of the Event and Intrusive Rumination. Presented at the American Counseling Association Virtual Conference Experience, April 5, 2021.

Leeman, M. S. & Breaux, A. This Above All: To Thine Own Self-Care Be True. Presented at the Law and Ethics in Counseling Virtual Conference, March 5, 2021.

Leeman, M. S., Carey, S. & Ladd, J. Applying Ethics and Reducing Risk in Trauma Treatment. Presented at the Law and Ethics in Counseling Virtual Conference, March 5, 2021.

Leeman, M. S., Meza, L., & Dantin, K. It's Not You It's Me: Ethics & Countertransference. Presented at the Law and Ethics in Counseling Virtual Conference, March 5, 2021.

State

Marino, R., Fazio-Griffith, L., Monsour, J., & Murray, P. (2021). Utilizing Expressive Art and Play Therapy Interventions with Grieving Families. Louisiana Counseling Association Conference (virtual).

Rock, W., Heidler, V., & Giardina, A. Threat Assessments for School Counselors. Presented at the Louisiana Counseling Association Virtual Conference on October 19, 2021.

Leeman, M., Rock, W., Abadie, K., & Perise, J. When the School Community Suffers a Loss: School Counselor Leadership in a Time of Grief. Presented at the Louisiana Counseling Association Virtual Conference on October 18, 2021.

Williams, J., Fazio-Griffith, L., & Ladd, J. Influence of Social Media on Grief. Louisiana Counseling Association Conference, October 2021.

Williams, J., Khan, N., & Breaux, A. Basic concepts and principles of grief counseling. Presented at the Louisiana Counseling Association Virtual Conference on October 18, 2021.

Local Presentations:

Williams, J. Developing a grief and loss lens for working with college students. Presented to the staff of the University Counseling Center at Southeastern Louisiana University, October 29, 2021.

Other Accomplishments: 2021:

Dr. Wendy Rock: October 2021, Attended meeting with Dr. Tara Courchaine, Sr. Leadership Support Specialist and Dr. David Cantrell, OSEP Deputy Director, with the U.S. Department of Education, Office of Special Education Programs as a representative of the American School Counselor Association in the role of Assistant Chair of the Ethics Committee

Dr. Wendy Rock: September 2021, Attended meeting with the U.S. Secretary of Education, Miguel Cardona, as a representative of the American School Counselor Association in the role of Assistant Chair of the Ethics Committee

Dr. Fazio-Griffith was appointed Chair of the Ethics Committee for the International Association for Play Therapy.

Marino, R., & Fazio-Griffith (2021). Best Paper Award: "Creative Interventions for Unprecedented Times." International Organization of Social Sciences and Behavioral Research, Spring 2021, New Orleans, Louisiana

Dr. Fazio-Griffith, is Site Director (April 2021-present) for Southeastern Louisiana University, College of Nursing and Health Sciences, as Southeastern Louisiana University Play Therapy Education and Training Site.

Marino, R. (2021). American Counseling Association: Kitty Cole Human Rights' Award (March, 2021).

Fazio-Griffith Proposal Reviewer, 4th Annual Virtual Conference: Clinical Mental Health Counseling (CMHC) and Beyond, 2021.

Dr. Wendy Rock received the LCA Presidential Award

Dr. Reshelle Marino LCA President

Counseling Faculty: Together We Care Award (Nursing and Health Sciences)

Fazio-Griffith, Marino, and Rock attended and completed the Lion D&D Initiative.

3 counseling courses have been CAP approved.

Grant

Fazio-Griffith, L and Marino, R. Virtual Reality Simulation for Advanced Clinical Interventions in Working with Clients who Have Experienced Abuse and Neglect. \$16,852.00 awarded by the Louisiana Children's Trust Fund, July 1, 2021-June 30, 2022.

Publications: Spring, Summer, and Fall 2021:

Rock, W. D., & Curry, J. (2021). Louisiana school counselors' daily activities and the ASCA National Model: A complex history and a hopeful future. *International Journal of Education Policy and Leadership* 17(5), 1-22, <https://doi.org/10.22230/ijepl.2021v17n5a1089>.

Fazio-Griffith, L. & Marino, R. (2021). I said that? Really? Teaching with a Sense of

Humor. Curious Academic Publishing, Melbourne.

Marino, R. C., & Fazio-Griffith, L. G. (2021). Counselor educators bring advocacy to fight human trafficking in Louisiana. *Academia Letters*. Retrieved from: https://www.academia.edu/letters/submission?submission_id=4GQyM2&tab=proof

Fazio-Griffith, L., Marino, R., & Leeman, M. (2021). Ethical considerations for play therapy supervision. In Fazio-Griffith & Marino (Eds.), *Techniques and Interventions for Play Therapy and Clinical Supervision* (1st. Ed., pp1-16.). IGI Global

Rock, W. D., Estoque, V. L., & Cowan, H. F. (2021). School climate and the principal-counselor relationship. *Journal of School Counseling*, 19(39). <http://www.jsc.montana.edu/articles/v19n39.pdf>

Watts, J., Leeman, M. S., O'Sullivan, D., Castleberry, J., & Baniya, G. (2021). Childhood Emotional Maltreatment and Post-Traumatic Stress Disorder in the Context of Centrality of the Event and Intrusive Rumination. *Rehabilitation Counseling Bulletin*, 64(2), 108-117. <https://doi.org/10.1177/0034355220925889>

Castleberry, J. & Leeman, M. S. (2021). Prediction research in counseling. In *Research Design for the Behavioral Sciences: An Applied Approach* edited by Stephen Flynn, Springer Publishing.

Provide a summary of your student's accomplishments in the CURRENT CYCLE. You might want to describe a major accomplishment or explain how your area contributed to the overall mission of our institution.

Our students have a great deal of accomplishments. Several of our students were co-presenters at several state and national conferences:

State Conferences:

Marino, R., Fazio-Griffith, L., Monsour, J., & Murray, P. (2021). Utilizing Expressive Art and Play Therapy Interventions with Grieving Families. Louisiana Counseling Association Conference (virtual).

Rock, W., Heidler, V., & Giardina, A. Threat Assessments for School Counselors. Presented at the Louisiana Counseling Association Virtual Conference on October 19, 2021.

Leeman, M., Rock, W., Abadie, K., & Perise, J. When the School Community Suffers a Loss: School Counselor

Leadership in a Time of Grief. Presented at the Louisiana Counseling Association Virtual Conference on October 18, 2021.

Williams, J., Fazio-Griffith, L., & Ladd, J. Influence of Social Media on Grief. Louisiana Counseling Association Conference, October 2021.

National Conferences:

Fazio-Griffith, L., Marino, R., Dahlmans, D., & Zachary, B. (2021). Utilizing Play Therapy and Expressive Art Interventions with First Responders, 4th Annual Virtual Conference: Clinical Mental Health Counseling (CMHC) and Beyond, New Orleans, Louisiana, April 2021.

Several of our students have been involved in collaborating on national manuscripts that are currently in press or published as well as research regarding the outcome of the Louisiana Children's Trust Fund grants. :

Marino, R., Fazio-Griffith, L., Mills, H., & Armstrong, E. Utilizing expressive arts in graduate level supervision. (submitted with revisions). (2021).

Rock, W. D., Estoque, V. L., & Cowan, H. F. (2021). School climate and the principal-counselor relationship. *Journal of School Counseling*, 19(39). <http://www.jsc.montana.edu/articles/v19n39.pdf>

Our students hold memberships in several professional organizations including: The American Counseling Association, The American School Counseling Association, The International Association for Marriage, and Family Therapists, The Louisiana Counseling Association, The Louisiana Association for School Counselors, and The Louisiana Association for Play Therapy. Several of our students have been selected to serve as volunteers at state-wide conferences including the Louisiana Counseling Association and the Louisiana Association for Play Therapy.

Our students have held the following leadership positions and have been the recipients of several scholarships:

Chi Sigma Iota Treasurer, Awards Committee, Secretary, Vice President, President of CSI; Invited student member of the Southeastern Graduate Counseling Program Advisory Council, -Phi Kappa Phi, national honors society, student member of the second cohort of the Leadership Development and Mentoring Institute, awarded the Robert D. Butler Scholarship for Professional Development in Counseling, and scholarships to attend the Louisiana Counseling Association and the Louisiana Association for Play Therapy.

Review Sign-Off:

1 Goal
Content knowledge

Graduates will demonstrate proficiency of counseling content knowledge.

1.1 Outcomes/Objectives

1.1 Professional knowledge base

Students will be able to demonstrate their acquisition of a professional knowledge base in the eight core areas, which are these: Human Growth & Development, Social & Cultural Foundations, Helping Relationships, Group Work, Career & Lifestyle Development, Appraisal, Research & Program Evaluation, and Professional Orientation & Ethics.

Action Plan

Budget Source	Amount	Due	Status
	\$0.00	no due date set	Complete

1.1.1 Measures
Counselor Preparation Comprehensive Examination (CPCE)

This standardized test measures knowledge in the eight core CACREP-required areas.

1.1.1.1 Targets
100% of students will score at least 70 total points and above the national mean in all categories **Met**

TARGET 100% of students will score at least 70 total points and above the national mean in all categories

FINDINGS A total of 22 counseling students took the CPCE in 2021. All students scored above the target score of 70. The mean score for Southeastern's students was 88.9, and the National score was 82,3, placing our students above the National average.

ANALYSIS OF FINDINGS The Counselor Preparation Comprehensive Examination (CPCE) results show that the 22 students who sat for the exam, met the targeted score and exceeded the national average on the exam that tests the eight core content knowledge areas required by the program's accreditation body (CACREP).

1.1.2 Measures

2 Goal

Professional Identity

Graduates will develop a professional identity as counselors.

2.1 Outcomes/Objectives Professional Credentials

Students will demonstrate proof of understanding professional credentialing in the counseling profession.

2.1.1 Measures Declaration Statement

Students will develop a Declaration Statement that fulfills the requirements of the Louisiana Professional Counselors Board of Examiners criteria.

2.1.1.1 Targets

100% of students in COUN 601

TARGET 100% of students in COUN 601

FINDINGS All 40 students taking the ethics course (COUN 601) in the Summer, Spring and Fall semesters of 2021 successfully completed a Declaration of Practices and Procedures Statement as required by the Licensed Professional Counseling Board of Louisiana.

ANALYSIS OF FINDINGS 40 students completed COUN 601: Legal, Ethical, and Professional Issues, and developed and successfully completed a Declaration of Practices and Procedures Statement as required by the Louisiana Licensed Professional Counseling Board of Examiners, for application as a Provisional Licensed Professional Counselor.

2.1.2 Measures Exit Surveys

Exit Surveys are sent to students in their last semester of the program.

2.1.2.1 Targets

100% of graduating students will report knowing how to obtain professional credentials



TARGET	100% of graduating students will report knowing how to obtain professional credentials
FINDINGS	There were a total of 22 graduates that responded to the exit survey in 2021. Of those, 100% reported that they would be seeking to become licensed as professional counselors (LPC), 22/22 will seek national certification.
ANALYSIS OF FINDINGS	22 graduates, in response to the counseling program exit interview that is conducted each semester, reported seeking their license as a professional counselor in the future. 20 graduates reported taking the National Counselor Examination, and 8 out of 10 graduates will seek school counseling certification (school counseling graduates only.)

2.2 Outcomes/Objectives Professional Identity

Students will join at least one professional organization and attend at least one professional conference.

2.2.1 Measures Membership

To enhance professional development and mentor students as members of the counseling profession, 100% of internship students will join the American Counseling Association and/or the American School Counseling Association.

2.2.1.1 Targets

	100% of students in Internship 
TARGET	100% of students in Internship
FINDINGS	All 58 internship students became members of the American Counseling Association, the American School Counseling Association or the International Association for Marriage and Family Therapy.
ANALYSIS OF FINDINGS	All students enrolled in internship (58), became active members of their specific counseling organization on the national level. Students found this enhanced their professional development by providing resources, and mentorship to assist them in becoming involved in the counseling profession. 16 school counseling internship students joined ASCA, 30 internship students joined ACA or the AMHCA, and 12

internship students joined IAMFC.

3 Goal Diverse Populations

Graduates will demonstrate effective counseling/clinical skills with diverse populations.

3.1 Outcomes/Objectives

3.1 Counseling/Clinical Skills

Students will demonstrate sensitivity to culture, language, and values of the counseling profession.

3.1.1 Measures Individual Counseling Evaluation Form

The ICEF is a standardized instrument that includes measures for sensitivity to culture, language and values

3.1.1.1 Targets 100% of students in their last semester will have a mean score of 4/5 on the cultural sensitivity items on the ICEF **Met**

TARGET 100% of students in their last semester will have a mean score of 4/5 on the cultural sensitivity items on the ICEF

FINDINGS 100 percent of 22 students in their last semester achieved a mean score of 4/5 on the cultural sensitivity items presented on the Individual Counseling Evaluation Form (ICEF).

ANALYSIS OF FINDINGS 22 students in their last semester scored a 4/5 on the cultural sensitivity items that are presented on the Individual Counseling Evaluation Form (ICEF). Students were deemed to be culturally sensitive with clients and were knowledge regarding diversity and the counseling process.

3.1.1.2 Targets 100% of students in their last semester will have a mean score of 4/5 on the items targeting clinical skills section of the ICEF **Met**

TARGET 100% of students in their last semester will have a mean score of 4/5 on the items targeting clinical skills section of the ICEF

FINDINGS 100 percent of 22 students in their last semester had a mean score of 4/5 on the items targeting the clinical skills section of the Individual Counseling Evaluation Form (ICEF).

ANALYSIS OF FINDINGS 100 percent of 22 students obtained a mean score of 4/5 on each of the ratings for clinical skills on the Individual Counseling Evaluation Form (ICEF). related to their specialization: Clinical Mental Health Counseling, School Counseling, Marriage, Couple, and Family Counseling.

3.2 Outcomes/Objectives Attending Skills

Students will demonstrate proficiency in counseling attending skills with all clients.

3.2.1 Measures Individual Counseling Evaluation Form

The Individual Counseling Evaluation Form (ICEF) includes measures for clinical skills and attending skills.

3.2.1.1 Targets

100% of students will score at least 4/5 on selected items targeting attending skills on the ICEF

TARGET 100% of students will score at least 4/5 on selected items targeting attending skills on the ICEF

FINDINGS 100 percent of students scored at least a 4/5 on items related to attending skills on the ICEF (Individual Counseling Evaluation Form)

ANALYSIS OF FINDINGS Students are evaluated on items related to attending skills during the last two semesters of the program via the attending skills items on the ICEF (Individual Counseling Evaluation Form).

4 Goal

Professional Behaviors
Graduates will demonstrate professional behaviors and dispositions.

4.1 Outcomes/Objectives Professional Behaviors

Students will demonstrate sound professional work habits such as preparation, punctuality, attendance, and appearance.

4.1.1 Measures Student Disposition Rating Form

The Student Disposition Rating Form will be filled out each semester in Counseling Techniques and Practicum by the University supervisor.

4.1.1.1 Targets

80% of students in COUN 605 and 90% of students in practica will score a 2 or above on the Professional Behavior items on the SDRF. **Exceeded**

TARGET	80% of students in COUN 605 and 90% of students in practica will score a 2 or above on the Professional Behavior items on the SDRF.
FINDINGS	All students (100%) enrolled in the Counseling Techniques courses (COUN 605) and Practicum Courses (COUN 680, 683 and MCFC 683) scored a 2 or higher on the Professional Behavior items of the SDRF. Items measuring Professional Behavior are: A, D-J, and L.
ANALYSIS OF FINDINGS	Number of students earning a 2 or higher: (Spring 2021: COUN 605 N = 16; Practica N = 8; (Fall 2021 COUN 605 N = 10; Practica = 9) 2021 Totals: COUN 605 N = 26; Practica N = 17). All students (100%) are evaluated using the Professional Behavior items on the Student Deficiency Rating Form (SDRF).

4.2 Outcomes/Objectives Professional Values

Students will exhibit professional values such as courtesy, respect, open-mindedness, and initiative.

4.2.1 Measures Student Disposition Rating Form

Individual Counseling Evaluation Form will be filled out each semester by the University supervisor in Counseling Techniques and Practicum.

4.2.1.1 Targets

80% of students in COUN 605 and 90% of students in practica will score a 2 or higher on the Professional Values items on the SDRF **Exceeded**

TARGET

80% of students in COUN 605 and 90% of students in practica will score a 2 or higher on the Professional Values items on the SDRF

FINDINGS

All students (100%) enrolled in the Counseling Techniques courses (COUN 605) and Practicum Courses (COUN 680, 683 and MCFC 683) scored a 2 or higher on the Professional Values items of the Student Disposition Rating Form (SDRF). Items measuring Profession

ANALYSIS OF FINDINGS

Number of students earning a 2 or higher: (Spring 2021: COUN 605 N = 16; Practica N = 8; (Fall 2021 COUN 605 N = 10; Practica = 9) 2021

Totals: COUN 605 N = 26; Practica N = 17).

All students (100%) are evaluated using the Professional Values items on the Student Deficiency Rating Form (SDRF).



