



Department of Counselor Education
Annual Assessment Report
August 1, 2021

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Separate Document: Student and Program Assessment Guidebook, 2016 CACREP Standards

Introduction and Overview

The Department of Counselor Education at Bridgewater State University is an all graduate-level department. The department houses five graduate programs: Mental Health Counseling; Mental Health Counseling- Dual License; Mental Health International Non-U.S. Citizen, Non-Licensure; School Counseling (PreK-8; 5-12); and Student Affairs. The Mental Health and School Counseling programs are nationally accredited by the Council for Accreditation and Related Educational Programs (CACREP). The Department of Counselor Education at Bridgewater State University first attained CACREP status on July 19, 2007. Since that time, the department has gone through a reaccreditation process and has approval through October 31, 2023 under the 2009 set of CACREP standards. The department will be completing their self-study in Fall 2021, incorporating data and program assessment points through May 2022 and submitting the self-study to CACREP. It is anticipated that we will have an onsite accreditation visit in Fall 2022.

CACREP is the leading accrediting body for the profession of counseling. CACREP sets a level of standards that assures the quality of a program. Having CACREP accreditation enhances the reputation of the Department of Counselor Education; increases student enrollment numbers; stimulates self-review and self-directed improvements; and demonstrates a commitment to meeting the highest academic standards, which enables the department to attract the most qualified faculty applicants. The CACREP standards include five sections: The Learning Environment; Professional Counseling Identity, which includes eight core academic areas; Professional Practice, which addresses student fieldwork experiences; Evaluation in the Program; and Entry-Level Specialty Areas, of which Bridgewater State University has two: Mental Health Counseling and School Counseling.

The Student Affairs Counseling program at Bridgewater State University was once accredited by CACREP. However, this accreditation was dropped as the Department of Counselor Education felt that Bridgewater State University's Student Affairs program was not competitive with Student Affairs programs at other state, regional, and national universities, resulting in low enrollment of students in Bridgewater State University's Student Affairs program. The Department of Counselor Education's Student Affairs program currently adheres to the competencies of the American College Personnel Association (ACPA) and the Student Affairs Administrators in Higher Education (NASPA).

2016 CACREP Standards

In 2016, CACREP released a new set of standards that included the addition of an entirely new section titled Evaluation in the Program (Section IV), which features requirements for evaluation of the program, students, faculty, and supervisors. This addition is extremely comprehensive, and to successfully meet these expectations, a comprehensive new assessment process must be implemented into the program design for the CACREP-accredited counseling programs in the Department of Counselor Education at Bridgewater State University. The department has aggressively spent the 2020-2021 academic year making changes to program curriculum and program assessment to meet the standards under CACREP section IV. This new assessment

system will be implemented beginning fall semester 2021 and is documented in the department's Student and Program Assessment Guidebook. (See separate document submitted with this 2020-2021 assessment report.)

2020-2021 Annual Assessment Report:

Department of Counselor Education

Department of Counselor Education Mission Statement and Program Objectives

Mission Statement.

The principle mission of the Department of Counselor Education at Bridgewater State University is to prepare high quality master's level counselors for various settings in Massachusetts and the nation. More specifically, we prepare quality School Counselors to serve students, families, and communities in PreK-12 educational settings; Clinical Mental Health Counselors to serve individuals, families, and /or groups in community, non-profit, or private agencies; and Student Affairs Counselors to serve as academic advisors, career advisors, residential hall advisors, or likewise in institutes of higher education.

Program Objectives.

- 1. Guide students in understanding their roles and responsibilities within the ethical and legal guidelines germane to counseling and student affairs professions.*
- 2. Foster the development of expertise in counseling skills.*
- 3. Instill a commitment to uphold best practices within counseling and student affairs.*
- 4. Cultivate diversity and social justice competence within counseling and student affairs professions.*

Alignment of the Counselor Education Program Objectives to the Goals of Bridgewater State University's Current Strategic Plan

In the following table, the Counselor Education Program Objectives are aligned to the Goals of Bridgewater State University's Strategic Plan.

Goals from Bridgewater State University's Strategic Plan	Program Objectives for Counselor Education Programs
Goal 1: Student Success: <i>Focus our resources and decision making on the overarching priority of student success.</i>	<i>Counselor Education Program Objectives 1, 2, 3</i>
Goal 2: Teaching and Learning Environment, Educational Opportunities: <i>Provide a teaching and learning environment with exceptional educational opportunities for intellectual, creative, and professional growth.</i>	<i>Counselor Education Program Objectives 1, 2, 3</i>
Goal 3: Employee Opportunities for Personal and Professional Growth: <i>Provide opportunities for personal and professional growth for faculty, librarians, and staff in support of professional progress.</i>	<i>Counselor Education Program Objectives 2, 3</i>
Goal 4: Regional Catalyst for Economic, Cultural, and Intellectual Engagement: <i>Serve as a regional catalyst for economic, cultural, and intellectual engagement.</i>	<i>Counselor Education Program Objectives 2, 3</i>
Goal 5: Advance Higher Education Diversity and Social Justice: <i>Advance higher education diversity and social justice with impact in the region and beyond.</i>	<i>Counselor Education Program Objective 4</i>

Student Learning Outcomes (SLOs)

As stated in the introduction to this report, the Department of Counselor Education at Bridgewater State University has worked most aggressively this past academic year on the development of a new assessment process and plan in order to implement the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. This new assessment process and plan will begin to be implemented during fall semester 2021. Student Learning Outcomes (SLOs) are highlighted throughout the Student Program and Assessment Guidebook, specifically in the various rubrics and standards domains described throughout the guidebook. However, for the 2020-2021 academic year, the Department of Counselor Education did not have the specific Student Learning Outcomes completely developed. Instead, the department is submitting the Mental Health Counseling, School Counseling, and Student Affairs Competency Charts. The Mental Health Counseling Competency Chart was developed at the department's faculty retreat on September 30, 2016. The School Counseling Competencies were added during spring of 2017 when the school counseling program increased from 51 credits to 60 credits. As previously stated, the Student Affairs program is not accredited by CACREP. Thus, it follows the standards set by the American College Personnel Association (ACPA) and NASPA: Student Affairs Administrators in Higher Education. Therefore, the Student Affairs Competency Chart follows the ACPA and NASPA competencies. During spring 2019, Dr. M.

Nikki Freeburg, Dr. Amanda Barudin-Carreiro, and Dr. Elaine Bukowiecki met with Dr. Ruth Slotnick and Ms. Joanna Boeing Bratton from the Office of Assessment, Bridgewater State University to discuss the 2019 Assessment Report for the Department of Counselor Education. It was agreed that these Competency Charts could be used as a substitute for Student Learning Outcomes and a Curriculum Map. (The Mental Health Counseling and School Counseling Competency Charts are found in Appendix I, and the Student Affairs Competency Chart is found in Appendix II.) Since the Department of Counselor Education finalized its new assessment process and plan to reflect the 2016 CACREP standards on May 11, 2021, the competency charts for the Mental Health, School, and Student Affairs Counseling programs will be used instead of Student Learning Outcomes and a Curriculum Map. A comprehensive assessment plan that includes key performance indicators across the curriculum, student disposition assessments, and evaluations from key stakeholders that are aligned with the Department of Counselor Education program objectives will be implemented in Fall 2021.

Assessment Plan

Our Assessment Plan for the 2020-2021 academic year includes the following assessment tools: Confidential Student Feedback Survey, Final Site Supervisor Student Fieldwork Evaluations, Program Evaluations, and Graduating Students Exit Surveys. All of these assessment tools are directly connected to the Counselor Education Program Objectives.

Starting in Fall 2021, in addition to the above assessment measures, the department will also include data from the: Alumni Survey; Graduate Employer Survey; Counselor Preparation Comprehensive Exam (CPCE); Disposition Assessments; Key Performance Indicator Assignments; Reflection Papers; and Disposition Discussions. (Appendix III of this 2020-2021 Assessment Report contains the Current Data Assessment Management System along with the Future Data Assessment Management System.)

Curriculum Map

As stated in the introduction to this report, the Department of Counselor Education at Bridgewater State University finalized on May 11, 2021 its new assessment process and plan in order to implement the 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. In lieu of a traditional curriculum map, the Department of Counselor Education has designated and allocated the CACREP and DESE standards across the curriculum (see Appendix I). As previously stated, the Student Affairs program is not accredited by CACREP. Thus, it follows the competencies set by the American College Personnel Association (ACPA) and NASPA: Student Affairs Administrators in Higher Education. Therefore, the Student Affairs Competency Chart follows the ACPA and NASPA standards (see Appendix II).

Program Assessment Results 2020-2021

The Department of Counselor Education uses mostly indirect assessments to measure the effectiveness of student learning and its programs, curriculum, and instruction. The Program Objectives that connect to the department's Mission Statement will be used as a measure of the

effectiveness of the department's programs. The following assessment data for the 2020-2021 academic year will now be presented, analyzed, and discussed:

- 1. Site Supervisor Program Evaluation data for summer 2020, fall 2020, and spring 2021 for the Mental Health Counseling program, Mental Health Counseling program-Dual License program, Student Affairs program, and the School Counseling program (PreK-8; 5-12)*
- 2. Confidential Student Feedback Survey data for fall 2020 and spring 2021*
- 3. Graduating Student Exit Survey data for December 2020, and May 2021*
- 4. Site Supervisor Student Evaluations for summer 2020, fall 2020, and spring 2021*

Site Supervisor Program Evaluations

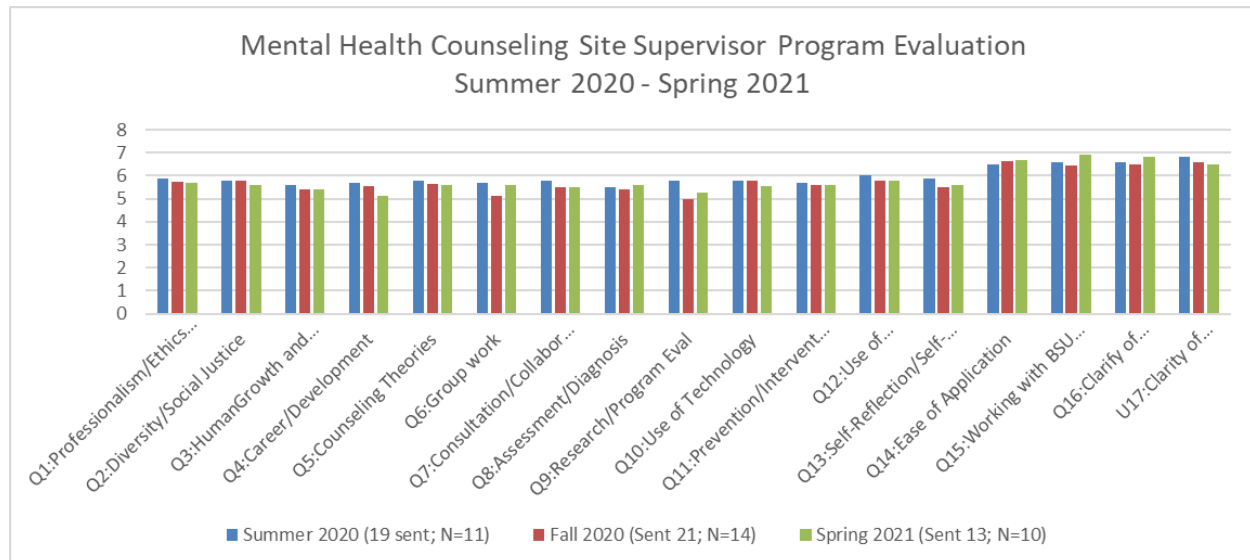
Program Evaluations are electronically sent to all site supervisors at the end of each semester (December, May, August). The questions reflect the CACREP Standards for the Mental Counseling program and the Mental Health Counseling program-Dual License; the CACREP Standards and the DESE Subject Matter Knowledge (SMKs) for the School Counseling program (PreK-8; 5-12); and the ACPA and NASPA competencies for the Student Affairs Program.

The results of the Site Supervisor Program Evaluations are described below by Counselor Education program. These program evaluations were electronically sent to site supervisors at the end of summer sessions 2020, fall semester 2020 and spring 2021. The results of the Site Supervisor Program Evaluations are discussed at faculty meetings in September (spring and summer evaluations) and in February (fall evaluation).

Connection to Program Objectives for the Counselor Education Programs

The Site Supervisor Program Evaluation connects to Program Objectives 1, 2, 3, 4.

Results: Mental Health Counseling Program



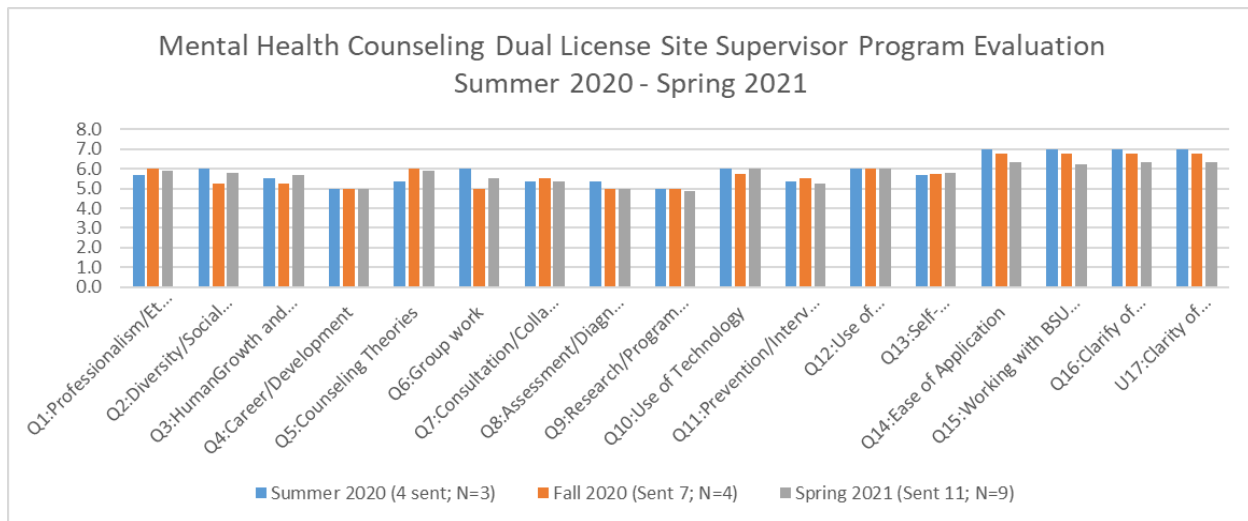
Ques 1-13 (Likert Scale 1-6) Ques 14-17 (Likert Scale 1-7)	Summer 2020 (19 sent; N=11)	Fall 2020 (Sent 21; N=14)	Spring 2021 (Sent 13; N=10)
Q1: Professionalism/Ethics/Identity	5.9	5.7	5.7
Q2: Diversity/Social Justice	5.8	5.8	5.6
Q3: Human Growth and Development	5.6	5.4	5.4
Q4: Career/Development	5.7	5.5	5.1
Q5: Counseling Theories	5.8	5.6	5.6
Q6: Group work	5.7	5.1	5.6
Q7: Consultation/Collaboration	5.8	5.5	5.5
Q8: Assessment/Diagnosis	5.5	5.4	5.6
Q9: Research/Program Eval	5.8	5.0	5.3
Q10: Use of Technology	5.8	5.8	5.6
Q11: Prevention/Intervention	5.7	5.6	5.6
Q12: Use of Supervision/Integrate Feedback	6	5.8	5.8
Q13: Self-Reflection/Self-Awareness	5.9	5.5	5.6
Q14: Ease of Application	6.5	6.6	6.7
Q15: Working with BSU Instructor	6.6	6.4	6.9
Q16: Clarify of Roles/Expectations	6.6	6.5	6.8
U17: Clarity of Competencies to be acquired	6.8	6.6	6.5

Discussion of Results:

As it can be seen from the graph and table above, the site supervisors were extremely favorable in the preparation of the Mental Health Counseling students in demonstrating in their field their knowledge of

the different CACREP standards. It should be noted that a Likert Scale score of 6 (questions 1-13) and 7 (questions 14-17) represent strongly agree, with a Likert Scale score of 1 representing strongly disagree. While there is some fluctuation in the responses to the different CACREP standards, the response is positive, and the site supervisors felt the mental health counseling students were well prepared to carry out the role of a mental health counselor. The faculty discussed the results of the Mental Health Counseling Site Supervisor Program Evaluations from summer 2020 at our September 2020 virtual faculty meeting and then discussed the results from fall 2020 at our February 2021 virtual faculty meeting. The results of the Mental Health Counseling Site Supervisor Program Evaluations for spring 2021 will be discussed at our September 2021 faculty meeting. It has not yet been determined by Bridgewater State University if department meetings for fall 2021 will be virtual or face-to-face.

Results: Mental Health Counseling Program: Dual License



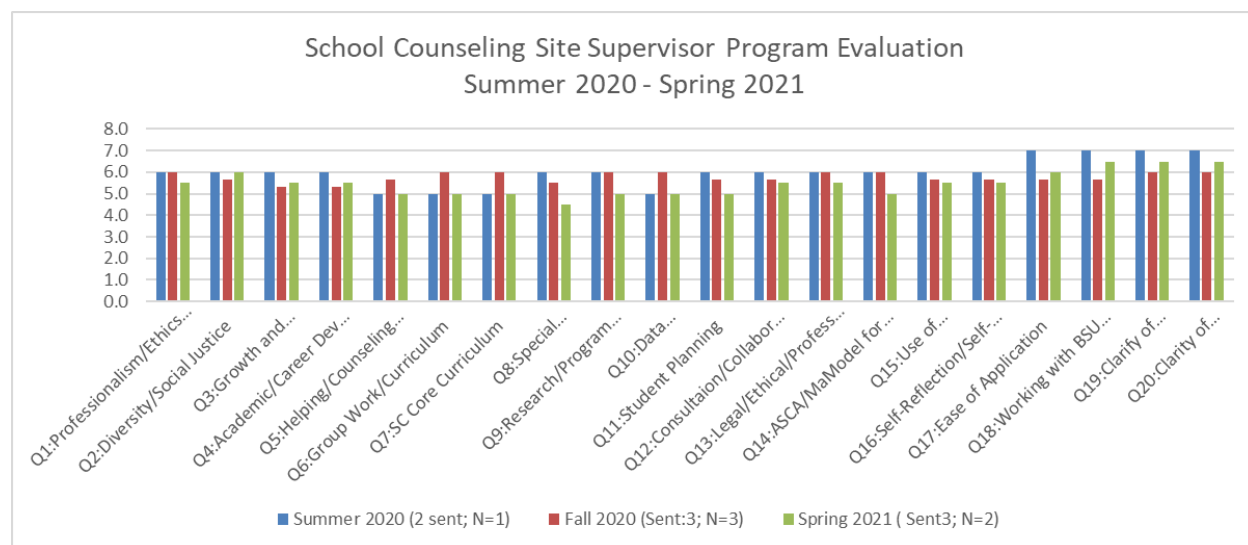
Ques 1-13 (Likert Scale 1-6) Ques 14-17 (Likert Scale 1-7)	Summer 2020 (4 sent; N=3)	Fall 2020 (Sent 7; N=4)	Spring 2021 (Sent 11; N=9)
Q1: Professionalism/Ethics/Identity	5.7	6.0	5.9
Q2: Diversity/Social Justice	6.0	5.3	5.8
Q3: Human Growth and Development	5.5	5.3	5.7
Q4: Career/Development	5.0	5.0	5.0
Q5: Counseling Theories	5.3	6.0	5.9
Q6: Group work	6.0	5.0	5.5
Q7: Consultation/Collaboration	5.3	5.5	5.4
Q8: Assessment/Diagnosis	5.3	5.0	5.0
Q9: Research/Program Eval	5.0	5.0	4.9
Q10: Use of Technology	6.0	5.8	6.0
Q11: Prevention/Intervention	5.3	5.5	5.2
Q12: Use of Supervision/Integrate Feedback	6.0	6.0	6.0
Q13: Self-Reflection/Self-Awareness	5.7	5.8	5.8
Q14: Ease of Application	7.0	6.8	6.3

Q15:Working with BSU Instructor	7.0	6.8	6.2
Q16:Clarify of Roles/Expectations	7.0	6.8	6.3
U17:Clarity of Competencies to be acquired	7.0	6.8	6.3

Discussion of Results

As it can be seen from the graph and table on the previous page, the site supervisors were overall extremely favorable in the preparation of the Mental Health Counseling-Dual License students in demonstrating in the field their knowledge of the different CACREP standards. It should be noted that a Likert Scale score of 6 (questions 1-13) and 7 (questions 14-17) represent strongly agree, with a Likert Scale score of 1 representing strongly disagree. While there is some fluctuation in the responses to the different CACREP standards for each semester, the response is positive overall. It should be noted that the results from spring 2021 did have one score that fell below a 5 Likert Scale Score. This score was for research and evaluation. Since this course was taught 100% virtually for spring 2021, this could be the reason the site supervisors gave this CACRP standard this score. The faculty will discuss the results of the spring 2021 Mental Health Counseling-Dual License Site Supervisor Program Evaluations at our September 2021 faculty meeting and make adjustments to the content of this course, if deemed necessary. Also, the faculty discussed the results of the Mental Health Counseling-Dual License Site Supervisor Program Evaluations from summer 2020 at our September 2020 virtual faculty meeting and discussed the results of the Mental Health Counseling-Dual License Site Supervisor Program Evaluations for fall 2020 at our February 2021 virtual faculty meeting.

Results: School Counseling Program (PreK-8; 5-12)



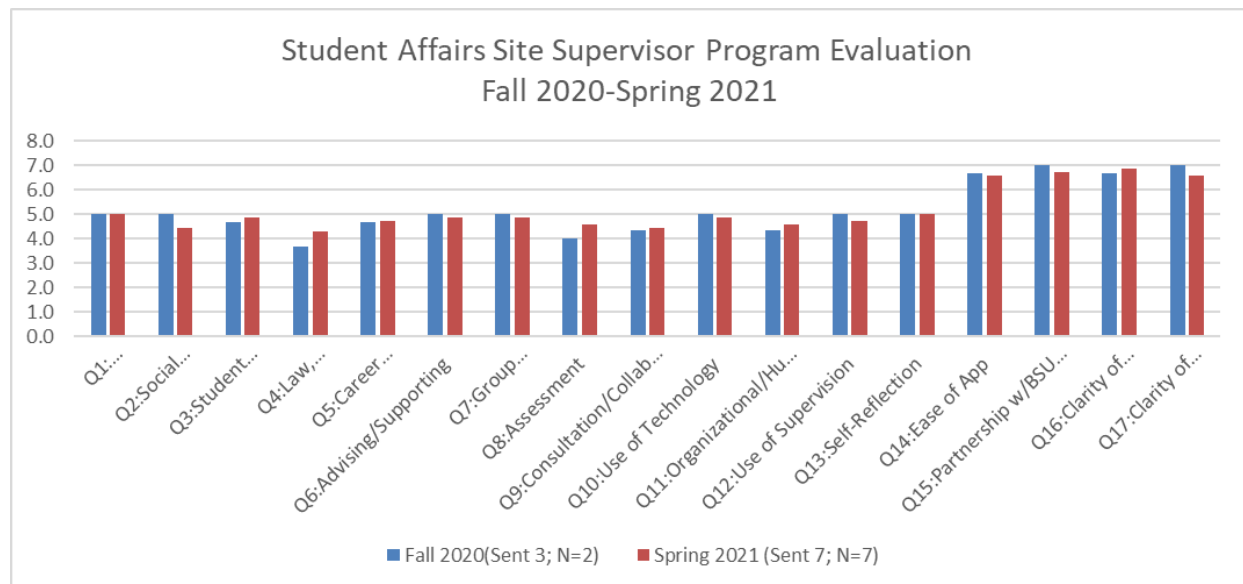
Quest 1-16 (6 pt. Likert Scale) Quest 17-20 (7 pt. Likert Scale)	Summer 2020 (2 sent; N=1)	Fall 2020 (Sent:3; N=3)	Spring 2021 (Sent 3; N=2)
Q1:Professionalism/Ethics/Identity	6.0	6.0	5.5
Q2:Diversity/Social Justice	6.0	5.7	6.0
Q3:Growth and Development of Child/Adol.	6.0	5.3	5.5
Q4:Academic/Career Dev and Growth of Child/Adol.	6.0	5.3	5.5
Q5:Helping/Counseling Theories in School setting	5.0	5.7	5.0
Q6:Group Work/Curriculum	5.0	6.0	5.0
Q7:SC Core Curriculum	5.0	6.0	5.0
Q8:Special Ed/Responsive/Prevention/Intervention	6.0	5.5	4.5
Q9:Research/Program Development	6.0	6.0	5.0
Q10:Data Outcomes/School Assessments	5.0	6.0	5.0
Q11:Student Planning	6.0	5.7	5.0
Q12:Consultaion/Collaboration	6.0	5.7	5.5
Q13:Legal/Ethical/Professional Practice	6.0	6.0	5.5
Q14:ASCA/MaModel for SC Programs	6.0	6.0	5.0
Q15:Use of Supervision/Integrate Feedback	6.0	5.7	5.5
Q16:Self-Reflection/Self-Awareness	6.0	5.7	5.5
Q17:Ease of Application	7.0	5.7	6.0
Q18:Working with BSU Instructor	7.0	5.7	6.5

Discussion of Results

As it can be seen from the graph on the preceding page and table above, the Site Supervisors were extremely favorable in the preparation of the School Counseling (PreK-8; 5-12) students in demonstrating in the field their knowledge of the different CACREP standards and the ASCA Model. It should be noted that a Likert Scale score of 6 (questions 1-16) and 7 (questions 17-20) represent strongly agree, with a Likert Scale score of 1 representing strongly disagree. While there is some fluctuation in the responses to the different CACREP standards as well as the ASCA Model throughout the semesters, the response is positive. The faculty discussed the results of the School Counseling Site Supervisor Program Evaluations from summer 2020 at our September 2020 virtual faculty meeting and then discussed the results from fall 2020 at our February 2021 virtual faculty meeting. The results of the School Counseling

Site Supervisor Program Evaluations for spring 2021 will be discussed at our September 2021 faculty meeting. It has not yet been determined by Bridgewater State University if department meeting for fall semester 2021 will be virtual or face-to-face on campus.

Results: Student Affairs Program Site Supervisor Program Evaluations



Ques 1-13 (5 pt. Likert Scale) Ques 14-17 (7 pt. Likert Scale)	Summer 2020 No SA students in Fieldwork	Fall 2020 (Sent 3; N=2)	Spring 2021 (Sent 7; N=7)
Q1: Professionalism/Identity/Ethical		5.0	5.0
Q2: Social Justice/Inclusion		5.0	4.4
Q3: Student Learning/Development		4.7	4.9
Q4: Law, Policy/Governance		3.7	4.3
Q5: Career Info/Development		4.7	4.7
Q6: Advising/Supporting		5.0	4.9
Q7: Group Facilitation/Programming		5.0	4.9
Q8: Assessment		4.0	4.6
Q9: Consultation/Collaboration		4.3	4.4
Q10: Use of Technology		5.0	4.9
Q11: Organizational/Human Resources		4.3	4.6
Q12: Use of Supervision		5.0	4.7
Q13: Self-Reflection		5.0	5.0
Q14: Ease of App		6.7	6.6
Q15: Partnership w/BSU Instructor		7.0	6.7
Q16: Clarity of Roles/Expectations		6.7	6.9

Q17:Clarity of Competencies/Skills needed		7.0	6.6
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Discussion of Results

As it can be seen from the graph and table on the preceding page, the Site Supervisors were extremely favorable in the preparation of the Student Affairs students in demonstrating in the field their knowledge of the different ACPA and NASPA standards. It should be noted that a Likert Scale score of 5 (questions 1-13) and 7 (questions 14-17) represent strongly agree, with a Likert Scale score of 1 representing strongly disagree. While there is some fluctuation in the responses to the different ACPA and NASPA standards, the response is positive. Since there were no students from the Students Affairs program who completed their fieldwork during summer 2020, there were no Site Supervisor Program Evaluations to discuss at our September 2020 virtual department meeting. However, the faculty discussed the results of the Student Affairs Site Supervisor Program Evaluations from fall 2020 at our February 2021 virtual faculty meeting and will discuss the results from spring 2021 our September faculty meeting. At this present time, however, it has not been decided yet by Bridgewater State University if department meetings for fall semester 2021 will be virtual or face-to-face.

As stated above, the results from the Site Supervisor Program Evaluations for the Student Affairs program were very positive for fall semester 2020 and spring semester 2021. The only Likert Scale score that was below 4 was for fall semester 2020, the law/policy/governance standard. The only explanation for this Likert Scale score is a new part-time faculty member taught this course in fall 2020, and the course was 100% virtual. As a department, we did discuss this Likert Scale score at our February 2021 department meeting, and the instructor of this course will include a stronger focus regarding law/police/governance in higher education in the course content for the future.

Confidential Student Program Feedback Survey

The Confidential Student Program Feedback Survey is distributed to students who are enrolled in the Theories courses as well as students who are enrolled in the Advanced Applied (Mental Health, Mental Health Dual License, and School Counseling [PreK-8; 5-12]) and Student Affairs Internship course every fall and spring semesters. By surveying students in these courses, the responses are from newly matriculated students (Theories courses) and students who are at the end of their program (Advanced Applied courses and Student Affairs Internship course).

This survey consists of 10 questions for the Mental Health Counseling program, the Mental Health-Dual License program, and the School Counseling program (PreK-8; 5-12) and 9 questions for the Student Affairs program to which the students write a narrative answer.

Questions on the Confidential Student Program Feedback Survey for Mental Health/Mental Health Dual License Programs and the School Counseling Program (PreK-8; 5-12)

1. Please provide your thoughts on the eight core counseling curriculum courses (Multicultural Counseling, Ethics, Counseling Theories and Techniques, Theories of

Development, Career Counseling, Theory and Practice of Group Interactions and Group Experience, Research and Evaluation, Psychological Assessment).

2. *Did CACREP accreditation influence your decision to apply to BSU's counseling program?*
3. *Please provide your thoughts on the available electives offered.*
4. *Please provide your thoughts on the academic advising process.*
5. *Please provide your thoughts/experiences on the overall workload (i.e., papers, projects, exams, etc.).*
6. *Please provide your thoughts/experiences on the quality of faculty instruction.*
7. *Please provide your thoughts/experiences on the ability of the program to prepare you for a career in your intended field of study (i.e., understanding of your professional identity, skill level, ethical best practices).*
8. *Please provide your thoughts on campus resources.*
9. *Please provide your thoughts on campus opportunities.*
10. *Please provide any other thoughts regarding the Department of Counselor Education Program.*

Questions on the Confidential Student Program Feedback Survey for the Student Affairs Program

1. *Please provide your thoughts on the five core counseling curriculum courses (Multicultural Counseling, Counseling Theories and Techniques, Career Counseling, Theory and Practice of Group and Group Experience, Research and Development) .*
2. *Please provide your thoughts on the available electives offered.*
3. *Please provide your thoughts on the academic advising process.*
4. *Please provide your thoughts/experiences on the overall workload (i.e., papers, projects, exams, etc.).*
5. *Please provide your thoughts/experiences on the quality of faculty instruction.*
6. *Please provide your thoughts/experiences on the ability of the program to prepare you for a career in your intended field of study (i.e., understanding of your professional identity, skill level, ethical best practices).*
7. *Please provide your thoughts on campus resources.*

8. *Please provide your thoughts on campus opportunities.*
9. *Please provide any other thoughts regarding the Department of Counselor Education Program.*

Connection to Program Objectives for the Counselor Education Programs

The Confidential Student Program Feedback Survey connects to Program Objectives 1, 2, 3, 4.

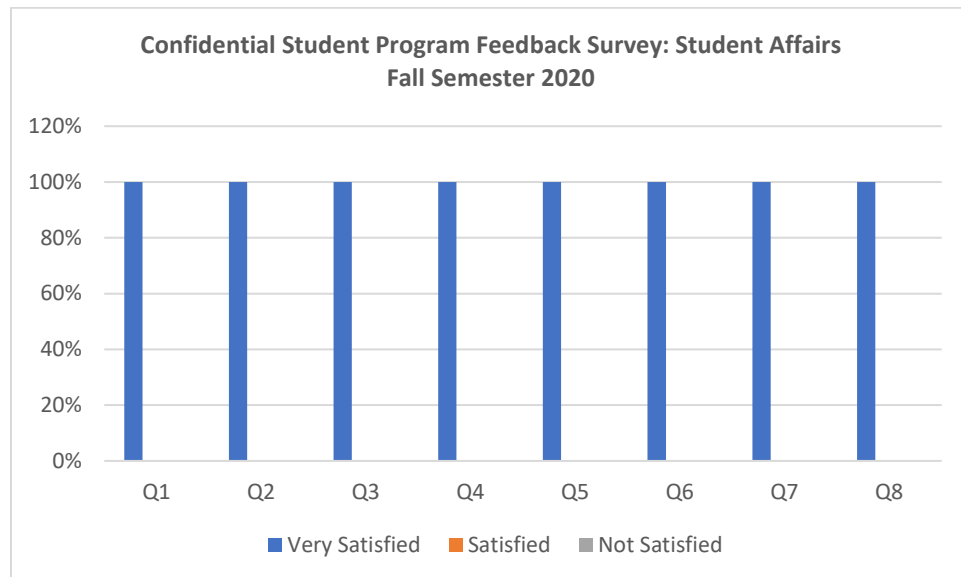
Overview of Results from the Confidential Student Program Feedback Survey

*The Confidential Student Program Feedback Survey results are for fall semester 2020 and spring semester 2021. The students' narrative answers were converted into the following quantitative categories: **Very Satisfied with Program**, **Satisfied with Program**, **Not Satisfied with Program**. The results are displayed on a graph and a table for each counselor education program for fall semester 2020 and spring semester 2021.*

Results from Confidential Student Program Feedback Survey for Fall Semester 2020

For fall semester 2020, this Confidential Student Feedback Survey was sent to 15 students in Theories courses, to 7 students in Advanced Applied (Mental Health Counseling) and 3 students in the Internship course (Student Affairs), for a total of 25 surveys being sent. Twelve students completed the Confidential Student Program Feedback Survey: 4 students from the Mental Health Counseling program, 5 students from the Mental Health-Dual License program, 1 from the School Counseling program (Pre-K-8; 5-12), and 2 students from the Student Affairs program.

Student Affairs: N=2



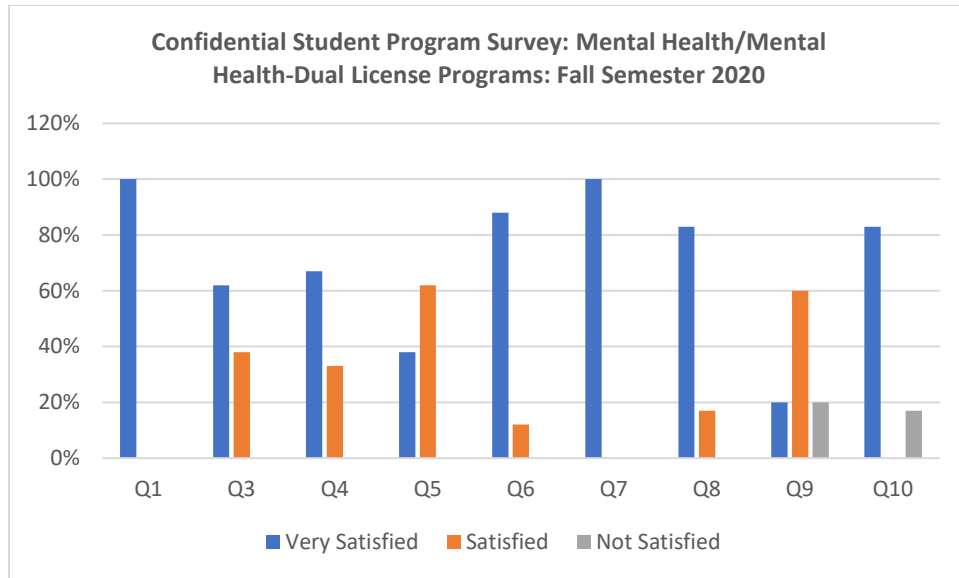
Confidential Student Program Feedback Survey: Student Affairs: Fall Semester 2020

Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Core Counseling Courses	100%	0%	0%
Q2: Electives Offered	100%	0%	0%
Q3: Academic Advising	100%	0%	0%
Q4: Overall Workload	100%	0%	0%
Q5: Faculty Instruction	100%	0%	0%
Q6: Preparation for Career in Counseling	100%	0%	0%
Q7: Campus Resources	100%	0%	0%
Q8: Campus Opportunities	100%	0%	100%
Q9: Other Thoughts on Program	No Response	No Response	No Response

Discussion of Results

The students enrolled in the Student Affairs program were 100% Very Satisfied with all aspects of their Counselor Education program (Questions 1-8). Neither of the two students who responded to this survey answered Question 9: "Please provide any other thoughts regarding the Department of Counselor Education programs".

Mental Health Counseling Program/Mental Health Counseling Program-Dual License: N=9 (4 Students=MH + 5 Students= MHDL)



Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Core Counseling Courses	100%	0%	0%
Q3: Electives Offered	62%	38%	0%
Q4: Academic Advising	67%	33%	0%
Q5: Overall Workload	38%	62%	0%
Q6: Faculty Instruction	88%	12%	0%
Q7: Preparation for Career in Counseling	100%	10%	0%
Q8: Campus Resources	83%	17%	30%
Q9: Campus Opportunities	20%	60%	20%
Q10: Other Thoughts on Program	83%	0%	17%

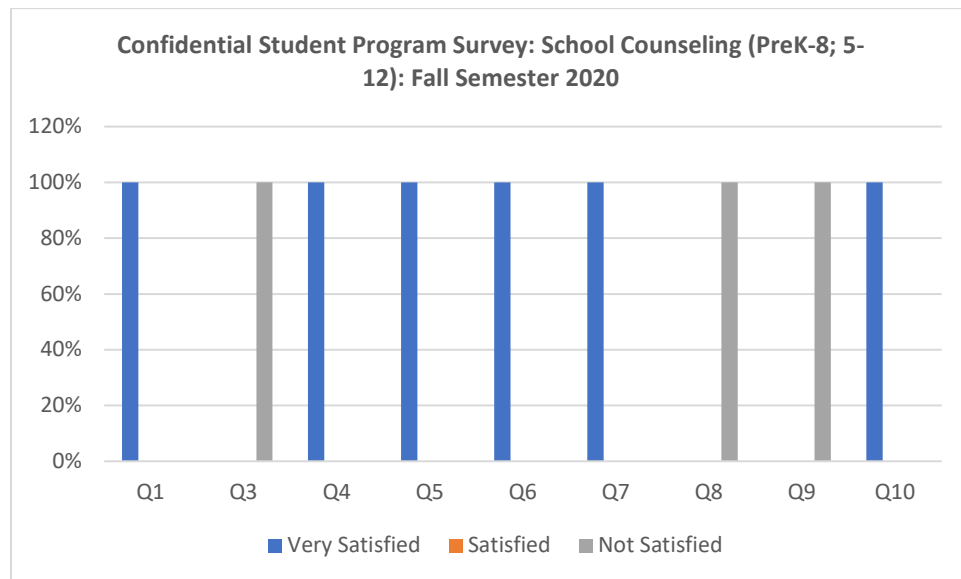
Discussion of Results

The students enrolled in the Mental Health Counseling and Mental Health Counseling-Dual License programs were very satisfied to satisfied regarding the eight core counseling courses, available electives, academic advising, overall workload in program, faculty instruction, preparation for their careers as mental health counselors and school adjustment counselors, and availability of campus resources. However, the students enrolled in the Mental Health Counseling and Mental Health Counseling-Dual License programs were dissatisfied with campus opportunities, and academic advisors being more involved in the practicum/internship part of the program. These results were discussed at our virtual department meeting in February 2021. The faculty will inform the College of Graduate Studies that one

student in the Department of Counselor Education would like to have had more campus opportunities available during this 100% virtual environment. Also, the department discussed ways the faculty could be more supportive of students during the students' practicum/internship experiences. The Department of Counselor Education has a Director of Fieldwork who is very involved and supportive of the students during their practicum/internship experiences. The academic advisors will work more closely with the Director of Fieldwork to provide a two-pronged level of support while the students are completing their practica and internships.

It needs to be noted the results of Question 2 that asked if CACREP accreditation influenced the students' decision to apply to a BSU counseling program. Of the 9 Mental Health Counseling program and Mental Health Counseling-Dual License program students responding to this question, 56% of the students said that the CACREP accreditation did cause them to apply to a Mental Health or Mental Health-Dual License program, and 44% said it did not.

School Counseling (PreK-8; 5-12): N=1



Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Core Counseling Courses	100%	0%	0%
Q3: Electives Offered	0%	0%	100%
Q4: Academic Advising	100%	0%	0%
Q5: Overall Workload	100%	0%	0%
Q6: Faculty Instruction	100%	0%	0%

Q7: Preparation for Career in Counseling	100%	0%	0%
Q8: Campus Resources	0%	0%	100%
Q9: Campus Opportunities	0%	0%	100%
Q10: Other Thoughts on Program	100%	0%	0%

Discussion of Results

The one student enrolled in the School Counseling program (PreK-8; 5-12), who completed this survey, was extremely satisfied with all aspects of their School Counseling program except for availability of electives offered, campus resources, and varied opportunities being offered on campus for graduate students, specifically for students enrolled in the School Counseling program. The academic advisor for this student will meet with this student and will explain the electives, campus resources, and campus opportunities available for graduate students, especially for students in the School Counseling program.

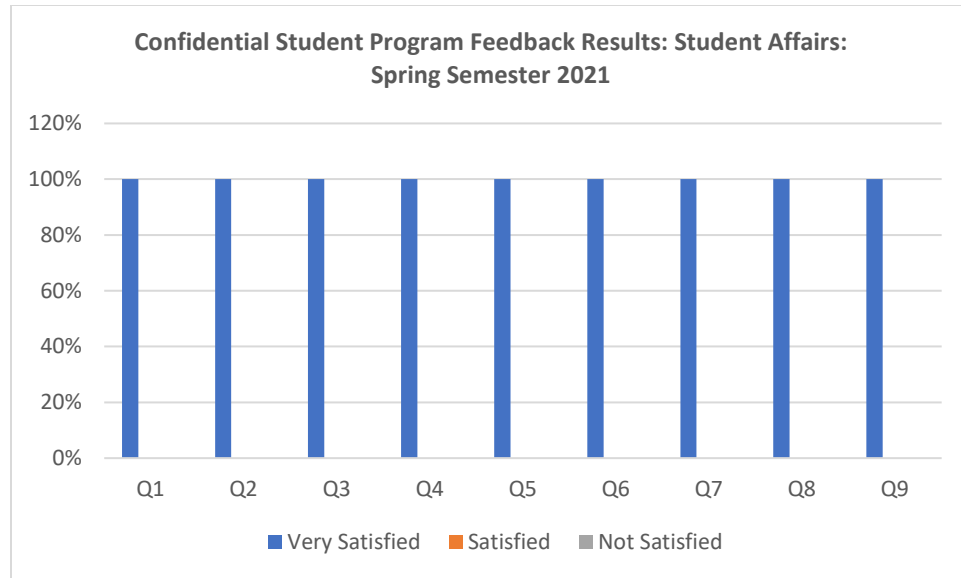
The results of the Confidential Student Program Survey: School Counseling (PreK-8; 5-2) for fall semester 2020 were shared with the department at our February 2021 virtual department meeting. The department was concerned with the low response rate to this survey and brainstormed ways to increase it.

It needs to be noted the results of Question 2 that asked if CACREP accreditation influenced the students' decision to apply to a BSU counseling program. For the one student who responded to this survey, this student noted that CACREP accreditation did cause this student to apply to the School Counseling program at Bridgewater State University.

Results from Confidential Student Program Feedback Survey for Spring Semester 2021

Twenty-five (25) surveys were sent to students in Theories and Advanced Applied (Mental Health Counseling, Mental Health Counseling-Dual License, School Counseling), and Internship (Student Affairs). There were 19 responses: 6=Mental Health Counseling; 9=Mental Health Counseling-Dual License; 2=School Counseling (PreK-8; 5-12); 2=Student Affairs.

Student Affairs: N=2



Confidential Student Program Feedback Survey: Student Affairs: Spring Semester 2021

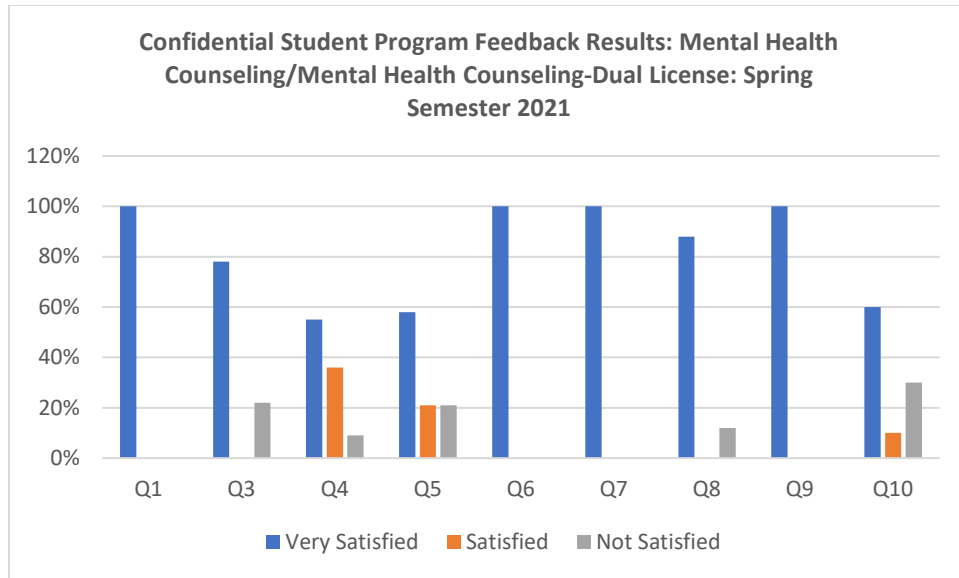
Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Core Counseling Courses	100%	0%	0%
Q2: Electives Offered	100%	0%	0%
Q3: Academic Advising	100%	0%	0%
Q4: Overall Workload	100%	0%	0%
Q5: Faculty Instruction	100%	0%	0%
Q6: Preparation for Career in Counseling	100%	0%	0%
Q7: Campus Resources	100%	0%	0%
Q8: Campus Opportunities	100%	0%	0%
Q9: Other Thoughts on Program	100%	0%	0%

Discussion of Results

The students enrolled in the Student Affairs program were 100% Very Satisfied with all aspects of their Counselor Education program (Questions 1-9).

Mental Health Counseling Program/ Mental Health Counseling: Dual License Program

N=15 (6=MH; 9 MHDL)



Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Core Counseling Courses	100%	0%	0%
Q3: Electives Offered	78%	0%	22%
Q4: Academic Advising	55%	36%	9%
Q5: Overall Workload	58%	21%	21%
Q6: Faculty Instruction	100%	0%	0%
Q7: Preparation for Career in Counseling	100%	0%	0%
Q8: Campus Resources	88%	0%	12%
Q9: Campus Opportunities	100%	0%	0%
Q10: Other Thoughts on Program	60%	10%	30%

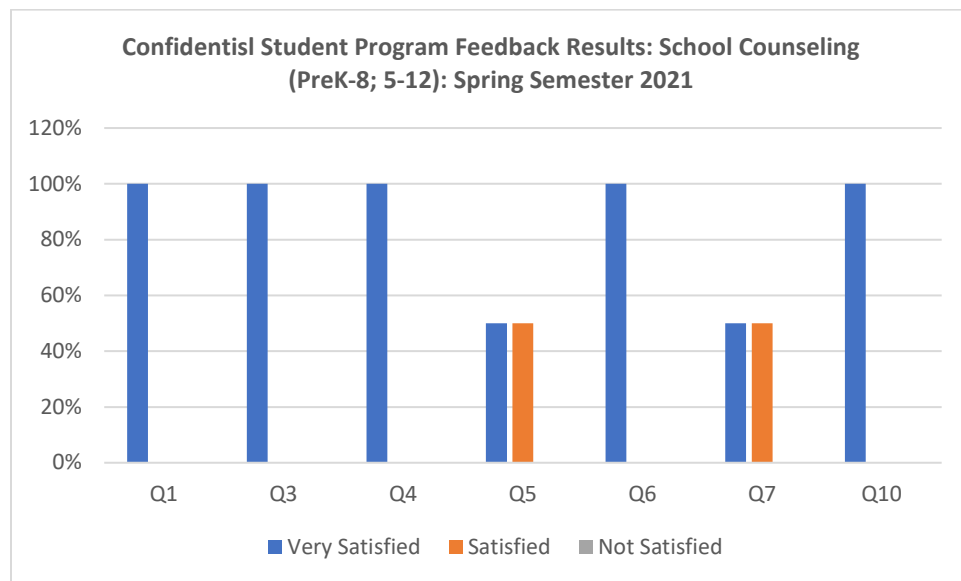
Discussion of Results

As the results of the Confidential Student Program Feedback Survey for spring semester 2021 are examined, it can be seen that the Mental Health Counseling and Mental Health Counseling-Dual License students enrolled in the Theories course and Advanced Applied for spring semester 2021 were mostly very satisfied to satisfied with all aspects of their counselor education programs. However, some students did voice dissatisfaction regarding specific electives offered; academic advising; the overall workload in the programs; campus resources; hybrid courses; the format in which courses are offered; and a more thorough introduction to each counselor education program.

There was also a question asked (Question 2) regarding if CACREP accreditation influenced the student's decision to apply to Bridgewater State University's counselor education programs. Seventy-nine percent of the students surveyed stated that CACREP accreditation caused them to apply to the Mental Health Counseling/Mental Health Counseling-Dual License programs, and twenty-one percent stated it did not.

The results of the Confidential Student Program Feedback Survey for the Mental Health Counseling/Mental Health Counseling-Dual License programs, spring semester 2021, will be shared and discussed with all faculty and staff at our September department meeting.

School Counseling (PreK-8; 5-12): N=2



Confidential Student Program Feedback Survey: School Counseling: Spring Semester 2021

Question	Very Satisfied	Satisfied	Not Satisfied
Q1: Core Counseling Courses	100%	0%	0%
Q3: Electives Offered	100%	0%	0%
Q4: Academic Advising	100%	0%	0%
Q5: Overall Workload	50%	50%	0%

Q6: Faculty Instruction	100%	0%	0%
Q7: Preparation for Career in Counseling	50%	50%	0%
Q8: Campus Resources	No Response: Not on Campus	No Response: Not on Campus	No Response: Not on Campus
Q9: Campus Opportunities	No Response: Not on Campus	No Response: Not on Campus	No Response: Not on Campus
Q10: Other Thoughts on Program	100%	0%	0%

Discussion of Results

As the results of the Confidential Student Program Feedback Survey for spring semester 2021 are examined, it can be seen that the School Counseling (PreK-8; 5-12) students enrolled in the Theories course and Advanced Applied for spring semester 2021 were all very satisfied to satisfied with all aspects of their counselor education program. However, some students did offer suggestions for adding an elective regarding notetaking and paperwork, lightening the workload in some courses, and not having all courses take place 100% online.

There was also a question asked (Question 2) regarding if CACREP accreditation influenced the student's decision to apply to Bridgewater State University's counselor education programs. Fifty percent of the students surveyed stated that CACREP accreditation caused them to apply to the School Counseling program (PreK-8; 5-12), and fifty percent stated it did not.

The students who responded to this survey did not give an opinion regarding campus resources (Question 8) and campus opportunities (Question 9). This was due to the fact that the School Counseling program has been offered 100% online since March 16, 2020, and thus, the students have not been on campus to use campus resources and take part in campus opportunities.

The results of the Confidential Student Program Feedback Survey for the School Counseling program (PreK-8; 5-12), spring semester 2021, will be shared and discussed with all faculty and staff at our September department meeting,

Graduating Student Exit Survey

The Graduating Student Exit Survey is electronically sent to all graduating Counselor Education students in December, May, and August of each academic year. The survey consists of 13 demographic questions and a section where the students state their level of satisfaction with various aspects of their Counselor Education program.

Due to the implementation of the 2016 CACREP standards beginning fall semester 2021, several additional demographic questions were added to this survey. These new demographic questions

include the student listing their legal sex, gender identity, race, ethnicity, U. S. citizenship, first language spoken, and U.S. military service. These questions are now included on the checklist that the department/DGCE chair uses to evaluate new admissions applications.

Beginning in fall semester 2019, the students graduating from counselor education programs that particular semester meet individually with Dr. Amanda Barudin-Carreiro, the department's Director of Fieldwork and Counselor Education Lab Manager, to discuss the results of their exit interview. Thus, the response rate for these Graduating Student Exit Surveys is 100% response.

The results from the Graduating Student Exit Survey for December 2020 and May 2021 are combined together into one data set. Please note the data has not yet been received for students graduating for counselor education programs in August 2021.

The results from the Graduating Student Exit Survey are shared and discussed with the faculty at each September faculty meeting.

Connection to Program Objectives for the Counselor Education Programs

The Graduating Student Exit Survey connects to Program Objectives 1, 2, 3, 4.

Results Graduating Student Exit Survey, May 2021¹

Student Affairs: 5 Surveys Sent; 5 Returned; N=5

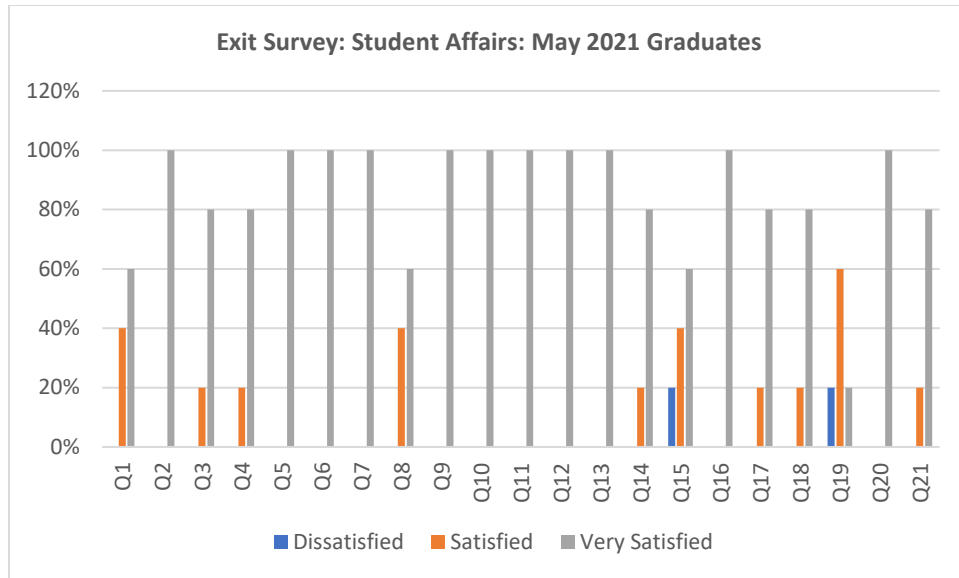
Demographic Questions and Responses

Question	Response
Legal Sex	1. Male=0%; Female=100%

¹ Please note there were no students graduating from the Student Affairs program in December 2020.

Gender Identity: Please select the gender identity that most closely matched how you identify.	2. Woman=100%; Man=0%; Transgender man/transman/female-to-male (FTM)=0%; Transgender woman/transwoman/male-to-female (MTF)=0%; Genderqueer/gender nonconforming neither exclusively male or female=0%; Other (please specify)=0%; Prefer not to disclose=0%
Race: Which of the following best describes you: Asian; Black or African American; Native Hawaiian or Other Pacific Islander; Cape Verdean; White or Caucasian; Middle Eastern or Northern African; Multiracial or Biracial; A race not listed here (please identify); Prefer not to disclose.	Asian=0%; Black or African American=0%; Native Hawaiian or Other Pacific Islander=0%; Cape Verdean=0%; White or Caucasian=100%; Middle Eastern or Northern African=0%; Multiracial or Biracial=0%; A race not listed here (please identify)=0%; Prefer not to disclose=0%.
Ethnicity: Which of the following best describes you: Hispanic/Latino; Non-Hispanic/Latino; Prefer not to disclose.	Hispanic/Latino=0%; Non-Hispanic/Latino=100%; Prefer not to disclose=0%.
Citizenship: Please choose your citizenship status: U.S. Citizen; Canadian Citizen; Green Card Holder/Resident Alien; Mexican Citizen; Non-Resident Alien (Not CA/MX); Other (please specify)	U.S. Citizen=100%; Canadian Citizen=0%; Green Card Holder/Resident Alien=0%; Mexican Citizen=0%; Non-Resident Alien (Not CA/MX)=0%; Other (please specify)=0%
Is English your first language?	Yes=100%; No (please specify your first language)=0%
Are you serving or have you served in the United States Armed Forces?	Yes=0%; No=100%
Did your fieldwork site offer to hire you?	Yes=0%; No=100%
If your fieldwork site offered to hire you, did you accept the offer? (Why or why not)	Yes=0%; No=100%
Did you have a job upon graduation? If yes, where?	Yes=20% (Argosy Collegiate Charter School; No=80%
Did you choose to seek National Certified Counselor (NCC) endorsement?	Yes=0%; No=100%
If you did seek NCC endorsement, are you currently a National Certified Counselor?	Yes=0%; No=100%
How would you rate your BSU Counselor Education Program overall?	Poor=0%; Good=20%; Fair=0%; Excellent=80%

Questions Regarding Level of Satisfaction with BSU Counselor Education Program



Graduating Student Exit Survey: Satisfaction with Aspects of Student Affairs Counseling Program: May 2021

Question	Dissatisfied	Satisfied	Very Satisfied
Q1: Program Curriculum	0%	40%	60%
Q2: Practicum/Internship	0%	0%	100%
Q3: Instructional Effectiveness	0%	20%	80%
Q4: Faculty Competence	0%	20%	80%
Q5: Faculty Accessibility/Availability	0%	0%	100%
Q6: Academic Advisement	0%	0%	100%
Q7: Academic Knowledge Received	0%	0%	100%
Q8: Facilities and Resources	0%	40%	60%
Q9: Faculty as Mentors	0%	0%	100%
Q10: Program Duration	0%	0%	100%
Q11: Individual Counseling Training	0%	0%	100%
Q12: Group Counseling Training	0%	0%	100%
Q13: Human Development Knowledge	0%	0%	100%
Q14: Career Counseling Training	0%	20%	80%
Q15: Psychopathology Training	20%	40%	40%
Q16: Research Methods Knowledge	0%	0%	100%
Q17: Multicultural Counseling Training	0%	20%	80%
Q18: Ethic and Legal Issue Training	0%	20%	80%
Q19: Assessment Training	20%	60%	20%
Q20: Broad Theoretical Knowledge	0%	0%	100%
Q21: Specialized Courses in Your Field of Study	0%	20%	80%

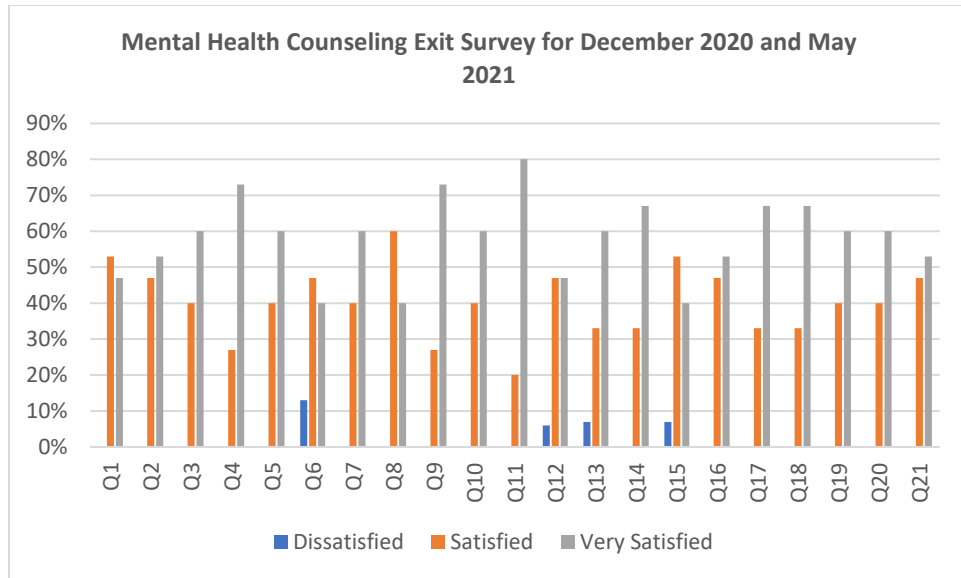
Discussion of Results

Although the percentage of satisfaction varied from question to question, the students graduating from the Student Affairs Counseling program in May 2021 were Very Satisfied to Satisfied with all aspects of the Student Affairs Counseling program except for Psychopathology Training and Assessment Training. The results of the May 2021 Student Affairs Exit Survey will be shared with faculty and staff at our September 2021 department meeting. At that time, faculty and staff will discuss the results of this survey and how to improve the content in Psychopathology Training and Assessment Training.

Mental Health Counseling: 15 Surveys Sent (7 Fall Semester 2020; 8 Spring Semester 2021). 15 Returned: N=15

Demographic Questions and Responses

Question	Response
Legal Sex	1. Male=21%; Female=79%
Gender Identity: Please select the gender identity that most closely matched how you identify.	2. Woman=79%; Man=20%; Transgender man/transman/female-to-male (FTM)=0%; Transgender woman/transwoman/male-to-female (MTF)=0%; Genderqueer/gender nonconforming neither exclusively male or female=0%; Other (please specify)=0%; Prefer not to disclose=0%
Race: Which of the following best describes you: Asian; Black or African American; Native Hawaiian or Other Pacific Islander; Cape Verdean; White or Caucasian; Middle Eastern or Northern African; Multiracial or Biracial; A race not listed here (please identify); Prefer not to disclose.	Asian=7%; Black or African American=7%; Native Hawaiian or Other Pacific Islander=0%; Cape Verdean=0%; White or Caucasian=80%; Middle Eastern or Northern African=0%; Multiracial or Biracial=0%; A race not listed here (please identify)=0%; Prefer not to disclose=7%.
Ethnicity: Which of the following best describes you: Hispanic/Latino; Non-Hispanic/Latino; Prefer not to disclose.	Hispanic/Latino=7%; Non-Hispanic/Latino=86%; Prefer not to disclose=7%.
Citizenship: Please choose your citizenship status: U.S. Citizen; Canadian Citizen; Green Card Holder/Resident Alien; Mexican Citizen; Non-Resident Alien (Not CA/MX); Other (please specify)	U.S. Citizen=93%; Canadian Citizen=0%; Green Card Holder/Resident Alien=0%; Mexican Citizen=0%; Non-Resident Alien (Not CA/MX)=0%; Other (please specify)=7%
Is English your first language?	Yes=93%; No (please specify your first language)=7%
Are you serving or have you served in the United States Armed Forces?	Yes=0%; No=100%
Did your fieldwork site offer to hire you?	Yes=73%; No=21%
If your fieldwork site offered to hire you, did you accept the offer? (Why or why not)	Yes=85%; No=15%
Did you have a job upon graduation? If yes, where?	Yes=93% (Doctoral student; Child and Family Services, New Bedford; Whitney Academy and Northeast Health Services; High Point Treatment Center; Arbour; South Bay Community Services; Community Counseling of Bristol County; Whitman Counseling Center); No=80%
Did you choose to seek National Certified Counselor (NCC) endorsement?	Yes=33%; No=67%
If you did seek NCC endorsement, are you currently a National Certified Counselor?	Yes=8%; No=92%
How would you rate your BSU Counselor Education Program overall?	Poor=0%; Good=13%; Fair=0%; Excellent=87%



Graduating Student Exit Survey: Mental Health Counseling Program: Satisfaction with Aspects of the Program: December 2020 and May 2021

Question	Dissatisfied	Satisfied	Very Satisfied
Q1: Program Curriculum	0%	53%	47%
Q2: Practicum/Internship	0%	47%	53%
Q3: Instructional Effectiveness	0%	40%	60%
Q4: Faculty Competence	0%	27%	73%
Q5: Faculty Accessibility/Availability	0%	40%	60%
Q6: Academic Advisement	13%	47%	40%
Q7: Academic Knowledge Received	0%	40%	60%
Q8: Facilities and Resources	0%	60%	40%
Q9: Faculty as Mentors	0%	27%	73%
Q10: Program Duration	0%	40%	60%
Q11: Individual Counseling Training	0%	20%	80%
Q12: Group Counseling Training	6%	47%	47%
Q13: Human Development Knowledge	7%	33%	60%
Q14: Career Counseling Training	0%	33%	67%
Q15: Psychopathology Training	7%	53%	40%
Q16: Research Methods Knowledge	0%	47%	53%
Q17: Multicultural Counseling Training	0%	33%	67%
Q18: Ethic and Legal Issue Training	0%	33%	67%
Q19: Assessment Training	0%	40%	60%
Q20: Broad Theoretical Knowledge	0%	40%	60%
Q21: Specialized Courses in Your Field of Study	0%	47%	53%

Discussion of Results

Although the percentage of satisfaction varied from question to question, the students graduating from the Mental Health Counseling program in December 2020 and May 2021 were Very Satisfied to Satisfied with all aspects of the Mental Health Counseling program except for academic advising, group counseling training, human development knowledge, and psychopathology training. The faculty and staff of the Department of Counselor Education will discuss the results of the Graduating Student Exit Surveys for the Mental Health Counseling program at our September 2021 department meeting. It should be noted, though, that the group experience facilitator was very ineffective and very abruptly left their position in spring 2019. Also, there is a new instructor for psychopathology, beginning in fall 2020. These two changes

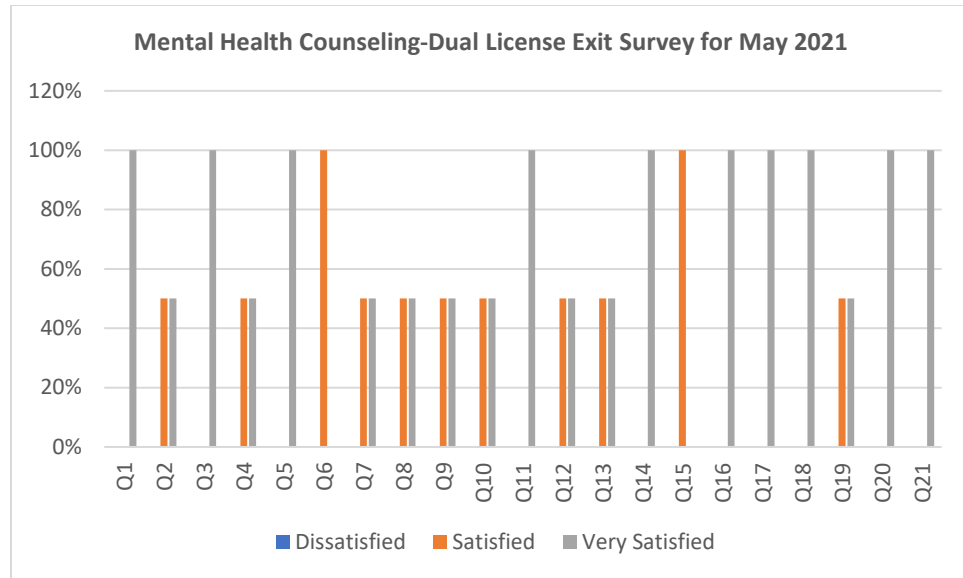
may have contributed to the “dissatisfied” responses regarding group counseling training and psychopathology training.

Mental Health Counseling Program-Dual License: May 2021² 2 Surveys Sent:2; Responses Received: 2; N=2

Demographic Questions and Responses

Legal Sex	1. Male=100%; Female=2%
Gender Identity: Please select the gender identity that most closely matched how you identify.	2. Woman=0%; Man=100%; Transgender man/transman/female-to-male (FTM)=0%; Transgender woman/transwoman/male-to-female (MTF)=0%; Genderqueer/gender nonconforming neither exclusively male or female=0%; Other (please specify)=0%; Prefer not to disclose=0%
Race: Which of the following best describes you: Asian; Black or African American; Native Hawaiian or Other Pacific Islander; Cape Verdean; White or Caucasian; Middle Eastern or Northern African; Multiracial or Biracial; A race not listed here (please identify); Prefer not to disclose.	Asian=0%; Black or African American=0%; Native Hawaiian or Other Pacific Islander=0%; Cape Verdean=0%; White or Caucasian=50%; Middle Eastern or Northern African=0%; Multiracial or Biracial=50%; A race not listed here (please identify)=0%; Prefer not to disclose=7%.
Ethnicity: Which of the following best describes you: Hispanic/Latino; Non-Hispanic/Latino; Prefer not to disclose.	Hispanic/Latino=0%; Non-Hispanic/Latino=100%; Prefer not to disclose=0%.
Citizenship: Please choose your citizenship status: U.S. Citizen; Canadian Citizen; Green Card Holder/Resident Alien; Mexican Citizen; Non-Resident Alien (Not CA/MX); Other (please specify)	U.S. Citizen=100%; Canadian Citizen=0%; Green Card Holder/Resident Alien=0%; Mexican Citizen=0%; Non-Resident Alien (Not CA/MX)=0%; Other (please specify)=0%
Is English your first language?	Yes=100% No (please specify your first language)=0%
Are you serving or have you served in the United States Armed Forces?	Yes=50%; No=50%
Did your fieldwork site offer to hire you?	Yes=100%; No=0%
If your fieldwork site offered to hire you, did you accept the offer? (Why or why not)	Yes=100%; No=0%
Did you have a job upon graduation? If yes, where?	Yes=100% (Whitman Counseling Center, Child and Family Services); No=0%
Did you choose to seek National Certified Counselor (NCC) endorsement?	Yes=50%; No=50%
If you did seek NCC endorsement, are you currently a National Certified Counselor?	Yes=0%; No=100%
How would you rate your BSU Counselor Education Program overall?	Poor=0%; Good=0%; Fair=0%; Excellent=100%

² There were no Mental Health Counseling-Dual License students who graduated in December 2020.



Graduating Student Exit Survey: Mental Health Counseling Program-Dual License: Satisfaction with Aspects of the Program: May 2021

Question	Dissatisfied	Satisfied	Very Satisfied
Q1: Program Curriculum	0%	0%	100%
Q2: Practicum/Internship	0%	50%	50%
Q3: Instructional Effectiveness	0%	0%	100%
Q4: Faculty Competence	0%	50%	50%
Q5: Faculty Accessibility/Availability	0%	0%	100%
Q6: Academic Advisement	0%	100%	0%
Q7: Academic Knowledge Received	0%	50%	50%
Q8: Facilities and Resources	0%	50%	50%
Q9: Faculty as Mentors	0%	50%	50%
Q10: Program Duration	0%	50%	50%
Q11: Individual Counseling Training	0%	0%	100%
Q12: Group Counseling Training	0%	50%	50%
Q13: Human Development Knowledge	0%	50%	50%
Q14: Career Counseling Training	0%	0%	100%
Q15: Psychopathology Training	0%	100%	0%
Q16: Research Methods Knowledge	0%	0%	100%
Q17: Multicultural Counseling Training	0%	0%	100%
Q18: Ethic and Legal Issue Training	0%	0%	100%
Q19: Assessment Training	0%	50%	50%
Q20: Broad Theoretical Knowledge	0%	0%	100%
Q21: Specialized Courses in Your Field of Study	0%	0%	100%

Discussion of Results

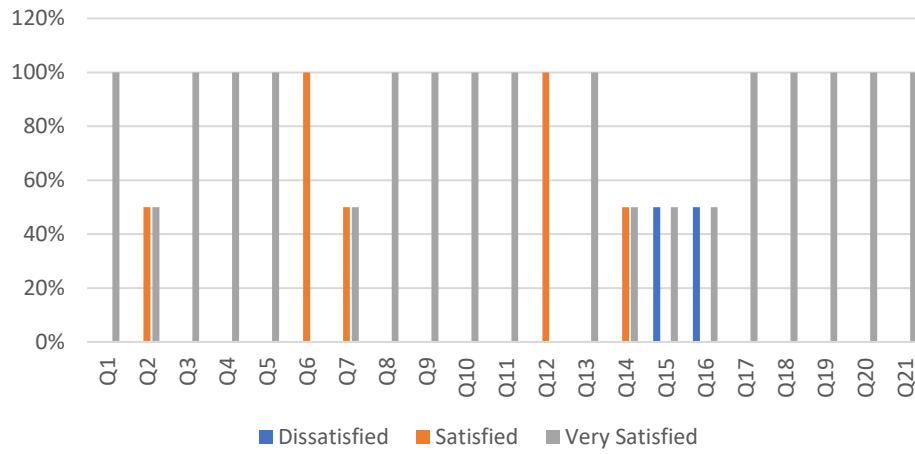
The results from the Graduating Student Exit Survey for the Mental Health Counseling program-Dual License, May 2021 show that students were satisfied to very satisfied with all aspects of the Mental Health Dual License program. These survey results will be shared with faculty and staff of the Department of Counselor Education at our September department meeting.

School Counseling Program (PreK-8; 5-12): 2 Surveys Sent (December 2020=1; May 2021=1); 2 Responses Received: N=2

Demographic Questions and Responses

Legal Sex	1. Male=0%; Female=100%
Gender Identity: Please select the gender identity that most closely matched how you identify.	2. Woman=100%; Man=0%; Transgender man/transman/female-to-male (FTM)=0%; Transgender woman/transwoman/male-to-female (MTF)=0%; Genderqueer/gender nonconforming neither exclusively male or female=0%; Other (please specify)=0%; Prefer not to disclose=0%
Race: Which of the following best describes you: Asian; Black or African American; Native Hawaiian or Other Pacific Islander; Cape Verdean; White or Caucasian; Middle Eastern or Northern African; Multiracial or Biracial; A race not listed here (please identify); Prefer not to disclose.	Asian=0%; Black or African American=0%; Native Hawaiian or Other Pacific Islander=0%; Cape Verdean=0%; White or Caucasian=100%; Middle Eastern or Northern African=0%; Multiracial or Biracial=0%; A race not listed here (please identify)=0%; Prefer not to disclose=7%.
Ethnicity: Which of the following best describes you: Hispanic/Latino; Non-Hispanic/Latino; Prefer not to disclose.	Hispanic/Latino=0%; Non-Hispanic/Latino=100%; Prefer not to disclose=0%.
Citizenship: Please choose your citizenship status: U.S. Citizen; Canadian Citizen; Green Card Holder/Resident Alien; Mexican Citizen; Non-Resident Alien (Not CA/MX); Other (please specify)	U.S. Citizen=100%; Canadian Citizen=0%; Green Card Holder/Resident Alien=0%; Mexican Citizen=0%; Non-Resident Alien (Not CA/MX)=0%; Other (please specify)=0%
Is English your first language?	Yes=100% No (please specify your first language)=0%
Are you serving or have you served in the United States Armed Forces?	Yes=0%; No=100%
Did your fieldwork site offer to hire you?	Yes=0%; No=100%
If your fieldwork site offered to hire you, did you accept the offer? (Why or why not)	Yes=0%; No=100%
Did you have a job upon graduation? If yes, where?	Yes=0%; No=100%
Did you choose to seek National Certified Counselor (NCC) endorsement?	Yes=50%; No=50%
If you did seek NCC endorsement, are you currently a National Certified Counselor?	Yes=0%; No=100%
How would you rate your BSU Counselor Education Program overall?	Poor=0%; Good=50%; Fair=0%; Excellent=50%

Exit Survey: School Counseling Program (PreK-8; 5-12): December 2020 and May 2021



Graduating Student Exit Survey: School Counseling Program (PreK-8; 5-12): Satisfaction with Aspects of the Program: December 2020 and May 2021

Question	Dissatisfied	Satisfied	Very Satisfied
Q1: Program Curriculum	0%	0%	100%
Q2: Practicum/Internship	0%	50%	50%
Q3: Instructional Effectiveness	0%	50%	50%
Q4: Faculty Competence	0%	0%	100%
Q5: Faculty Accessibility/Availability	0%	0%	100%
Q6: Academic Advisement	0%	100%	0%
Q7: Academic Knowledge Received	0%	50%	50%
Q8: Facilities and Resources	0%	0%	100%
Q9: Faculty as Mentors	0%	0%	100%
Q10: Program Duration	0%	0%	100%
Q11: Individual Counseling Training	0%	0%	100%
Q12: Group Counseling Training	0%	100%	0%
Q13: Human Development Knowledge	0%	0%	100%
Q14: Career Counseling Training	0%	50%	50%
Q15: Psychopathology Training	50%	0%	50%
Q16: Research Methods Knowledge	50%	0%	50%
Q17: Multicultural Counseling Training	0%	0%	100%
Q18: Ethic and Legal Issue Training	0%	0%	100%
Q19: Assessment Training	0%	0%	100%
Q20: Broad Theoretical Knowledge	0%	0%	100%
Q21: Specialized Courses in Your Field of Study	0%	0%	100%

Discussion of Results

Although the percentage of satisfaction varied from question to question, the students graduating from the School Counseling program (PreK-8; 5-12) in December 2020 and May 2021, were Very Satisfied to Satisfied with all aspects of the School Counseling program except for psychopathology training and research method knowledge. The faculty and staff of the Department of Counselor Education will review and discuss the results of the School Counseling Exit Survey for December 2020 and May 2021 at our September 2021 department meeting and will make recommendations regarding the content of the psychopathology and research/evaluation courses.

Final Site Supervisor Student Evaluations for Advanced Applied (Practicum/Pre-Practicum) and Internship/ Practicum

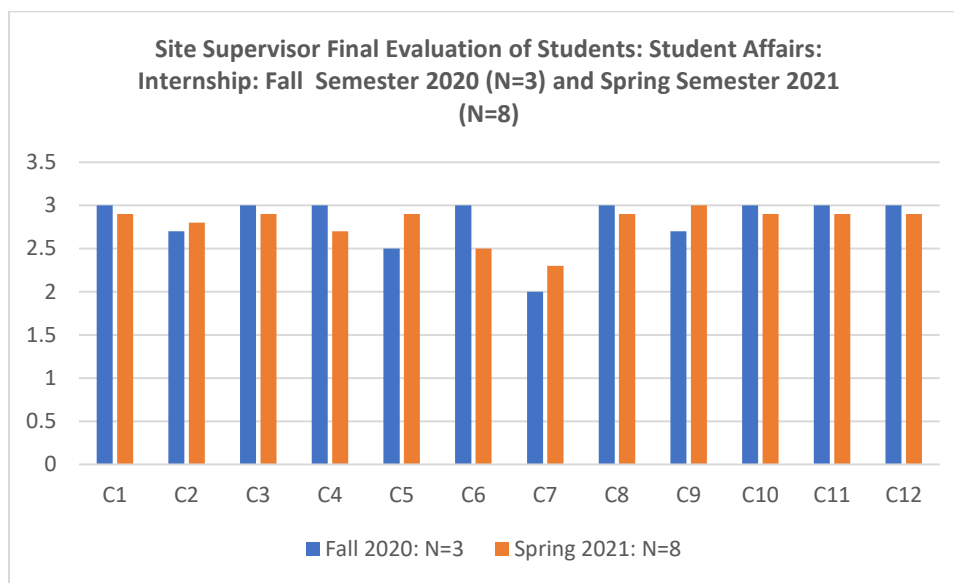
The Final Site Supervisor Student Evaluations are completed at the end of each semester (fall, spring, summer) in which the students are completing their fieldwork. The distribution of the evaluations follows a three-step process. First, through Qualtrics, the evaluations are electronically sent to each site supervisor. Next, a PDF of the site supervisor's evaluation is emailed to the student to print, sign, and submit to their BSU instructor. Finally, each BSU instructor reviews the PDF evaluation and discusses it with the student to provide a grade (midterm grade and final grade depending on the evaluation)³.

Connection to Program Objectives for the Counselor Education Programs

The Final Site Supervisor Student Evaluation connects to Program Objectives 1, 2, 3, 4.

Results: Site Supervisor Final Evaluation of Students

Student Affairs Site Supervisor Final Evaluations of Students: Internship: Fall 2020: N=3; Spring 2021⁴: N=8



³ The data represented in this report for site supervisor student evaluations are for the final evaluation of each student.

⁴ Students were evaluated on 12 criteria. Each criterion is symbolized by C+ criterion number. The Mean scores represent the following categories: 3=Advanced; 2=Intermediate; 1=Foundational; 0=NA.

Student Affairs Site Supervisor Final Evaluation of Students

The student demonstrates the ability to:	Internship	
3 = Advanced 2 = Intermediate 1 = Foundational 0 = N/A	Fall 2020 N=3	Spring 2021 N=8
C1 Identity as a Student Affairs Professional: Understands the role and competencies needed in order to function as a contributing member of a variety of student affairs/higher education teams	3.0	2.9
C2 Social and Cultural Diversity/Advocacy/Social Justice: Ability to recognize, respect, and appropriately and effectively respond to student diversity by utilizing advocacy skills to create a multiculturally sensitive environment	2.7	2.8
C3 Knowledge of Student Development Theories: Understands counseling theory and student development theory	3.0	2.9
C4 Career Information/Career Development: Provides effective counseling around issues of career, avocation, academic concerns, and "meaningful work" with respect to student diversity and lifestyle	3.0	2.7
C5 Helping Relationship Skills/Crisis Intervention/Advising Skills: Develop and maintain positive, emphatic counseling relationships with students, while being able to identify patterns of behavior that signal mental health concerns and provide appropriate referrals	2.5	2.9
C6 Group Work/Facilitation: Understands group theory, process, dynamics, methods, and translates theory into practical application	3.0	2.5
C7 Assessment/Evaluation and Research: Shown ability to use, design, conduct, and critique qualitative and quantitative AER analyses by gathering, interpreting and integrating pertinent clinical, developmental, cultural, and other contextual student information and test/academic reports to arrive at accurate formulation of <u>students</u> developmental issues/needs/concerns	2.0	2.3
C8 Consultation and Collaboration with Campus/Community Resources: Establishes effective collaborative relationships with students, parents, alumni, faculty, staff, and administration and has knowledge of campus and community supports and services in order to make appropriate referrals to internal and external resources	3.0	2.9
C9 Use of Technology/ <u>Social Media</u> in Student Affairs: Ability to incorporate technology into assessment, campus programming, counseling, prevention, and/or consultation activities	2.7	3.0
C10 Knowledge of Student Affairs Administration: Awareness of the role of how the history, philosophy, and values of the profession connects to the current role of administration in student affairs practice	3.0	2.9
C11 Use of Supervision/ Integration of Feedback: Uses supervision to increase skills, identify and address issues of <u>counter-transference</u> , and to address all relevant issues of concern to the attention of the supervisor. Able to receive and implement feedback from supervisors and peers	3.0	2.9
C12 Self-Reflection/ Cultural Self-Awareness: Demonstrates an awareness of own biases and shows the ability to avoid imposing biases onto students. Utilizes supervision to build self-awareness including an understanding of self as a cultural being and ways resulting biases could impact the counseling process	3.0	2.9

Note. There were no student affairs students in Internship in the summer 2020 semester.

Students' Strengths:

Adaptable, quick-thinking, empathetic, reflective, builds quality relationships (individually and in groups), takes initiative, organized, collaborative, seeks out feedback, implements feedback, high level of professionalism, great with technology,

Students' Growth Areas:

Due to COVID limited opportunities for collaboration with other departments and networking on campus, need more experience to further refine skills.

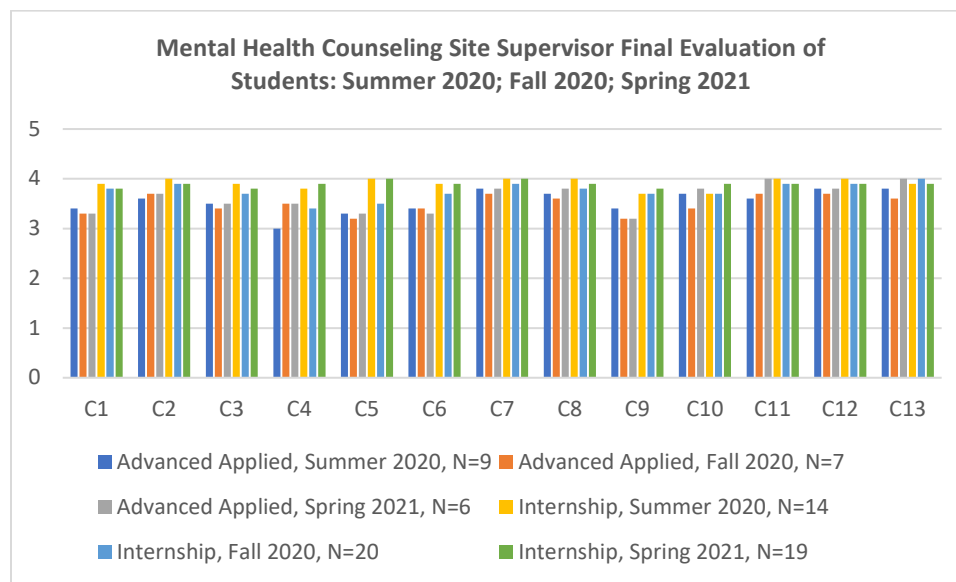
Discussion of Results

It can be seen from the data on the previous page, that site supervisors for the Student Affairs program found the Student Affairs students in their final internship evaluations demonstrated Intermediate (2) to Advanced (3) student affairs counseling skills. The students' Mean scores fluctuated from criterion to criterion. However, the lowest criterion scores were 2.0 (fall 2020) and 2.3 (spring 2021). This was for the criterion C7:Assessment/Evaluation and Research. These Student Affairs Final Site Supervisor Evaluations of Students will be discussed by the Department of Counselor Education's faculty and staff at our September 2021 department meeting. At that time, the department's faculty and staff will look at the content in the Research and Evaluation course to see if it should be changed in any way to meet the needs of the Student Affairs students.

Mental Health Counseling Site Supervisor Final Evaluation of Students⁵

Advanced Applied: Summer 2020=N=9; Fall 2020=N=7; Spring 2021=N=6

Internship: Summer 2020=N=14; Fall 2020=N=20; Spring 2021=N=19



Mental Health Counseling Site Supervisor Final Evaluations of Students

Summer 2020; Fall 2020; Spring 2021

⁵ The students enrolled in the Mental Health Counseling-Dual License program complete their Advanced Applied and Internship hours at two separate sites: 1) a mental health site and 2) a school site. These data reported and discussed above are from the Mental Health Counseling-Dual License students' Advanced Applied and Internship hours at their mental health site.

Note: Evaluations were sent through Qualtrics to site supervisors in the summer 2020, fall 2020, and spring 2021 semesters. Final evaluation means are represented in the table below.

The student demonstrates the ability to:	Advanced Applied			Internship		
4 = Met 3 = In progress to be met 2 = Not met 1 = N/A	Summer 2020 N=9	Fall 2020 N=7	Spring 2021 N=6	Summer 2020 N=14	Fall 2020 N=20	Spring 2021 N=19
C1 Gather, interpret, and integrate pertinent clinical, developmental, cultural, and other contextual client information and test reports to arrive at accurate diagnostic formulation	3.4	3.3	3.3	3.9	3.7	3.8
C2 Develop and maintain positive, empathic counseling relationships with clients while effectively responding to client verbal and non-verbal communications.	3.6	3.7	3.7	4.0	3.9	3.9
C3 Understand counseling theory and stages of development and treatment and effectively translate theory into practice, demonstrating effective record keeping and report writing skills, and remaining within the limits of expertise	3.5	3.4	3.5	3.9	3.7	3.8
C4 Understand group theory, process, dynamics, methods, and leadership styles and translates theory into practical application	3.0	3.5	3.5	3.8	3.4	3.9
C5 Provide effective counseling around the issues of career, avocation, academic concerns, and "meaningful work" which respects client diversity and lifestyle	3.3	3.2	3.3	4.0	3.5	4.0
C6 Understand community outreach and individual, group, and community-based prevention activities	3.4	3.4	3.3	3.9	3.7	3.9
C7 Effectively utilize supervision, including being open to feedback	3.8	3.7	3.8	4.0	3.9	4.0
C8 Adequately self-reflect, including an awareness of biases and the ability of avoiding bias imposition onto clients	3.7	3.6	3.8	4.0	3.8	3.9
C9 Demonstrate knowledge about a variety of ancillary internal and community-based support services; provide information about these services and make appropriate referrals	3.4	3.2	3.2	3.7	3.7	3.8
C10 Effectively function as a contributing member of a variety of mental health teams and establish effective collaborative relationships with ancillary providers	3.7	3.4	3.8	3.7	3.7	3.9

C11 Recognize, respect, and appropriately and effectively respond to client diversity	3.6	3.7	4.0	4.0	3.9	3.9
C12 Understand and maintain the highest professional standards and professionalism	3.8	3.7	3.8	4.0	3.9	3.9
C13 Utilize technology in the provision of counseling services	3.8	3.6	4.0	3.9	4.0	3.9

Please offer feedback on the students' strengths with regard to overall counselor competencies:

Relates well to diverse clients, flexible, willingness to learn and cope with changes (COVID), asks good questions, utilizes supervision, prepared, open to and implements feedback, able to build positive and appropriate therapeutic relationships with clients, clinical formation used to accurately diagnose and build treatment plans, professional, active in group supervision, seeks resources,

Please offer feedback on the students' areas of continued improvement needed in regard to overall counselor competencies:

Continued experience to build confidence with being flexible in therapy, clinical writing skills, exposure to various types of clients, build therapeutic "tool box", timing of interventions, group facilitation was limited (COVID).

Discussion of Results

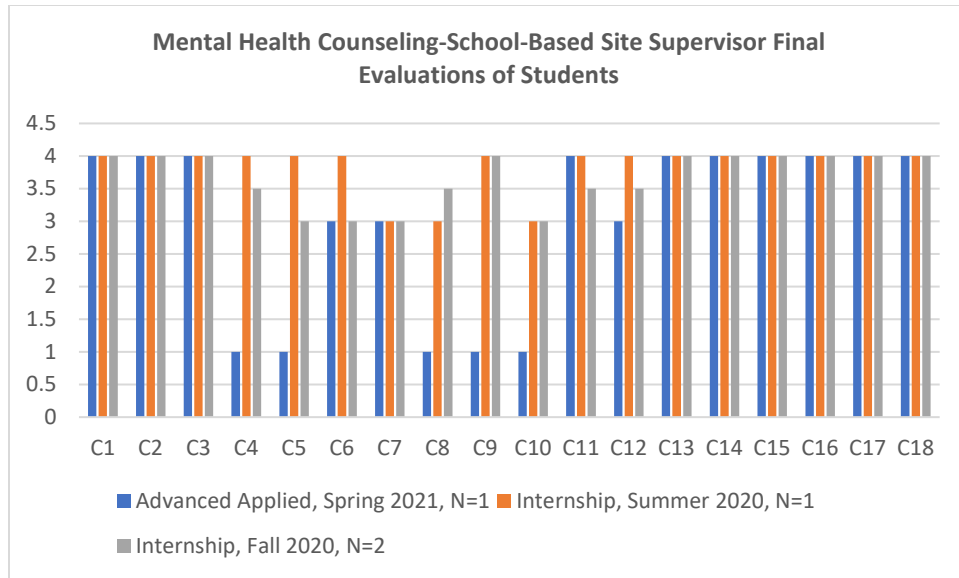
It can be seen from the data above and on the previous page, that site supervisors for the Mental Health Counseling program and the Mental Health Counseling program-Dual License found the students in their final advanced applied and internship evaluations demonstrated "in progress to met" (3) to "met" (4) mental health counseling skills. The students' Mean scores fluctuated from criterion to criterion and semester to semester. In advanced applied (summer 2020; fall 2020; spring 2021), the students' mental health counseling skills were developing as they should be. Mean scores ranged from 3.0- 3.8. Once again, there was fluctuation based on the criterion and semester. For internship (summer 2020; fall 2020; spring 2021), there was again fluctuation in the Mean scores from criterion to criterion and semester to semester. The Mean scores ranged from 3.4-4.0, and clearly show that the students in the Mental Health Counseling program and the Mental Health Counseling program-Dual License were refining and practicing their mental health counseling skills. The Department of Counselor Education faculty and staff will look the results of the Mental Health Counseling Site Supervisor Final Evaluation of Students at their September department meeting to see if any of the curriculum leading to the students' fieldwork should be changed in any way.

Mental Health Counseling-School Based Site Supervisor Final Evaluation of Students⁶

Advanced Applied: Spring 2021: N=1

Internship: Summer 2020=N=1; Fall 2020=N=2

⁶ The students enrolled in the Mental Health Counseling-Dual License program complete their Advanced Applied and Internship hours at two separate sites: 1) a mental health site and 2) a school site. These data reported and discussed above are from the Mental Health Counseling-Dual License students' Advanced Applied and Internship hours at their school site.



Mental Health Counseling-School-Based Site Supervisor Final Evaluation of the Students
Spring 2021; Summer 2020; Fall 2020

Evaluations were sent through Qualtrics to site supervisors in the summer 2020, fall 2020, and spring 2021 semesters. Final evaluation means are represented in the table below.

The student demonstrates the ability to:	Advanced Applied	Internship	
4 = Met 3 = In progress to be met 2 = Not met 1 = N/A	Spring 2021 N=1	Summer 2020 N=1	Fall 2020 N=2
C1 Apply principals of therapeutic relationships to build positive, empathic relationships with students	4.0	4.0	4.0
C2 Apply theories of normal and abnormal intellectual, social and emotional development when working with students.	4.0	4.0	4.0
C3 Demonstrate an understanding of how learning disorders, including emotional issues, may affect student achievement and their treatment	4.0	4.0	4.0
C4 Demonstrate knowledge of strategies and techniques used for the prevention and treatment of substance abuse in Prek-12 students	1.0	4.0	3.5
C5 Demonstrate knowledge of strategies and techniques used for the prevention and treatment of physical and sexual abuse, and violence in Prek-12 students	1.0	4.0	3.5
C6 Demonstrates knowledge of strategies and techniques used for the prevention and treatment of violence in Prek-12 students	3.0	4.0	3.5
C7 Demonstrates knowledge of state-of-the-art diagnostic instruments and procedures for testing	3.0	3.0	3.0
C8 Demonstrate the ability to interpret testing results as they relate to the student(s) they are working with	1.0	3.0	3.5
C9 Utilizes effective communication skills to consult and collaborate with families, school personnel, and community members based on student's needs	1.0	4.0	4.0
C10 Demonstrates knowledge of the criminal justice system with particular reference to the juvenile justice system and organization	1.0	3.0	3.0
C11 Demonstrate knowledge of medical conditions and medication related to physical disabilities and learning disorders	4.0	4.0	3.5
C12 Know how federal and state laws and regulations impacts the legal rights of students and families	3.0	4.0	3.5
C13 Adhere to professional codes of ethics, legal mandates, and district policies	4.0	4.0	4.0
C14 Maintain the highest professional, ethical standards and professionalism	4.0	4.0	4.0
C15 Open to feedback received from their site supervisor (and any additional parties in the school)	4.0	4.0	4.0

C16 Adequately self-reflects, is aware of their biases, beliefs, and prejudices	4.0	4.0	4.0
C17 Identify strategies for effective work with the students, parents/guardians as well as administrators and school staff	4.0	4.0	4.0
C18 Recognize, respect, and appropriately and effectively respond to diversity among the students, their families and the community	4.0	4.0	4.0

Note. There were no MH school-based students in Advanced Applied for the summer 2020 or fall 2020 semesters. There were no MH school-based students in Internship for the summer 2020 or spring 2021 semesters.

Please provide feedback on student's strengths:

Creative, eager to learn, supportive and builds effective relationships with clients and coworkers, professional, diagnostic skills, active and empathic, utilizes feedback and resources, prepared for supervision

Please provide feedback on areas student needs to work on:

Due to COVID school year looked different, further experience and exposure will provide more opportunities to grow, learn and interact with students.

Discussion of Results

The results of the Mental Health Counseling-Dual License students completing their advanced applied during spring 2021 and their internship during summer 2020 and fall 2020 reflect the state of flux that was taking place in schools during COVID-19. Schools kept fluctuating between totally remote learning, to hybrid learning, to face-to-face learning. Thus, only one student completed their advanced applied during spring 2021; one student completed their internship during summer 2020; and two students completed their internships during fall 2020.

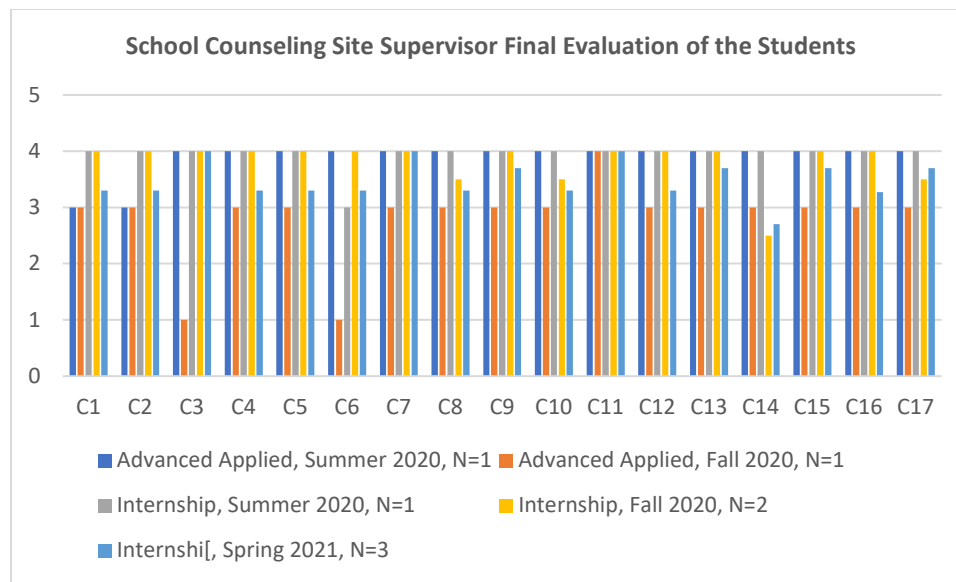
In spite of COVID-19 reflected in the daily operations of schools, the Mental Health Counseling-Dual License students did remarkably well as seen through the evaluations of their site supervisors. For the one student completing their advanced applied during spring 2021, their scores ranged from 3 (criterion in progress to be met) to 4 (criterion met). There were 4 criteria that could not be observed during this advanced applied due to COVID-19. In like manner, the one student who completed their internship during summer 2020, and the two students who completed their internship during fall 2020 demonstrated excellent progress, with scores for the internship student during summer 2020, ranging from 3.0 (criterion in progress to be met) 4.0 (criterion met) and scores for the two internship students during fall 2020, ranging from 3.0 (criterion in progress to be met), to 3.5 (criterion in progress to be met), to 4.0 (criterion met).

These results of the Mental Health Counseling-Dual License students' site supervisor evaluations will be shared and discussed at our September department meeting.

School Counseling Site Supervisor Final Evaluations of the Students

Advanced Applied: Summer 2020=N=1; Fall 2020=N=1

Internship: Summer 2020=N=1; Fall 2020=N=2; Spring 2021=N=3



School Counseling Site Supervisor Final Evaluation of the Students

Evaluations were sent through Qualtrics to site supervisors in the summer 2020, fall 2020, and spring 2021 semesters. Final evaluation means are represented in the table below.

Note. There were no Advanced Applied students for the spring 2021 semester.

Please provide feedback on student's strengths:

Willing to be an effective member of the team, great communicator, professional, enthusiastic, collaborative, excellent advocate, a tremendous resource, excellent with planning lessons.

Please provide feedback on student's areas to continue working on:

More experience to build knowledge and continue to grow and learn in the profession.

Indicate the level of competence you, as the student intern, demonstrates in the following areas:	Advanced Applied		Internship		
	Summer 2020 N=1	Fall 2020 N=1	Summer 2020 N=1	Fall 2020 N=2	Spring 2021 N=3
4 = Consistent with professional practice 3 = Proficient 2 = Needs additional improvement 1 = N/A					
C1 Familiarity with the Massachusetts Curriculum Frameworks and their use in the advising responsibilities of being a school counselor.	3.0	3.0	4.0	4.0	3.3
C2 Ability to understand and interpret the Massachusetts Comprehensive Assessment System (MCAS) and other academic test results to students, teachers and parents.	3.0	3.0	4.0	4.0	3.3
C3 Ability to individually and collaboratively assess student learning style and utilizes the information to plan for individual student growth and achievement across academic, personal/social and career domains of development.	4.0	1.0	4.0	4.0	4.0
C4 Understanding of the diagnosis and treatment of learning and behavioral disorders.	4.0	3.0	4.0	4.0	3.3
C5 Apply theories of normal and abnormal intellectual, social, and emotional development when working with students.	4.0	3.0	4.0	4.0	3.3
C6 Knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in Prek-12 students.	4.0	1.0	3.0	4.0	3.3
C7 Ability to model the philosophy, principles, and practices of a professional, ethical school counselor.	4.0	4.0	4.0	4.0	4.0
C8 Awareness of federal, state, municipal, and school laws and regulations and adheres to the ASCA or ACA code of ethics, legal mandates, and district policies as it relates to the work they are doing as a school counselor.	4.0	3.0	4.0	3.5	3.3
C9 Ability to model the skills necessary for effective career counseling, as it relates to the student(s) they are working with.	4.0	3.0	4.0	4.0	3.7
C10 Aware of resources within the school system or the community for referrals based on the student's needs.	4.0	3.0	4.0	3.5	3.3
C11 Consultation and collaboration skills to work with school personnel, parents/guardians and community resources based on student's needs.	4.0	4.0	4.0	4.0	4.0

C12 Knowledge of statistics, research design, and research in school counseling.	4.0	3.0	4.0	4.0	3.3
C13 Ability to use effective counseling and leadership skills when providing individual and group counseling.	4.0	3.0	4.0	4.0	3.7
C14 Ability to provide college counseling and use of college and other post-secondary resource materials as it relates to the student(s) they are working with. (Grade 5-12 only).	4.0	3.0	4.0	2.5	2.7
C15 Ability to recognize, respect, and appropriately and effectively respond to diversity among the students, their families and the community.	4.0	3.0	4.0	4.0	3.7
C16 Utilization of supervision from their site supervisor (and any additional parties in the school) at least weekly for 50 minutes and is open to feedback during this process.	4.0	3.0	4.0	4.0	3.7
C17 Ability to self-reflect, awareness of biases, beliefs, and prejudices and ability to identify strategies for effective work with the students, parents/guardians as well as administrators and school staff.	4.0	3.0	4.0	3.5	3.7

Discussion of Results

The results of the School Counseling Site Supervisor Final Evaluation of the Students reflect the effects of COVID-19 had upon schools. There was only one student who completed their advanced applied for summer 2020, and one student who completed their advanced applied in fall 2020. For the student completing their advanced applied during summer 2020, this student demonstrated a score of 4 (Consistent with professional practice) for all criteria except for criterion 1 (familiarity with the MA Curriculum Frameworks) and criterion 2 (ability to understand and interpret MCAS results). The student received a score of 3 (Proficient) on both of these criteria. It should be noted that due to COVID-19, schools were closed and learning took place completely remotely. The MA Curriculum Frameworks were most probably not followed in their entirety, and MACS was not administered during spring 2020.

The student who completed their advanced applied in fall 2020, had scores fluctuating between 3 (Proficient) and 4 (Consistent with professional practice), except for criterion 3 (assessment of students' learning styles) and criterion 6 (knowledge of strategies for the prevention and treatment of substance abuse), which were not applicable to this school setting.

Finally, for the students who completed their internships during summer 2020, fall 2020, and spring 2021, their evaluation scores from their site supervisors ranged from 3 (proficient) to 4 (Consistent with professional practice), except for criterion 14 (ability to provide college counseling and use of college and other post-secondary resource materials as they pertain to the students with whom they are working). For criterion 14, the students completing their internships during fall 2020 and spring 2021 received a 2 (needs additional improvement).

It can be concluded that the students who completed their advanced applied and internships from summer 2020 through spring 2021 demonstrated excellent school counseling skills.

The faculty and staff of the Department of Counselor Education will review and discuss the results of the School Counseling Site Supervisor Final Evaluation of the Students during our September department meeting.

Data Regarding Graduates of Counselor Education Programs: December 2020 and May 2021

To complete the data collected regarding the Mental Health Counseling program, the Mental Health Counseling-Dual License program, the School Counseling program (PreK-8; 5-12), and the Student Affairs program, the table below details the number of graduates of each program (December 2020 and May 2021), gender of those graduates, and percentage of graduates receiving employment upon graduation.

Counselor Education Program	Academic Year	Total Number of Graduates	Gender	Job Placement Rate Upon Graduation
Mental Health Counseling	December 2020 and May 2021	13	M= 2 F= 11	Yes= 93% No= 7%
Mental Health Counseling-Dual Licensure	December 2020 and May 2021	2	M= 2 F= 0	Yes= 100% No= 0%
Mental Health Counseling-International Program	December 2020 and May 2021	1	M=0 F=1	Yes=100% No=0%
Mental Health Counseling- CAGS	December 2020 and May 2021	1	M=1 F=0	Yes=100% No=0%
School Counseling	December 2020 and May 2021	2	M= 0 F= 2	Yes= 0% No= 100%
Student Affairs	December 2020 and May 2021	5	M= 0 F= 5	Yes= 20% No= 80%

Discussion of Results:

In examining the data, 24 students graduated from counselor education programs in December 2020 and May 2021, with 21% males and 79% females graduating. Of those students graduating from counselor education programs in December 2020 and May 2021, 71% had jobs upon graduation, and 29% did not have a job upon graduation. From these data, it can be concluded that the COVID-19 pandemic could have affected the students receiving jobs in school counseling, school adjustment counseling, and student affairs. However, the students who graduated from the Mental Health Counseling program were most successful in obtaining a job upon graduation

Conclusions Based on 2020-2021 Annual Assessment Report Results

Exemplary Aspect of Counselor Education Programs	Assessment Instruments Used for Data Collection	Connection to Counselor Education Program Objectives	Connection to Goals of BSU's Strategic Plan	Evidence Based on Assessment Results
Instruction	<u>Site Supervisor Program Evaluation</u>	1, 2, 3, 4	1, 2, 3, 4, 5	High Satisfaction with Work with BSU Instructor and Use of Supervision Feedback
	Confidential Student Program Feedback Surveys	1, 2, 3, 4	1, 2, 3, 4	High Satisfaction with Faculty Instruction and Preparation for Career in Counseling.
	Graduating Student Exit Survey	1, 2, 3, 4	1, 2, 3, 4, 5	High Satisfaction with Faculty Competence, Facility Accessibility and Availability, Faculty as Mentors, and Academic Knowledge Received.
	Final Student Evaluations for Fieldwork	1, 2, 3, 4	1, 2, 3, 4, 5	From the Site Supervisor Final Evaluation of Students, the Students Demonstrated Advanced to Intermediate Skills in All Student Affairs Criteria; <u>Met or In Progress to be Met</u> All Mental Health Counseling and Mental Health School-Based Criteria; and Consistent with Professional Practice and Proficient in All School Counseling Criteria.

As has been described through this 2020-2021 Assessment Report for the Department of Counselor Education, there were three indirect assessment measures and one direct assessment measure that have been employed for data collection. From an analysis of results from each of these assessment instruments, a strong, valuable, and viable Counselor Education program is found regarding 1) Instruction, 2) Curriculum, and 3) Student Learning. A corroboration of data from the different assessment measures will now be presented. These data results represent the following Counselor Education Programs: Student Affairs, Mental Health Counseling, Mental Health Counseling-Dual License, and School Counseling (PreK-8; 5-12). The assessment instruments and assessment results are connected to Program Objectives for the Counselor

Education Programs. In turn, the Program Objectives are connected to the Goals from Bridgewater State University's Strategic Plan.

Aspect of Counselor Education Programs	Assessment Instruments Used for Data Collection	Connection to Counselor Education Program Objectives	Connection to Goals of BSU's Strategic Plan	Evidence Based on Assessment Results
Curriculum	Site Supervisor Program Evaluation	1, 2, 3, 4	1, 2, 3, 4, 5	Very High/High Satisfaction with the Following Aspects of All Counselor Education Program Curriculum: Professionalism/ Ethics/Identity, Diversity/Social Justice, Human Growth and Development, Career/ Development, Counseling Theories, Group Work, Consultation/Collaboration, Assessment Diagnosis, Research/Program Evaluation, Use of Technology, Prevention/Intervention. Note: The wording for different curriculum areas is different for the School Counseling Program and Student Affairs Program.
	Confidential Student Program Feedback Survey	1, 2, 3, 4	1, 2, 3, 4	Very High/High Satisfaction with the Following Aspects of BSU Counselor Education Program Curriculum: Core Counseling Courses, and Preparation for Career in Counseling.

Aspect of Counselor Education Program	Assessment Instruments Used for Data Collection	Connection to Counselor Education Program Objectives	Connection to Goals of BSU's Strategic Plan	Evidence Based on Assessment Results
Curriculum (Continued)	Graduating Student Exit Survey	1, 2, 3, 4	1, 2, 3, 4, 5	Very High/High Satisfaction with the Following Aspects of the Counselor Education Programs: Program Curriculum, Academic Knowledge Received, Individual Counseling Training, Career Counseling Training, Multicultural Knowledge Training, Broad Theoretical Knowledge, and Specialized Courses in the Field From the Site Supervisor Final Evaluation of Students, the Students Demonstrated Advanced to Intermediate Skills in All Student Affairs Criteria; <u>Met or In Progress</u> to be Met All Mental Health Counseling and Mental Health School-Based Criteria; and Consistent with Professional Practice and Proficient in All School Counseling Criteria.
	Final Student Evaluations of Fieldwork	1, 2, 3, 4	1, 2, 3, 4, 5	

Aspect of Counselor Education Program	Assessment Instruments Used for Data Collection	Connection to Counselor Education Program Objectives	Connection to Goals of BSU's Strategic Plan	Evidence Based on Assessment Results
Student Learning	Site Supervisor Program Evaluations	1, 2, 3, 4	1, 2, 3, 4, 5	Very High/High Satisfaction with Self-Reflection/Self-Awareness, Ease of Application, Clarity of Roles/Expectations, Competencies to be Acquired, ASCA/MA Model for School Counseling Programs, and Clarity of Competencies Needed (Student Affairs Program).
	Confidential Student Program Feedback Survey	1, 2, 3, 4	1, 2, 3, 4	Very High/High Satisfaction with Preparation for Career in Counseling.
	Graduating Student Exit Survey	1, 2, 3, 4	1, 2, 3, 4, 5	Very High/High Satisfaction with Academic Knowledge Received.

Aspect of Counselor Education Program	Assessment Instruments Used for Data Collection	Connection to Counselor Education Program Objectives	Connection to Goals of BSU's Strategic Plan	Evidence Based on Assessment Results
Student Learning (Continued)	Final Student Evaluations of Fieldwork	1, 2, 3, 4	1, 2, 3, 4, 5	From the Site Supervisor Final Evaluation of Students, the Students Demonstrated Advanced to Intermediate Skills in All Student Affairs Criteria; <u>Met or In</u> Progress to be Met All Mental Health Counseling and Mental Health School-Based Criteria; and Consistent with Professional Practice and Proficient in All School Counseling Criteria.

Throughout this Annual Assessment Report, different areas of strength have been described for the varied aspects of the counselor education programs. However, there are two areas for improvement that need to be discussed: Academic Advising and Response Rate to the different surveys.

The Confidential Student Program Feedback Survey, Fall Semester 2020 and Spring Semester 2021, and the Graduating Student Exit Survey, December 2020 and May 2021, combined, include questions regarding academic advising. As the table on the next page indicates, the amount of student satisfaction with academic advising varies by semester/year and Counselor Education program.

Satisfaction with Academic Advising: 2020-2021

Assessment Instrument	Counselor Education Program	Semester/Year	Percentage of Students Very Satisfied	Percentage of Students Satisfied	Percentage of Students Not Satisfied
Confidential Student Program Feedback Survey	Student Affairs	Fall 2020	100%	0%	0%
Confidential Student Program Feedback Survey	Mental Health Counseling/Mental Health Counseling-Dual License	Fall 2020	67%	33%	0%
Confidential Student Program Feedback Survey	School Counseling (PreK-8; 5-12)	Fall 2020	100%	0%	0%
Confidential Student Program Feedback Survey	Student Affairs	Spring 2021	100%	0%	0%
Confidential Student Program Feedback Survey	Mental Health Counseling/Mental Health Counseling-Dual License	Spring 2021	54%	37%	9%
Confidential Student Program Feedback Survey	School Counseling (PreK-8; 5-12)	Spring 2021	100%	0%	0%
Graduating Student Exit Survey	Student Affairs	May 2021 ⁷	100%	0%	0%
Graduating Student Exit Survey	Mental Health Counseling	December 2020 and May 2021 (Combined Data)	40%	47%	13%
Graduating Student Exit Survey	Mental Health Counseling-Dual License	December 2020 and May 2021 (Combined Data)	0%	100%	0%
Graduating Student Exit Survey	School Counseling	December 2020 and May 2021 (Combined Data)	0%	100%	0%

⁷ No students graduated from the Student Affairs program in December 2020.

The Department of Counselor Education will examine and discuss these data from the Confidential Student Program Feedback Survey and the Graduating Student Exit Survey regarding academic advising at our September 2021 Department Meeting. We will look for a possible rationale for student satisfaction with academic advising to be so varied. However, it needs to be noted that although there is some dissatisfaction with academic advising as described in the Confidential Student Surveys (fall 2020 and spring 2021) and the Graduating Student Exit Surveys (December 2020 and May 2021), students during the 2020-2021 academic year were more satisfied with academic advising than they were as seen in survey data collected from 2018-2020. (See table on the next page that displays students' satisfaction with academic advising from 2018-2020). This indicates that the concerted effort that the department has placed on improving academic advising is working. The department will continue to find ways to improve student advising even further during the 2021-2022 academic year.

Satisfaction with Academic Advising: 2018-2020

Assessment Instrument	Counselor Education Program	Semester/Year	Percentage of Students Very Satisfied	Percentage of Students Satisfied	Percentage of Students Not Satisfied
Confidential Student Program Feedback Survey	Student Affairs	Fall 2019	100%	0%	0%
Confidential Student Program Feedback Survey	Mental Health Counseling/Mental Health Counseling-Dual License	Fall 2019	100%	0%	0%
Confidential Student Program Feedback Survey	School Counseling (PreK-8; 5-12)	Fall 2019	100%	0%	0%
Confidential Student Program Feedback Survey	Student Affairs	Spring 2020	No Students Returned Surveys	No Students Returned Surveys	No Students Returned Surveys
Confidential Student Program Feedback Survey	Mental Health Counseling/Mental Health Counseling-Dual License	Spring 2020	63%	4%	33%
Confidential Student Program Feedback Survey	School Counseling (PreK-8; 5-12)	Spring 2020	100%	0%	0%
Graduating Student Exit Survey	Student Affairs	December 2018, May 2019, August 2019 (Combined Data)	75%	25%	0%
Graduating Student Exit Survey	Mental Health Counseling	December 2018, May 2019, August 2019 (Combined Data)	33%	33%	33%
Graduating Student Exit Survey	Mental Health Counseling-Dual License	December 2018, May 2019, August 2019 (Combined Data)	40%	40%	20%
Graduating Student Exit Survey	Student Affairs	December 2018, May 2019, August 2019 (Combined Data)	40%	40%	40%

Another area to be pointed out regarding the data in this 2021 Annual Assessment Report for the Department of Counselor Education is survey response rate. As the table on the next page indicates, the response rates for the Site Supervisor Program Evaluation and the Confidential Student Program Feedback Survey varies between surveys and among counselor education programs. For the Graduating Student Exit Survey, the students now have individual meetings with the department's Director of Fieldwork to discuss their opinions voiced on the Graduating Student Exit Survey. Thus, the response rate for the Graduating Student Exit Survey is 100%.

Survey Response Rate: Summer 2020-Spring 2021

Assessment Instrument	Counselor Education Program	Semester/Year	Surveys Sent	Surveys Returned
Site Supervisor Program Evaluations	Mental Health Counseling	Summer 2020	19	11 (58%)
Site Supervisor Program Evaluations	Mental Health Counseling	Fall 2020	21	14 (67%)
Site Supervisor Program Evaluations	Mental Health Counseling	Spring 2021	13	10 (77%)
Site Supervisor Program Evaluations	Mental Health Counseling-Dual License	Summer 2020	4	3 (75%)
Site Supervisor Program Evaluations	Mental Health Counseling-Dual License	Fall 2020	7	4 (57%)
Site Supervisor Program Evaluations	Mental Health Counseling-Dual License	Spring 2021	11	9 (82%)
Site Supervisor Program Evaluations	School Counseling (PreK-8; 5-12)	Summer 2020	2	1 (50%)
Site Supervisor Program Evaluations	School Counseling (PreK-8; 5-12)	Fall 2020	3	3 (100%)
Site Supervisor Program Evaluations	School Counseling (PreK-8; 5-12)	Spring 2021	3	2 (67%)
Site Supervisor Program Evaluations	Student Affairs	Summer 2020	No Students in Fieldwork	No Students in Fieldwork
Site Supervisor Program Evaluations	Student Affairs	Fall 2020	3	2 (67%)
Site Supervisor Program Evaluations	Student Affairs	Spring 2021	7	7 (100%)

Survey Return Rate: Fall 2020 and Spring 2021

Assessment Instrument	Counselor Education Program	Semester/Year	Surveys Sent	Surveys Returned
Confidential Student Program Feedback Survey	Student Affairs	Fall 2020	24 (All programs)	2 (8%)
Confidential Student Program Feedback Survey	Mental Health Counseling	Fall 2020	24 (All Programs)	11 (46%)
Confidential Student Program Feedback Survey	Mental Health-Dual License	Fall 2020	24 (All Programs)	21 (14%)
Confidential Student Program Feedback Survey	School Counseling (PreK-8; 5-12)	Fall 2020	24 (All Programs)	1 (4%)
Confidential Student Program Feedback Survey	Student Affairs	Spring 2021	25 (All Programs)	2 (8%)
Confidential Student Program Feedback Survey	Mental Health Counseling	Spring 2021	25 (All Programs)	6 (24%)
Confidential Student Program Feedback Survey	Mental Health Counseling-Dual License	Spring 2021	25 (All Programs)	9 (36%)
Confidential Student Program Feedback Survey	School Counseling (PreK-8; 5-12)	Spring 2021	25 (All Programs)	2 (8%)
Graduating Student Exit Survey	Student Affairs	May 2021 ⁸	5	5 (100%)
Graduating Student Exit Survey	Mental Health Counseling	December 2020 and May 2021 (Combined Data)	14	14 (100%)
Graduating Student Exit Survey	Mental Health Counseling-Dual License	December 2020 and May 2021 (Combined Data)	2	2 (100%)
Graduating Student Exit Survey	School Counseling (PreK-8; 5-12)	December 2020 and May 2021 (Combined Data)	2	2 (100%)

⁸ No students graduated from the Student Affairs program in December 2020.

The Department of Counselor Education is very proud that with individual exit interviews with the department's Director of Fieldwork, that the response rate for the Graduating Student Exit Survey is 100%. When this Annual Assessment Report for 2020-2021 is presented at the Department of Counselor Education's Faculty Meeting in September 2021, the faculty and staff will examine the return rates for the Site Supervisor Program Evaluations and the Confidential Student Program Feedback Survey, looking for patterns and explanations as to the variability of the return rate of surveys. There are many factors affecting the survey return rate: the specific purpose of the survey, the particular students or site supervisors being surveyed, and the specific semester. As each survey instrument is compared to each other, the Graduating Student Exit Survey has the highest return rate (100%) and the Site Supervisor Program Evaluation and the Confidential Student Program Feedback Survey having variable and lower return rates.

Recommendations Based on the 2020-2021 Annual Assessment Report Results

Based on the 2020-2021 Annual Assessment Report results, the following recommendations are being made to guide the department assessment for the 2021-2022 academic year.

- 1. The Department of Counselor Education Implementation of the 2016 CACREP Standards:** *Beginning fall semester 2021, the Department of Counselor Education will begin implementing the 2016 CACREP standards and its new Student and Program Assessment Guidebook (see separate document). In this assessment manual is detailed the multi-layered evaluation of student learning as well as the evaluation of the different counselor education programs. A new syllabus template reflecting the 2016 CACREP standards will be followed for all courses (see Appendix V of this report). A curriculum map (pp.6-7 of assessment manual) and various rubrics to ascertain student learning are also detailed in this new assessment manual.*
- 2. Advising:** *The Department of Counselor Education will continue to brainstorm ways to make academic advising acceptable to all counselor education students. It has not yet been stated by Bridgewater State University whether faculty's weekly office hours and advising will continue to take place virtually or on-campus, face-to-face.*
- 3. Survey Response Rate:** *As previously discussed, the administration of varied department surveys will be explored to find ways to increase the survey response rate.*
- 4. Curriculum:** *The varied data collected for the 2020-2021 Annual Assessment Report showed overall student satisfaction with each Counselor Education program. The department is proud of this. However, especially with the future implementation of the 2016 CACREP standards and the virtual world in which we live, the department will continue to evaluate current courses and develop new ones to meet the 2016 CACREP standards and the demands of the professions of counseling in the 21st century.*
- 5. Instruction:** *Overwhelmingly, the students are very satisfied with the counselor education faculty and the caring, supportive, and knowledgeable environment they provide for all students. The Department of Counselor Education will continue to be supportive of all faculty's scholarship endeavors as they increase their knowledge and expertise in all courses they teach.*

Transparency

As has been stated throughout this report, the Department of Counselor Education is in a time of change. This change has to do with the implementation of the 2016 CACREP standards beginning fall semester 2021.

Program Objectives, which are directly connected to our department's Mission Statement and the 2016 CACREP standards and DESE standards are being used in place of traditional program learning outcomes (PLOs). This Mission Statement and Program Objectives are displayed through internal links and external links. The internal link to the Department of Counselor Education at Bridgewater State University is:

<https://studentbridgew.sharepoint.com/sites/CounselorEducation>. On this internal site, there is a link to the department's Mission Statement and Program Objectives.

On the Internal link to the Department of Counselor Education at Bridgewater State University, are links to each program of study. These programs of study are found on the Graduate Admissions External Page that can be viewed by anyone outside of the university. Each program of study contains our current Mission Statement and Program Objectives that are directly connected to the 2016 CACREP Standards.

The Department of Counselor Education has a Student Handbook. This Student Handbook is found on the department's Blackboard site and is only available to faculty, staff, and students enrolled in this Blackboard site. The department's mission statement, program goals, and program objectives are found in this handbook.

The External Link to the Department of Counselor Education and all counselor education programs is <https://www.bridgew.edu/department/counselor-education>. There are four links on this external site relevant to the counselor education programs. These links are Academic Programs, Our Faculty, Beyond the Classroom, and Professional Development. On the home page for the link to Academic Programs is our current Mission Statement and Program Objectives.

There is one Department Chairperson and one DGCE Chairperson for all counselor education programs in the Department of Counselor Education. Each counselor education program: Mental Health Counseling/ Mental Health Counseling-Dual Licensure; Mental Health Counseling, International Program; School Counseling; and Student Affairs has a Program Director. Each program director (with the exception of the International Program-due to the program being sunsetted, see below) conducts monthly Information Sessions. During the information sessions, the program directors share general information about admissions dates and the admissions process as well as program-specific information based on our curriculum.

In addition to the information cited above regarding the manner in which the Department of Counselor Education disseminates data about their counselor education programs both internally and externally, Standard AA.6 from the Council for Accreditation of Counseling and related Educational Programs (CACREP) states that the department needs to share the

programs' Annual Assessment Report with current students enrolled in counselor education programs, faculty teaching in counselor education programs, relevant university administrators, and cooperating agencies/site supervisors. Thus, Appendix IV of this report contains the letters that were emailed to varied constituents along with the 2020-2021 Annual Assessment Report from the Department of Counselor Education. These letters and the 2020-2021 assessment report will be emailed the week of August 2, 2021.

Department and Program Changes Implemented in 2020-2021

- 1. The Department used data from Site Supervisors and an analysis of national trends and decided to change the curriculum to require a three-credit Marriage and Family course as opposed to it being an elective. The curriculum change has been approved by the university and will be implemented in Fall 2021.*
- 2. The Department used data from Site Supervisors, Student Survey Feedback, and an assessment of CACREP programs national-wide and changed the existing Crisis and Trauma Counseling course from 1.5 credits to 3 credits. The curriculum change has been approved by the university and will be implemented in Fall 2021.*
- 3. The Department did an analysis of state licensure requirements across the country and referenced Site Supervisor and Student Feedback Surveys to remove the Psychopharmacology course from the core curriculum. The curriculum change has been approved by the university and will be implemented in Fall 2021.*
- 4. Based on the newest version of the Diagnostic and Statistical Manual (DSM), the department requested the title of the "Substance Abuse" course (CNMH 540) to be changed to "Substance Use and Addiction Disorders." In addition, the course changed from 1.5 credits to 3 credits to better align with national standards and to meet the needs of students and site supervisors.*
- 5. The Department reviewed the curriculum requirements and CACREP standards across the courses and as a result removed the CNMH 536 Applied Pre-Adolescent course from the core curriculum for the Mental Health program. It will remain as part of the core curriculum for Mental Health/Dual License to meet MA DESE standards. The name was also changed to best align with MA DESE standards. The course will be called "Applied Skills, Children and Adolescents" beginning in Fall 2021.*
- 6. While re-constructing the student and program evaluation plan, the Department decided to require the CPCE exam to be required by all students to provide data on each of the eight CACREP core areas to represent data for student mastery of content and to inform the department on its ability to meet the teaching standards on the topics.*
- 7. In response to the needs of the community the department revised the Post-Master's Licensure for School Counseling, which is a program that allows interested individuals who already have a Master degree in Counseling to complete the necessary requirements for licensure as a School Counselor with the Massachusetts Department of Elementary and Secondary Education (MA DESE).*

8. *The Department developed a Post-Master's licensure for School Adjustment Counseling in response to the needs of the community, which is a program that allows interested individuals who already have a Master degree in Counseling to complete the necessary requirements for licensure as a School Adjustment Counselor/School Social Worker with the Massachusetts Department of Elementary and Secondary Education (MA DESE).*
9. *The Department assessed Student Feedback concerning the challenges of the admissions process in the Mental Health, International, Non-Licensure, Non-U.S. Citizen program and, as a result, decided to sunset the concentration effective Fall 2021.*
10. *The Department reviewed the Student Feedback Survey and data collected at exit interviews and deemed that requiring students to purchase an iPad (per college policy) would no longer be required. The Department Chair advocated with the Dean of the College of Education and Health Sciences, and the policy has since been revised to support this action.*
11. *The Department reviewed CACREP Section 4 and DESE standards, developed a new program assessment plan, and, therefore, developed a syllabi template which includes Key Performance Indicators, which will be implemented Fall 2021. (See Appendix V)*
12. *An early admissions pathway for Student Affairs was approved at the department level. A proposal has been submitted to GEC.*
13. *A rubric to assesses student dispositions was developed and was piloted at both Fall 2020 and Spring 2021 admissions interview day. Additionally, in Spring 2021, faculty completed the rubrics on each student in their courses and held a "disposition" meeting to discuss any concerns as well as to offer feedback on the rubric itself. This has informed the process for 2021-2022.*
14. *Alumni and Exit Survey questions were updated to incorporate questions that targeted post-graduate employment, licensure information, and a wider demographic representation. Final Site Supervisor Evaluations were updated to include more competency-specific questions (i.e., DESE, Licensure, NASPA). Values were recoded and were implemented in the summer 2021.*
15. *The Department reviewed Student Feedback Surveys and Exit Interviews and deemed it important to add content to the New Student Orientation (ex. APA citations, how to navigate InfoBear). Also, it was noted that an increase of flexibility for students to attend the biannual meeting and to have access to the orientation content after the fact was important. The Department created an online orientation that was implemented in summer 2021.*
16. *The Remediation/Retention policy was updated. It will be voted on by the department and submitted to GEC.*

Appendices

Appendix I

Mental Health Counseling and School Counseling Competency Charts

CNMH 534

The Professional Counselor: Standards, Ethics, & Legal Issues (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.a.	history and philosophy of the counseling profession and its specialty areas	
SecII.F.1.b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
SecII.F.1.c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	
SecII.F.1.d.	the role and process of the professional counselor advocating on behalf of the profession	
SecII.F.1.e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	
SecII.F.1.f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues	
SecII.F.1.g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	
SecII.F.1.h.	current labor market information relevant to opportunities for practice within the counseling profession	
SecII.F.1.i.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
SecII.F.1.j.	technology's impact on the counseling profession	
SecII.F.1.k.	strategies for personal and professional self-evaluation and implications for practice	
SecII.F.1.l.	self-care strategies appropriate to the counselor role	
SecII.F.1.m.	the role of counseling supervision in the profession	
	Clinical Mental Health Counseling	
SecV.1.a.	history and development of clinical mental health counseling	
Secv.2.a.	roles and settings of clinical mental health counselors	

SecV.2.i.	legislation and government policy relevant to clinical mental health counseling	
SecV.2.k.	professional organization, preparation standards, and credentials relevant to the practice of clinical mental health counseling	
SecV.2.l.	Legal and ethical considerations specific to clinical mental health counseling	

CNGC 529

Multicultural Counseling (3 credits)

Code	Standard	Assessment
	Social & Cultural Diversity	
SecII.F.2.a.	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	
SecII.F.2.b.	theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	
SecII.F.2.c.	multicultural counseling competencies	
SecII.F.2.d.	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	
SecII.F.2.e.	the effects of power and privilege for counselors and clients	
SecII.F.2.f.	help-seeking behaviors of diverse clients	
SecII.F.2.g.	the impact of spiritual beliefs on clients' and counselors' worldviews	
SecII.F.2.h.	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	
	Counseling & Helping Relationship	
SecII.F.5.d.	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	
SecII.F.5.f.	counselor characteristics and behaviors that influence the counseling process	
	Clinical Mental Health Counseling	
SecV.2.j.	cultural factors relevant to clinical mental health counseling	

CNMH 564
Theories of Psychological Development (3 credits)

Code	Standard	Assessment
	Human Growth & Development	
SecII.F.3.a.	theories of individual and family development across the lifespan	
SecII.F.3.b.	theories of learning	
SecII.F.3.c.	theories of normal and abnormal personality development <i>*this standard is jointly covered in CNMH568 Psychopathology</i>	
SecII.F.3.e.	biological, neurological, and physiological factors that affect human development, functioning, and behavior	
SecII.F.3.f.	systemic and environmental factors that affect human development, functioning, and behavior	
SecII.F.3.h.	a general framework for understanding differing abilities and strategies for differentiated interventions	
SecII.F.3.i.	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	

CNGC 539
Introduction to Career Counseling

Code	Standard	Assessment
	Career Development	
SecII.F.4.a.	theories and models of career development, counseling, and decision making	
SecII.F.4.b.	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	
SecII.F.4.c.	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	
SecII.F.4.d.	approaches for assessing the conditions of the work environment on clients' life experiences	
SecII.F.4.e.	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	
SecII.F.4.f.	strategies for career development program planning, organization, implementation, administration, and evaluation	
SecII.F.4.g.	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	
SecII.F.4.h.	strategies for facilitating client skill development for career, educational, and life-work planning and management	
SecII.F.4.i.	methods of identifying and using assessment tools and techniques relevant to career planning and decision making	
SecII.F.4.j.	ethical and culturally relevant strategies for addressing career development	
	School Counseling	
Sec.V.G.1.c.	Models of P-12 comprehensive career development	
Sec.V.G.3.e.	Use of developmentally appropriate career counseling interventions and assessments	
	DESE	
School Guidance Counselor	i. Career Counseling	X

CNMH 528
Counseling Theories and Techniques for Mental Health Counseling

Code	Standard	Assessment
	Counseling & Helping Relationships	
SecII.F.5.a.	theories and models of counseling	
SecII.F.5.b.	a systems approach to conceptualizing clients	
SecII.F.5.c.	theories, models, and strategies for understanding and practicing consultation	
SecII.F.5.g.	essential interviewing, counseling, and case conceptualization skills	
SecII.F.5.j.	evidence-based counseling strategies and techniques for prevention and intervention	
SecII.F.5.k.	strategies to promote client understanding of and access to a variety of community- based resources	
SecII.F.5.l.	suicide prevention models and strategies	
SecII.F.5.n.	processes for aiding students in developing a personal model of counseling	
	Clinical Mental Health Counseling	
SecV.1.b.	theories and models related to clinical mental health counseling	
SecV.3.b.	techniques and interventions for prevention and treatment of a broad range of mental health issues	
SecV.3.e.	strategies to advocate for persons with mental health issues	

CNGC 538

Group I: Theory and Practice of Group Interaction (3 credits)

Code	Standard	Assessment
	Group Counseling & Group Work	
SecII.F.6.a.	theoretical foundations of group counseling and group work	
SecII.F.6.b.	dynamics associated with group process and development	
SecII.F.6.c.	therapeutic factors and how they contribute to group effectiveness	
SecII.F.6.d.	characteristics and functions of effective group leaders	
SecII.F.6.e.	approaches to group formation, including recruiting, screening, and selecting members	
SecII.F.6.f.	types of groups and other considerations that affect conducting groups in varied settings	
SecII.F.6.g.	ethical and culturally relevant strategies for designing and facilitating groups	
	DESE	
School Guidance Counselor	1. group counseling and group leadership	X

CNGC 520

Group Experience (Pass/No Pass – 0 credits)

Code	Standard	Assessment
	Group Counseling & Group Work	
SecII.F.6.h.	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	

CNGC 532
Psychological Assessment (3 credits)

Code	Standard	Assessment
	Assessment & Testing	
SecII.F.7.a.	historical perspectives concerning the nature and meaning of assessment and testing in counseling	
SecII.F.7.b.	methods of effectively preparing for and conducting initial assessment meetings	
SecII.F.7.c.	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	
SecII.F.7.e.	use of assessments for diagnostic and intervention planning purposes	
SecII.F.7.f.	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	
SecII.F.7.g.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	
SecII.F.7.h.	reliability and validity in the use of assessments	
SecII.F.7.i.	use of assessments relevant to academic/educational, career, personal, and social development	
SecII.F.7.j.	use of environmental assessments and systematic behavioral observations	
SecII.F.7.k.	use of symptom checklists, and personality and psychological testing	
SecII.F.7.l.	use of assessment results to diagnose developmental, behavioral, and mental disorders	
SecII.F.7.m.	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	
	Counseling & Helping Relationships	
SecII.F.5.l.	suicide prevention models and strategies	
	Clinical Mental Health Counseling	
SecV.1.c.	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	
SecV.1.e.	psychological tests and assessments specific to clinical mental health counseling	
SecV.3.a.	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	
	School Counseling	
Sec.V.G.1.e.	assessments specific to P-12 education	
	DESE	
School Guidance Counselor	b. understanding and interpretation of Massachusetts Comprehensive System (MCAS) and other academic test results to students, teachers, and parents	X

CNGC 500

Research and Evaluation (3 credits)

Code	Standard	Assessment
	Research & Program Evaluation	
SecII.F.8.a.	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	
SecII.F.8.b.	identification of evidence-based counseling practices	
SecII.F.8.c.	needs assessments	
SecII.F.8.d.	development of outcome measures for counseling programs	
SecII.F.8.e.	evaluation of counseling interventions and programs	
SecII.F.8.f.	qualitative, quantitative, and mixed research methods	
SecII.F.8.g.	designs used in research and program evaluation	
SecII.F.8.h.	statistical methods used in conducting research and program evaluation	
SecII.F.8.i.	analysis and use of data in counseling	
SecII.F.8.j.	ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	
	DESE	
School Guidance Counselor	k. knowledge of statistics, research design, and research in guidance counseling	X

CNMH 568

Psychopathology (3 credits)

Code	Clinical Mental Health Counseling	Assessment
SecV.2.b.	etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	
SecV.2.d.	diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	
SecV.2.e.	potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	
	Human Growth & Development	
SecII.F.3.c.	theories of normal and abnormal personality development <i>*this standard is jointly covered in CNMH56 Theories of Psychological Development</i>	

CNMH 569

Crisis/Disaster Counseling (1.5 credits)

Code	Clinical Mental Health Counseling	Assessment
SecV.2.f.	impact of crisis and trauma on individuals with mental health diagnoses	
	Counseling & Helping Relationships	
SecII.F.5.m.	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	
	Human Growth & Development	
SecII.F.3.g.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	

CNGC 563

Psychopharmacology for Non-Medical Professionals (3 credits)

Code	Clinical Mental Health Counseling	Assessment
SecV.2.g.	impact of biological and neurological mechanisms on mental health	
SecV.2.h.	classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	

CNMH 540

Substance Abuse and Dependency (1.5 credits)

Code	Clinical Mental Health Counseling	Assessment
SecV.1.d.	neurobiological and medical foundation and etiology of addiction and co-occurring disorders	
SecV.3.c.	strategies for interfacing with the legal system regarding behavioral court-referred clients	
	Human Growth and Development	
SecII.F.3.d.	theories and etiology of addictions and addictive behaviors	

CNMH 570

Advanced Applied Counseling: Mental Health Counselor (100 hours; 3 credits)

Code	Standard	Assessment
	Counseling & Helping Relationships	
SecII.F.5.e.	the impact of technology on the counseling process	
SecII.F.5.h.	developmentally relevant counseling treatment or intervention plans	
SecII.F.5.i.	development of measurable outcomes for clients	
	Assessment & Testing	
SecII.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse	<i>*Fieldwork requirement to complete the MA mandated reporter training.</i>
	Professional Practice	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	Practicum	
SecIII.F.	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	
SecIII.G.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	
SecIII.H.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic	

	supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	
SecIII.I.	Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	

CNMH 571
Internship: Mental Health Counselor
(Total of 600 hours; 12 credits)

Code	Standard	Assessment
	Professional Practice	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	Internship	
SecIII.J.	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	
SecIII.K.	Internship students complete at least 240 clock hours of direct service.	
SecIII.H.	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.	
SecIII.I.	Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the	

	supervision of a counselor education program faculty member.	
	Clinical Mental Health Counseling	
SecV.2.c.	mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	*Required “Site Presentation”. Readings from Fieldwork Orientation Required Text.
SecV.2.m.	record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Readings from Fieldwork Orientation Required Text.
SecV.3.d.	strategies for interfacing with integrated behavioral health care professionals	Readings from Fieldwork Orientation Required Text.

CNSC 515

Ethical and Legal Issues for the School Counselor (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues	
SecII.F.1.g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	
SecII.F.1.h.	current labor market information relevant to opportunities for practice within the counseling profession	
SecII.F.1.i.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
SecII.F.1.j.	technology's impact on the counseling profession	
SecII.F.1.l.	self-care strategies appropriate to the counselor role	
	Counseling and Helping Relationships	
SecII.F.5.e.	the impact of technology on the counseling process	
	School Counseling	
SecV.G.2.l.	professional organizations, preparation standards, and credential relevant to the practice of school counseling	
SecV.G.2.m.	legislation and government policy relevant to school counseling	
SecV.G.2.n.	legal and ethical considerations specific to school counseling	
	DESE Standard	
School Guidance Counselor	h. federal, state, municipal, and school laws and regulations	X

CNSC 516

Foundations in School Counseling (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.d.	the role and process of the professional counselor advocating on behalf of the profession	
SecII.F.1.e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	
	School Counseling	
SecV.G.1.a	history and development of school counseling	
SecV.G.1.b.	models of school counseling programs	
SecV.G.2.a.	school counselor roles as leaders, advocates, and systems change agents in P-12 schools	
SecV.G.2.f.	competencies to advocate for school counseling roles	
SecV.G.2.j.	qualities and styles of effective leadership in schools	
SecV.G.3.a.	development of school counseling program mission statements and objectives	
SecV.G.3.b.	design and evaluation of school counseling programs	
	DESE Standard	
School Guidance Counselor	g. philosophy, principles, and practice in school guidance counseling	X

CNSC 517

Evidence Based School Counseling Practices (3 credits)

Code	Standard	Assessment
	Counseling and Helping Relationships	
SecII.F.5.j.	evidence-based counseling strategies and techniques for prevention and intervention	
	School Counseling	
SecV.G.2.c.	school counselor roles in relation to college and career readiness	
SecV.G.3.c.	core curriculum design, lesson plan development, classroom management, strategies, and differentiated instructional strategies	
SecV.G.3.d.	interventions to promote academic development	
SecV.G.3.g.	strategies to facilitate school and postsecondary transitions	
SecV.G.3.i.	approaches to increase promotion and graduation rates	
Sec.V.G.3.j.	interventions to promote college and career readiness	
SecV.G.3.k.	strategies to promote equity in student achievement and college access	
SecV.G.3.m.	strategies for implementing and coordinating peer intervention programs	
	DESE Standards	
School Guidance Counselor	a. familiarity with the Curriculum Frameworks and their use in advising responsibilities of the guidance counselor	X
School Guidance Counselor	n. college counseling and use of college and other post-secondary resource materials (grades 5-12)	X

**CNSC 520 Development through the Lifespan
(3 credits)**

Code	Standard	Assessment
	Human Growth & Development	
SecII.F.3.a.	theories of individual and family development across the lifespan	
SecII.F.3.b.	theories of learning	
SecII.F.3.c.	theories of normal and abnormal personality development <i>*this standard is jointly covered in CNSC 521 Behavioral, Emotional, and Learning Disorders</i>	
SecII.F.3.e.	biological, neurological, and physiological factors that affect human development, functioning, and behavior	
SecII.F.3.f.	systemic and environmental factors that affect human development, functioning, and behavior	
SecII.F.3.i.	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	
	DESE Standards	
School Guidance Counselor	c. psychology of learning	X
School Guidance Counselor	e. theories of normal and abnormal intellectual, social, and emotional development	X

CNSC 521
Behavioral, Emotional, and Learning Disorders (3 credits)

Code	Standard	Assessment
	Human Growth & Development	
SecII.F.3.c.	theories of normal and abnormal personality development <i>*this standard is jointly covered in CNSC 520 Development through the Lifespan</i>	
SecII.F.3.d.	theories and etiology of addictions and addictive behaviors	
SecII.F.3.h.	a general framework for understanding differing abilities and strategies for differentiated interventions	
	School Counseling	
SecV.G.2.g.	characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	
Sec.V.G.2.h.	common medications that affect learning, behavior, and mood in children and adolescents	
SecV.G.3.h.	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	
	DESE Standards	
School Guidance Counselor	d. understanding the diagnosis and treatment of learning and behavior disorders	X
School Guidance Counselor	e. theories of normal and abnormal intellectual, social, and emotional development	X
School Guidance Counselor	f. knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students	X

CNSC 524
Applied School Counseling (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.k.	strategies for personal and professional self-evaluation and implications for practice	
SecII.F.1.m.	the role of counseling supervision in the profession	
	Counseling and Helping Relationships	
SecII.F.5.g.	essential interviewing, counseling, and case conceptualization skills	
Sec.II.F.5.h.	developmentally relevant counseling treatment or intervention plans	
Sec.II.F.5.i.	development of measurable outcomes for clients	
	School Counseling	
SecV.G.3.f.	techniques of personal/social counseling in school settings	

CNSC 525
Crises and Trauma in the Schools (3 credits)

Code	Standard	Assessment
	Human Growth & Development	
SecII.F.3.g.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	
	Counseling and Human Relationships	
SecII.F.5.l.	suicide prevention models and strategies	
SecII.F.5.m.	crisis intervention, trauma informed, and community-based strategies, such as Psychological First Aid	
	Assessment & Testing	
SecII.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse	
	School Counseling	
SecV.G.2.e.	school counselor roles and responsibilities in relation to school emergency management plans, and crises, disasters, and trauma	
Sec.V.G.2.i.	signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	

CNSC 526
Consultation and Collaboration for School Counselors (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
SecII.F.1.c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	
	Counseling and Helping Relationships	
SecII.F.5.c.	theories, models, and strategies for understanding and practicing consultation	
SecII.F.5.k.	strategies to promote client understanding of and access to a variety of community-based resources	
	School Counseling	
SecV.G.1.d.	models of school-based collaboration and consultation	
SecV.G.2.b.	school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	
SecV.G.2.d.	school counselor roles in school leadership and multidisciplinary teams	
SecV.G.2.k.	community resources and referral sources	
SecV.G.3.l.	techniques to foster collaboration and teamwork within schools	
	DESE Standards	
School Guidance Counselor	j. resources within the school system or the community for referral	X
School Guidance Counselor	m. development of skills for consultation with parents, teachers, and administrators	X

CNSC 528
Counseling Theories and Techniques for School Counseling (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.a.	history and philosophy of the counseling profession and its specialty areas	
	Counseling & Helping Relationships	
SecII.F.5.a.	theories and models of counseling	
SecII.F.5.b.	a systems approach to conceptualizing clients	
SecII.F.5.n.	processes for aiding students in developing a personal model of counseling	

CNSC 570/580**Advanced Applied Counseling: School Counselor
(100 hours; 3 credits)**

Code	Standard	Assessment
	Professional Practice	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	Practicum	
SecIII.F.	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	
SecIII.G.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	
SecIII.H.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	
SecIII.I.	Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	

CNSC 571/581

**Practicum: School Counselor
(Total of 600 hours; 12 credits)**

Code	Standard	Assessment
	Professional Practice	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	Internship	
SecIII.J.	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	
SecIII.K.	Internship students complete at least 240 clock hours of direct service.	
SecIII.H.	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.	
SecIII.I.	Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	
	School Counseling	
SecV.G.3.b.	design and evaluation of school counseling programs	
SecV.G.3.n.	use of accountability data to inform decision making	
SecV.G.3.o.	use of data to advocate for programs and students	

Appendix II

Student Affairs Counseling Competency Charts

COMPETENCY	DESCRIPTION	COURSE(S)
Advising & Supporting (A/S)	Addresses the knowledge, skills, and dispositions related to providing advising and support to individuals and groups through direction, feedback, critique, referral, and guidance. Through developing advising and supporting strategies that take into account self-knowledge and the needs of others, we play critical roles in advancing the holistic wellness of ourselves, our students, and our colleagues.	CNSA 530: Helping Skills for student affairs professionals. CNGC 538 Group Class and CNGC 520 Group Experience
Assessment, Evaluation & Research (AER)	Focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.	CNGC 500 Research primarily Sometimes also addresses in CNSA 515 Foundation in Higher Education

Law, Policy & Governance (LPG)	Includes the knowledge, skills, and dispositions relating to policy development processes used in various contexts, the application of legal constructs, compliance/policy issues, and the understanding of governance structures and their impact on one's professional practice.	CNSA 520 Ethical and Legal Issues in Student Affairs
Leadership (LEAD)	Addresses the knowledge, skills, and dispositions required of a leader, with or without positional authority. Leadership involves both the individual role of a leader and the leadership process of individuals working together to envision, plan, and affect change in organizations and respond to broad-based constituencies and issues. This can include working with students, student affairs colleagues, faculty, and community members.	CNSA 525 Higher Education Administration CNSA 520 Ethical and Legal Issues CNSA 571 internship (Chi Sigma Alpha is also an opportunity for this!)

<p>Organizational & Human Resources (OHR)</p>	<p>Includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.</p>	<p>CNSA 515 Foundation in Higher Education CNSA 525 Higher Education Administration</p>
<p>Personal & Ethical Foundations (PEF)</p>	<p>Involves the knowledge, skills, and dispositions to develop and maintain integrity in one's life and work; this includes</p>	<p>CNSA 520 Ethical and Legal Issues in Student Affairs</p>

	<p>thoughtful development, critique, and adherence to a holistic and comprehensive standard of ethics and commitment to one's own wellness and growth. Personal and ethical foundations are aligned because integrity has an internal locus informed by a combination of external ethical guidelines, an internal voice of care, and our own lived experiences. Our personal and ethical foundations grow through a process of curiosity, reflection, and self-authorship.</p>	
<p>Social Justice & Inclusion (SJI)</p>	<p>While there are many conceptions of social justice and inclusion in various contexts, for the purposes of this competency area, it is defined here as both a process and a goal which includes the knowledge, skills, and dispositions needed to create learning environments that foster</p>	<p>CNGC 529- multiculturalism</p>

	<p>equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. This competency involves student affairs educators who have a sense of their own agency and social responsibility that includes others, their community, and the larger global context. Student affairs educators may incorporate social justice and inclusion competencies into their practice through seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities.</p>	
<p>Student Learning & Development (SLD)</p>	<p>Addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to</p>	<p>CNSA 510 Student Development Theory CNSA or CNGC 528 Counseling Theories and techniques</p>

	improve and inform student affairs and teaching practice	
Technology (TECH)	Focuses on the use of digital tools, resources, and technologies for the advancement of student learning, development, and success as well as the improved performance of student affairs professionals. Included within this area are knowledge, skills, and dispositions that lead to the generation of digital literacy and digital citizenship within communities of students, student affairs professionals, faculty members, and colleges and universities as a whole.	CNSA 510 and CNSA 510- since both are hybrid classes, they involve technology use for student learning, and I would also say CNSA 571 internship
Values, Philosophy & History (VPH)	Involves knowledge, skills, and dispositions that connect the history, philosophy, and values of the student affairs profession to one's current professional practice. This competency area embodies the foundations of the	CNSA 510 Foundations

	profession from which current and future research, scholarship, and practice will change and grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of the profession's history, philosophy, and values.	
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Note: All Competencies Reflect the ACPA/NASPA Competencies and the Student Affairs Counseling Program at Bridgewater State University.

Reference

NASPA & ACPA. (2016). *Professional competency areas for student affairs practitioners*. Washington, D.C.: College Student Educators International.

Appendix III

Assessment Plan (Data Assessment Management System)

Department of Counselor Education Mission and Program Objectives

The principle mission of the Department of Counselor Education at Bridgewater State University is to prepare high quality master's level counselors for various settings in Massachusetts and the nation. More specifically, we prepare; quality School Counselors to serve students, families, and communities in PreK-12 educational settings; Clinical Mental Health Counselors to serve individuals, families, and/or groups in community, non-profit, or private agencies; and Student Affairs Counselors to serve as academic advisors, career advisors, residential hall advisors, or likewise in institutes of higher education.

Our program objectives are to:

1. Guide students in understanding their roles and responsibilities within the ethical and legal guidelines germane to counseling and student affairs professions.
2. Foster the development of expertise in counseling skills.
3. Instill a commitment to uphold best practices within counseling and student affairs professions.
4. Cultivate diversity and social justice competence within counseling and student affairs professions.

Current data assessment management system for the Counselor Education Department

Program Objective Assessed	Assessment Tool * All tools are broken up by program (MH, MHDL, SA, SC)	Assessment Tool History	Type of Evidence (Direct/Indirect)	Collection Method	Frequency of Collection	Discussion of Results (Timing & those involved)	Use of Results
1, 2, 3, 4	Confidential Student Feedback Survey*	Started spring 2015	Indirect	Qualtrics	Fall & Spring semesters this is distributed to the Theories course(s) and Advanced Applied and Student Affairs Internship courses. By doing this you get a mix of newly matriculated students (Theories courses)	The spring feedback is discussed in the September faculty meeting. The fall feedback is discussed in the February Faculty meeting.	Program, curriculum, fieldwork changes made based on results.

					and students who are towards the end of their program (Advanced Applied and SA Internship courses)		
1, 2, 3, 4	Midterm/Final Evaluations	<p>Paper distribution to site supervisors until fall 2013</p> <p>Electronic distribution starting spring 2014</p>	Direct	<p>Two Step Process:</p> <p><u>Input System:</u> Qualtrics used to send evaluations to site supervisors</p> <p><u>Output System:</u> PDF of site supervisor's evaluation emailed to the student to print, sign and submit to their BSU Instructor</p>	Each semester of a student's fieldwork experience (midterms sent mid-semester, finals sent at the end of the semester)	BSU Instructor reviews PDF evaluation and discusses with the student to provide a grade (midterm grade and final grade depending on the evaluation)	To evaluate the student's level of competence in each of the designated areas identified throughout the evaluation.
1, 2, 3, 4	Site Supervisor Program Evaluations*	<p>Mailed paper distribution until fall 2013</p> <p>Electronic distribution starting spring 2014</p>	Indirect	Qualtrics	<p>End of every semester (December, May, August)</p> <p>.</p>	<p>Results disseminated and discussed in faculty meetings.</p> <p>Spring and summer results discussed in September faculty meeting.</p> <p>Fall results discussed in February Faculty meeting.</p>	Program, curriculum, fieldwork changes made based on results.

1, 2, 3, 4	Graduating Student Exit Survey	Paper distribution until fall 2013 Electronic distribution starting spring 2014	Indirect	Qualtrics	December, May, August of each year	Discussed in the September faculty meeting.	Program, curriculum, fieldwork changes made based on results.
1, 2, 3, 4	Alumni Survey*	Mailed paper distribution until 2012 Electronic distribution starting in 2015	Indirect	Qualtrics	Every 3 years in June Last survey sent 2018	This survey is discussed at our September faculty meeting in the fall semester every 3 years based on distribution.	Program, curriculum, fieldwork changes made based on results.
1, 2, 3, 4	Employer Survey*	Started 2015	Indirect	Qualtrics	Every 3 years in June Last survey sent 2018	This survey is discussed at our September faculty meeting in the fall semester every 3 years based on distribution. <i>Note: This survey is extremely hard to get responses.</i>	Program, curriculum, fieldwork changes made based on results.

Note: All asterisked (*) assessment tools are not required to complete. They are strongly encouraged to be completed. However, there are no incentives or repercussions for not completing the assessment tool.

Additional Assessments for future implementation that will be added to our above Assessment Plan. This implementation will begin fall semester 2021

Program Objective Assessed	Assessment Tool <i>* All tools broken up by program (MH, MHDL, SC, SA)</i>	Assessment Tool History	Type of Evidence (Direct/ Indirect)	Collection Method	Frequency of Collection	Discussion of Results (Timing & those involved)	Use of Results
1, 2, 3, 4	Counselor Preparation Comprehensive Examination(CPCE)		Direct	CPCE Online Exam	The 2nd month (October, March, June) of a student's final semester of Internship	Results will be sent to the Director of Fieldwork and this score will be added to the master	Will be used to assess the "Mastery" portion of the student's development. Each of the eight CACREP core area scores will

						excel spreadsheet to be discussed in upcoming scheduled student review discussions with faculty.	be assessed individually; both for program assessment and student assessment. If a student does not meet the required passing score for any of the specific CACREP core areas will be required to “defend” that section (or sections) to a small committee.
1, 2, 3, 4	Key Performance Indicator Assignment		Direct	Specific Course Assignment with	Each course the student takes within each semester	Faculty will grade students and rubric scores to the Director of Fieldwork and this score will be added to the master excel spreadsheet to be discussed in upcoming scheduled student review discussions with faculty.	These assignments will constitute the “Introduction” and “Cognitive” levels of assessment. Using a formalized rubric (of which faculty may add to for their own purpose of grading).
1, 2, 3, 4	Reflection Papers		Direct	Specific Course Assignment	During Advanced Applied and Internship	Faculty will grade students and rubric scores will be sent to the Director of Fieldwork and this score will be added to the master excel spreadsheet to be discussed in upcoming	“Reinforcement” and “Affective” portions will be evaluated. Students will write reflection papers for five of the ten portfolio areas that are required to complete prior to Advanced Applied enrollment (Group, Theories of Counseling, Multicultural,

						scheduled student review discussions with faculty.	Ethics, and Development). These reflections will be evaluated using a formalized rubric, corrected by students, and then uploaded as the introduction to the appropriate portfolio section will be required to address five of the ten portfolio areas. During each following semester of a student's Internship they will be required to address the remaining portfolio areas of which they have completed the course work. The same process as described for Advanced Applied will be carried out.
1, 2, 3, 4	Site Supervisor Disposition Evaluation		Direct	Qualtrics	The final semester of Internship a formalized rubric that incorporates the department's program objectives will be sent by the Director of Fieldwork.	This score will be added to the master excel spreadsheet to be discussed in upcoming scheduled student review discussions with faculty.	Will be used to assess the Behavioral" portion in the aspect of CACREPS "Skills" area.
1, 2, 3, 4	Disposition Discussions		Indirect	Hard copy and Excel spreadsheet - faculty provide graded rubrics scores, disposition	The end of each semester advisors will receive an updated summary for each of their advisees	Each semester a student review will take place. Students that have been	Will be used as a gatekeeping method, monitor appropriateness for the field, student's knowledge, skills, and professional

				<p>scores each semester on identified courses to Director of Fieldwork.</p>	<p>provided by the Director of Fieldwork.</p>	<p>flagged for discussion as well as students meeting credit load levels will be discussed. Students can be flagged for discussion based on disposition scores by an indicator to be set by faculty.</p> <p>Markers for discussions will be: 15 completed academic credits, 30 completed academic credits, 45 completed academic credits, and 9 fieldwork credit hours.</p>	<p>development as a professional in training, overall effectiveness of program.</p>
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Appendix IV

Letters to Constituents



August 1, 2021

Dear Current Students in the Mental Health Counseling, the Mental Health-Dual License Counseling, the School Counseling (PreK-8; 5-12), and the Student Affairs Programs:

As Chairperson of the Department of Counselor Education, it is my pleasure to share with you the Annual Assessment Report for the Mental Health Counseling, the Mental Health-Dual License Counseling, the School Counseling (PreK-8; 5-12), and the Student Affairs programs for the 2020-2021 academic year. This assessment report contains analyzed data from the Site Supervisors' Program Evaluations (Summer 2020, Fall, 2020, and Spring 2021); Confidential Student Program Feedback Survey (Fall 2020 and Spring 2021); Graduating Student Exit Surveys (December 2020 and May 2021); and Final Site Supervisor Student Evaluations (Fall 2020 and Spring 2021). In addition to these program assessment data, this annual report includes the Mission Statement and Program Objectives for the Department of Counselor Education; Competency Charts for the Mental Health, School Counseling, and Student Affairs programs; an assessment plan; data regarding graduates of the Mental Health Counseling, Mental Health-Dual License Counseling, School Counseling (PreK-8; 5-12), and the Student Affairs program; conclusions and recommendations based on the 2020-2021 assessment results; and a section regarding how this annual assessment report is shared with the BSU Community, current and prospective students for counselor education programs, current faculty teaching in counselor education programs, Dean Lisa Krissoff Boehm, Interim Dean Tom Wu, Associate Dean Wendy Haynes, Interim Associate Dean Patricia Emmons, and cooperating agencies (site supervisors). These assessment data reflect the many strengths of the counselor education programs as well as a few ways to make these exemplary programs even stronger.

Please enjoy reading the Department of Counselor Education's Annual Assessment Report for the 2020-2021 academic year. I hope you find the information within this report as interesting to read as I found when I wrote this report.

Sincerely,

Elaine M. Bukowiecki, Ed.D.

Dr. Elaine M. Bukowiecki

*Professor of Literacy Education
Chairperson of the Department of Counselor Education
Bridgewater State University
Bridgewater, Massachusetts 02325*



August 1, 2021

Dear Faculty Teaching in Counselor Education Programs:

As Chairperson of the Department of Counselor Education, it is my pleasure to share with you the Annual Assessment Report for the Mental Health Counseling, the Mental Health-Dual License Counseling, the School Counseling (PreK-8; 5-12), and the Student Affairs programs for the 2019-2020 academic year. This assessment report contains analyzed data from the Site Supervisors' Program Evaluations (Summer 2020, Fall 2020, and Spring 2021); Confidential Student Program Feedback Survey (Fall 2020 and Spring 2020); Graduating Student Exit Surveys (December 2020 and May 2021); and Final Site Supervisor Student Evaluations (Fall 2020 and Spring 2021). In addition to these program assessment data, this annual report includes the Mission Statement and Program Objectives for the Department of Counselor Education; Competency Charts for the Mental Health, School Counseling, and Student Affairs programs; an assessment plan; data regarding graduates of the Mental Health Counseling, Mental Health-Dual License Counseling, School Counseling (PreK-8; 5-12), and the Student Affairs program; conclusions and recommendations based on the 2020-2021 assessment results; and a section regarding how this annual assessment report is shared with the BSU Community, current and prospective students for counselor education programs, current faculty teaching in counselor education programs, Dean Lisa Krissoff Boehm, Interim Dean Tom Wu, Associate Dean Wendy Haynes, Interim Associate Dean Patricia Emmons, and cooperating agencies (site supervisors). These assessment data reflect the many strengths of the counselor education programs as well as a few ways to make these exemplary programs even stronger.

Please enjoy reading the Department of Counselor Education's Annual Assessment Report for the 2020-2021 academic year. I hope you find the information within this report as interesting to read as I found when I wrote this report.

Sincerely,

Elaine M. Bukowiecki, Ed.D.

Dr. Elaine M. Bukowiecki

Professor of Literacy Education

Chairperson of the Department of Counselor Education

Bridgewater State University

Bridgewater, Massachusetts 02325



August 1, 2021

Dr. Lisa Krissoff Boehm, Dean College of Graduate Studies; Dr. Tom Wu, Interim Dean of the College of Education and Health Sciences; Dr. Wendy Haynes, Associate Dean College of Graduate Studies, and Dr. Patricia Emmons, Interim Associate Dean, College of Education and Health Sciences

Dear Lisa, Tom, Wendy, and Patty:

As Chairperson of the Department of Counselor Education, it is my pleasure to share with you the Annual Assessment Report for the Mental Health Counseling, the Mental Health-Dual License Counseling, the School Counseling (PreK-8; 5-12), and the Student Affairs programs for the 2020-2021 academic year. This assessment report contains analyzed data from the Site Supervisors' Program Evaluations (Summer 2020, Fall 2020, and Spring 2021); Confidential Student Program Feedback Survey (Fall 2020 and Spring 2021); Graduating Student Exit Surveys (December 2020 and May 2021); and Final Site Supervisor Student Evaluations (Fall 2020 and Spring 2021). In addition to these program assessment data, this annual report includes the Mission Statement and Program Objectives for the Department of Counselor Education; Competency Charts for the Mental Health, School Counseling, and Student Affairs programs; an assessment plan; data regarding graduates of the Mental Health Counseling, Mental Health-Dual License Counseling, School Counseling (PreK-8; 5-12), and the Student Affairs program; conclusions and recommendations based on the 2020-2021 assessment results; and a section regarding how this annual assessment report is shared with the BSU Community, current and prospective students for counselor education programs, current faculty teaching in counselor education programs, Dean Lisa Krissoff Boehm, Interim Dean Tom Wu, Associate Dean Wendy Haynes, Associate Dean Patricia Emmons, and cooperating agencies (site supervisors). These assessment data reflect the many strengths of the counselor education programs as well as a few ways to make these exemplary programs even stronger.

Please enjoy reading the Department of Counselor Education's Annual Assessment Report for the 2020-2021 academic year. I hope you find the information within this report as interesting to read as I found when I wrote this report.

Sincerely,

Elaine M. Bukowiecki, Ed.D.

Dr. Elaine M. Bukowiecki

*Professor of Literacy Education
Chairperson of the Department of Counselor Education
Bridgewater State University
Bridgewater, Massachusetts 02325*



August 1, 2021

Dear Cooperating Agencies/Site Supervisors:

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Bridgewater, Massachusetts 02325*

Appendix V

Course Syllabus Template Reflecting the 2016 CACREP Standards

***Delete gray boxes. They are placed to draw your attention to content that needs to be addressed.
Replace content in bold with your information.**



Bridgewater State University
Department of Counselor Education

**Course #, Course Name
Semester**

Instructor: **Name**
Phone: **Number**
Office: **Location**
Email: **Email**
Office Hours: **Method/Times/Link/Etc.**

**Course #, Course Name (Credit hours)
Course Description from Catalog**

University and Department Policies and Information

Notice to Non-Matriculated Students

Your grade(s) and behavior in any graduate class you choose to take as a non-matriculated student may be considered as a part of your application package to any of the programs in the Department of Counselor Education at BSU.

Professional Expectations

A student is not only evaluated on acquisition and retention of counseling-based knowledge and information, but also on the level of skill development he or she demonstrates in the academic coursework and fieldwork experiences. In addition, a student's level of professionalism and the ability to give and receive feedback by peers and instructors is a key component to the evaluation criteria of the faculty. Even if a student performs at acceptable graduate level work in didactic information (i.e. good grades on exams, research papers, etc.) students may not successfully complete the program if they do not meet the expected level of counseling skills, demonstrates, as well as maintain the professional and ethical behavior of a counselor-in-training.

Classroom Learning Needs:

Bridgewater State University is committed to providing equal access to students with documented disabilities. To ensure your access to this course and the BSU community, students with disabilities are encouraged to collaborate with Student Accessibility Services (SAS). Through SAS, you may initiate the confidential process of requesting reasonable accommodations. SAS can be reached at Disability_Resources@bridgew.edu or 508.531.2194. If you are granted accommodations, please meet with me confidentially to review how they will be applied in this course.

Title IX and Sexual Violence

The Office of Equal Opportunity and the Title IX Coordinator work to ensure that all members of the campus community flourish in a supportive and fair climate. See the internal web site for the office at <https://studentbridgew.sharepoint.com/sites/OfficeofEqualOpportunity> to learn more. Note the site provides a link to "initiate an investigation of alleged discrimination, harassment, sexual or gender-harassment, domestic or dating violence, stalking or retaliation..." (The associated form indicates that it "is unlawful to retaliate against a student, employee or any other person affiliated with the University for filing a complaint or for cooperating in an investigation of a complaint."). To learn more about Title IX please visit: <https://www.bridgew.edu/office/titleix>. The Sexual Violence Advocacy and Support Center is a support resources for all community members who have experiences sexual, gender-based, or relationship violence. <https://studentbridgew.sharepoint.com/sites/SVASC>

Second Language Services in the Academic Achievement Center

Are you a multilingual student? Would you like a second pair of eyes looking over your assignments? Second language Services in the Academic Achievement Center helps students become better readers and writers. Come see us today: <https://studentbridgew.sharepoint.com/sites/LearningAssistance/SitePages/Second-Language-Services.aspx>.

Inclement Weather Policy: In case of snow and ice, students should listen to local TV, radio reports, or call the BSCU Inclement Weather and Emergency Closing/Class Delay number (508-531-1777) for

information on campus closings. Students can also receive information on the campus website at www.bridgew.edu.

Grade Policies and Academic Integrity

The BSU Catalog has a Graduate Academic Policies and Procedures section that provides the most current policies that include, but are not limited to, academic integrity, academic standing, grades, program and course requirements, and graduation

Personal Counseling Resource

All students enrolled in at least one course at Bridgewater State University (BSU) are eligible for free counseling services at BSU's Weygand Hall Wellness Center. The wellness center and the department of counselor education are two separate entities. According to the Weygand Hall Wellness Center website, their mission is, "to offer counseling services to students experiencing adjustment and psychological difficulties and to support the BSU community to help a diverse student population achieve academic and personal success." More information about services can be found online at <https://www.bridgew.edu/student-life/wellness-safety/counseling-services> or you can call to make an appointment: 508-531-1331.

Massachusetts LMHC Required Academic Work

Eligible applicants who matriculated into their degree program on or after July 1, 2017 must meet components of the degrees listed in 262 CMR 2.05(1). This course meets the requirement for:

Keep only the one course definition below that meets this course, if applicable. Delete all others.

1. Counseling Theory. Examination of the major theories, principles and techniques of Mental Health Counseling and their application to professional counseling settings. Understanding and applying theoretical perspectives with clients.
2. Human Growth and Development. Understanding the nature and needs of individuals at all developmental stages of life. Understanding major theories of physical, cognitive, affective and social development and their application to Mental Health Counseling practice.
3. Psychopathology. Identification and diagnosis and mental health treatment planning for abnormal, deviant, or psychopathological behavior, includes assessments and treatment procedures.
4. Social and Cultural Foundations. Theories of multicultural counseling, issues and trends of a multicultural and diverse society. Foundational knowledge and skills needed to provide Mental Health Counseling services to diverse populations in a culturally competent manner.
5. Clinical Skills. Understanding of the theoretical bases of the counseling processes, Mental Health Counseling techniques, and their therapeutic applications. Understanding and practice of counseling skills necessary for the mental health counselor.
6. Group Work. Theoretical and experiential understandings of group development, purpose, dynamics, group counseling methods and skills, as well as leadership styles. Understanding of the dynamics and processes of Mental Health (therapeutic, psychosocial, psycho-educational) groups.

7. Special Treatment Issues. Areas relevant to the practice of Mental Health Counseling, i.e. psychopharmacology, substance abuse, school or career issues, marriage and family treatment, sexuality and lifestyle choices, treating special populations.
8. Appraisal. Individual and group educational and psychometric theories and approaches to appraisal. Examination of the various instruments and methods of psychological appraisal and assessment including, but not limited to, cognitive, affective, and personality assessment utilized by the mental health counselor. The function of measurement and evaluation, purposes of testing, reliability and validity.
9. Research and Evaluation. Understanding social science research, evaluative methodologies and strategies, types of research, program evaluation, needs assessments, ethical and legal considerations.
10. Professional Orientation. Understanding of professional roles and functions of Mental Health Counselors, with particular emphasis on legal and ethical standards. Ethical case conceptualization, analysis and decision making as it relates to clinical practice. Knowledge and understanding of the standards set by the code of ethics of the American Counseling Association and the American Mental Health Counselors Association. Understanding of licensure and regulatory practices.

Disposition Policy

All instructors submit a disposition assessment of each student in each course. Please review the Assessment Handbook for further information.

Remediation Policy

See Assessment Handbook and the Office of Graduate Studies website.

Required Texts (and materials, if applicable):

Required readings that embody current counseling-related research (CACREP Section 2.E.):

Method of Instruction:

Measurement of Student Success:

Including weighted course assignments and descriptions
--

Schedule:

Course CACREP Standards and Assessments

Most of our courses have required CACREP standards that must be addressed. To achieve this:

1. Shift to the end of this template and look through the CACREP grids to find the one that represents this course. Cut and paste it here. Delete all of the other grids.
2. Complete the grid by identifying **both** where a student is *introduced to the content* (i.e. chapter that covers the topic) and also *how they are assessed* (i.e. paper, exam, etc.) on the course content in the “Assessment” column.
3. If you do not find a grid for your class, delete the heading “Course CACREP Standards and Assessments”.

Key Performance Indicator (KPI) Assignment

Please note that with the exception of electives and fieldwork courses (which will be addressed next), all of our academic courses require a Key Performance Indicator assignment. If you are teaching an elective or clinical fieldwork course delete this section.

We use the KPI assignments to “Introduce” key counseling content in the “Cognitive” method.

This signature assignment should be part of the overall course assessment material, most likely a culmination assignment of the entire course’s content. The assignment ideally covers several CACREP standards and focuses on highlighting knowledge across the four Program Objectives the Department of Counselor Education has established for itself.

You may use the required syllabus grid (below) as a method to briefly highlight the KPI assignment and expand it more comprehensively later in your syllabus when you address all other measured expectations of the course.

Review your assignment and identify as many CACREP standards (using the grid from above) to fill the middle column below (just identify the standard code). Briefly describe the assignment component that fit the appropriate program objective in the right column.

At the end of the semester you will provide a final grade for this assignment in the form of % as well as a Cognitive Rubric score (below) to the Department of Counselor Education for program evaluation. If you have a KPI leave the Cognitive Rubric in your syllabi and delete the Affective Rubric.

This assignment has been identified as a “signature assignment” in which the four Program Objectives of the Department of Counselor Education are showcased. Your score on this assignment will be used in both the assessment of your progress in the program but also the program’s ability to meet their educational goals. Your final grade on this assignment will be shared with faculty at the mid-semester review and potentially discussed with your advisor at some point. You will be given a score on this assignment (which will be used towards your final grade calculation) and a rubrics score (not used towards your final grade in the course). Any areas on the rubrics in which **you receive a score less than 3 will initiate an “Ongoing Competency”** meeting with your instructor (and in some cases your advisor and the Department Chair).

Key Performance Indicator Assignment Title:

Description:

Program Objective	CACREP Standards	Assignment Components
Guide students in understanding their roles and responsibilities within the ethical and legal guidelines germane to counseling and student affairs professions.		
Foster the development of expertise in counseling skills.		
Instill a commitment to uphold best practices within counseling and student affairs professions.		
Cultivate diversity and social justice competence within counseling and student affairs professions.		

KPI Cognitive Rubric

	Exemplary (4)	Proficient (3)	Approaching (2)	Unacceptable (1)
Professional Identity	Student demonstrates a sophisticated understanding of the professional roles and responsibilities of a counselor in the context of this subject matter.	Student demonstrates an accurate understanding of the professional roles and responsibilities of a counselor in the context of this subject matter.	Student demonstrates some understanding of the professional roles and responsibilities of a counselor in the context of this subject matter; major inaccuracies are evident.	Student demonstrates a lack of understanding of the professional roles and responsibilities of a counselor in the context of this subject matter.
Counseling Skills	Student demonstrates a sophisticated understanding of the counseling skills that are relevant to this subject matter.	Student demonstrates an accurate understanding of the counseling skills that are relevant to this subject matter.	Student demonstrates some understanding of the counseling skills that are relevant to this subject matter; major inaccuracies are evident.	Student demonstrates a lack of understanding of the counseling skills that are relevant to this subject matter.
Best Practices	Student effectively synthesizes current, professional research from a variety of perspectives/viewpoints.	Student adequately summarizes current professional research.	Student provides a superficial summary of current professional research.	Student references the research of others.
Cultural Competence	Student demonstrates a sophisticated understanding of multicultural considerations in the context of this subject matter.	Student demonstrates an accurate understanding of multicultural considerations in the context of this subject matter.	Student demonstrates some understanding of multicultural considerations in the context of this subject matter; major inaccuracies are evident.	Student demonstrates a lack of understanding of multicultural considerations in the context of this subject matter.

Affective/Reinforcement Assignment

If you used the KPI cognitive/introduction grid above, delete this section and the Affective Rubric below it.

If this syllabus is for an Advanced Applied course you are responsible for contributing data for the “Reinforcement” and “Affect” portion of the student and program evaluation plan (assessed by the affective journal assignments outlined in the grid below). If this syllabus is for an Internship course you are part of the “Mastery” and “Behavior” part of the student and program evaluation plan (assessed by the site-supervisor evaluations and results of the CPCE exam). You may use the Advanced Applied journals as part of your overall course grade but not in Internship due to the potential of all students not having the same amount of journals to write.

In Advanced Applied students should be made responsible to write five papers using the outlined course assignment in the grid below for the following content areas:

1. Group
2. Theories
3. Multicultural
4. Ethics
5. Human Growth and Development (not applicable for SA and addressed in School counseling in the following courses: XXXXX)

In Internship courses students should be made responsible to write 1 paper for each of the 3 credits of fieldwork they are enrolled in until they have written a total of 4 papers. The final four content areas are:

1. Research
2. Assessment
3. Career
4. Specialty (MH, SCH, SA)

Your responsibilities as the instructor are:

1. In the case of Internship courses, poll your students on the first day of class to determine which courses they have completed or currently enrolled in. Collaborate to make a plan for which of the content areas that you will require them to complete a paper on. In the event there is a challenge (such as a student not having taken any of the listed areas yet) contact their advisor and the appropriate program director to make an accommodation plan.
2. Decide on the deadline of your papers over the course of the semester. You are encouraged to not make them all due at the same time.

Use the KPI Affect Rubrics to grade the journal and report your scores to the Department of Counselor Education (you will receive an email requesting them).

Over the course of your clinical fieldwork experiences you are responsible to write 9 reflection journals (7 for SA students). These journals are the second data collection point in the ongoing assessment of you and the Department of Counselor Education’s ability to meet the program objectives. In collaboration

with your fieldwork instructors you will identify which topics you will need to complete each semester until you have completed them all.

Reflection journals should be one page, single-spaced, and address each of the four “Assignment Components”. In the grid where you see the double asterisks insert the content area. For example, if you were writing about Ethics you would read the first program objective assignment component as:

*“Reflect on your perception of the knowledge that you were introduced to, the academic work you completed, and your experience of incorporating the course content **of ethics** into your fieldwork experience up to this point.”*

Alternatively, if you were writing about Group work it would read:

*“Reflect on your perception of the knowledge that you were introduced to, the academic work you completed, and your experience of incorporating the course content **of group work** into your fieldwork experience up to this point.”*

Each of your journals will be graded using the KPI Affect Rubric (below). Any areas on the rubrics in which **you receive a score less than 3 will initiate an “Ongoing Competency”** meeting with your instructor (and in some cases your advisor and the Department Chair).

Affective/Reinforcement Assignment CACREP Core Area:

***Insert the appropriate course topic Research, Assessment, Career, Development, Multicultural, Ethics, Group, Theories, Specialty (MH, SA, SC). One journal must be completed for each topic.*

Program Objective	Assignment Components
Guide students in understanding their roles and responsibilities within the ethical and legal guidelines germane to counseling and student affairs professions.	Reflect on your perception of the knowledge that you were introduced to, the academic work you completed, and your experience of incorporating the course content of ** into your fieldwork experience up to this point. Describe your observations and integration of knowledge as it pertains to the professional roles and responsibilities of a counselor/student affairs professional.
Foster the development of expertise in counseling skills.	Provide an example of a time when you employed the use of your knowledge/skills attained in your course on **. Share what you did and how that action assisted in developing your skill set as a counselor/student affairs professional.
Instill a commitment to uphold best practices within counseling and student affairs professions.	You have been introduced to best practices in each of your core content area courses. Based on the course content of** for this journal, describe how, when, and where best practices are being implemented and what are your observations (thoughts and/or reactions)?
Cultivate diversity and social justice competence within counseling and student affairs professions.	Reflect on how cultural diversity and social justice is addressed at your fieldwork placement. Based on our reflections, what have you observed? What do you believe to be important to uphold in consideration of culture and advocacy while working with clients/students (based on content area of **)?

KPI Affective Rubric

	Exemplary (4)	Proficient (3)	Approaching (2)	Unacceptable (1)
Professional Identity	Student demonstrates a high level of analysis, reflection, and insight regarding how their professional identity connects with the subject matter.	Student demonstrates an adequate level of analysis, reflection, and insight regarding how their professional identity connects with the subject matter.	Student demonstrates an inconsistent and/or a superficial level of analysis, reflection, and/or insight. It is unclear how their professional identity connects with the subject matter.	Paper shows minimal evidence of analysis, reflection, and/or insight. There is little to no connection between professional identity and the subject matter.
Counseling Skills	Student demonstrates a high level of analysis, reflection, and insight regarding the counseling skills required for this subject matter.	Student demonstrates an adequate level of analysis, reflection, and insight regarding the counseling skills required for this subject matter.	Student demonstrates an inconsistent and/or a superficial level of analysis, reflection, and/or insight. It is unclear which counseling skills are required for this subject matter.	Paper shows minimal evidence of analysis, reflection, and/or insight. There is little to no connection between counseling skills and the subject matter.
Best Practices	Student demonstrates a high level of analysis, reflection, and insight regarding best practices within the subject matter.	Student demonstrates an adequate level of analysis, reflection, and insight regarding best practices within the subject matter.	Student demonstrates an inconsistent and/or a superficial level of analysis, reflection, and/or insight. It is unclear what best practice are and how they connect with the subject matter.	Paper shows minimal evidence of analysis, reflection, and/or insight. There is little to no connection between best practices and the subject matter.
Cultural Competence	Student demonstrates a high level of analysis, reflection, and insight regarding cultural understanding and advocacy connected to the subject matter.	Student demonstrates an adequate level of analysis, reflection, and insight regarding cultural understanding and advocacy connected to the subject matter.	Student demonstrates an inconsistent and/or a superficial level of analysis, reflection, and/or insight. The connection between the subject matter and cultural understanding and advocacy is unclear.	Paper shows minimal evidence of analysis, reflection, and/or insight. There is little to no connection between cultural understanding and advocacy and the subject matter.

CNGC 500**Research and Evaluation (3 credits)**

Code	Standard	Assessment
	Research & Program Evaluation	
SecII.F.8.a.	the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	
SecII.F.8.b.	identification of evidence-based counseling practices	
SecII.F.8.c.	needs assessments	
SecII.F.8.d.	development of outcome measures for counseling programs	
SecII.F.8.e.	evaluation of counseling interventions and programs	
SecII.F.8.f.	qualitative, quantitative, and mixed research methods	
SecII.F.8.g.	designs used in research and program evaluation	
SecII.F.8.h.	statistical methods used in conducting research and program evaluation	
SecII.F.8.i.	analysis and use of data in counseling	
SecII.F.8.j.	ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	
	DESE	
School Counselor	k. knowledge of statistics, research design, and research in guidance counseling	X

CNGC 528**Counseling Theories and Techniques**

Code	CACREP Standard	Assessment
	Counseling & Helping Relationships	
SecII.F.5.a.	theories and models of counseling	
SecII. F.5.b.	a systems approach to conceptualizing clients	
SecII.F.5.j.	evidence-based counseling strategies and techniques for prevention and intervention	
SecII.F.5.n.	processes for aiding students in developing a personal model of counseling	
	Clinical Mental Health Counseling	
SecV.C.1.b.	theories and models related to clinical mental health counseling	
SecV.C.3.b.	techniques and interventions for prevention and treatment of a broad range of mental health issues	
SecV.C.3.e.	strategies to advocate for persons with mental health issues	
	MA DESE	
School Adjustment Counselor	a. Principles of therapeutic relationships.	

CNGC 529

Multicultural Counseling (3 credits)

Code	Standard	Assessment
	Social & Cultural Diversity	
SecII.F.2.a.	multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	
SecII.F.2.b.	theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	
SecII.F.2.c.	multicultural counseling competencies	
SecII.F.2.d.	the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	
SecII.F.2.e.	the effects of power and privilege for counselors and clients	
SecII.F.2.f.	help-seeking behaviors of diverse clients	
SecII.F.2.g.	the impact of spiritual beliefs on clients' and counselors' worldviews	
SecII.F.2.h.	strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	
	Counseling & Helping Relationship	
SecII.F.5.d.	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	
SecII.F.5.f.	counselor characteristics and behaviors that influence the counseling process	
	Clinical Mental Health Counseling	
SecV.C.2.j.	cultural factors relevant to clinical mental health counseling	

CNGC 538**Group I: Theory and Practice of Group Interaction (3 credits)**

Code	Standard	Assessment
	Group Counseling & Group Work	
SecII.F.6.a.	theoretical foundations of group counseling and group work	
SecII.F.6.b.	dynamics associated with group process and development	
SecII.F.6.c.	therapeutic factors and how they contribute to group effectiveness	
SecII.F.6.d.	characteristics and functions of effective group leaders	
SecII.F.6.e.	approaches to group formation, including recruiting, screening, and selecting members	
SecII.F.6.f.	types of groups and other considerations that affect conducting groups in varied settings	
SecII.F.6.g.	ethical and culturally relevant strategies for designing and facilitating groups	
	DESE	
School Counselor	1. group counseling and group leadership	X

CNGC520**Group Experience (Pass/No Pass – 0 credits)**

Code	Standard	Assessment
	Group Counseling & Group Work	
SecII.F.6.h.	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	

Introduction to Career Counseling

Code	Standard	Assessment
	Career Development	
SecII.F.4.a.	theories and models of career development, counseling, and decision making	
SecII.F.4.b.	approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	
SecII.F.4.c.	processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	
SecII.F.4.d.	approaches for assessing the conditions of the work environment on clients' life experiences	
SecII.F.4.e.	strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	
SecII.F.4.f.	strategies for career development program planning, organization, implementation, administration, and evaluation	
SecII.F.4.g.	strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	
SecII.F.4.h.	strategies for facilitating client skill development for career, educational, and life-work planning and management	
SecII.F.4.i.	methods of identifying and using assessment tools and techniques relevant to career planning and decision making	
SecII.F.4.j.	ethical and culturally relevant strategies for addressing career development	
	School Counseling	
Sec.V.G.1.c.	Models of P-12 comprehensive career development	
Sec.V.G.3.e.	Use of developmentally appropriate career counseling interventions and assessments	
	DESE	
School Counselor	i. Career Counseling	X

Psychological Assessment (3 credits)

Code	Standard	Assessment
	Assessment & Testing	
SecII.F.7.a.	historical perspectives concerning the nature and meaning of assessment and testing in counseling	
SecII.F.7.b.	methods of effectively preparing for and conducting initial assessment meetings	
SecII.F.7.e.	use of assessments for diagnostic and intervention planning purposes	
SecII.F.7.f.	basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	
SecII.F.7.g.	statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	
SecII.F.7.h.	reliability and validity in the use of assessments	
SecII.F.7.i.	use of assessments relevant to academic/educational, career, personal, and social development	
SecII.F.7.j.	use of environmental assessments and systematic behavioral observations	
SecII.F.7.k.	use of symptom checklists, and personality and psychological testing	
SecII.F.7.l.	use of assessment results to diagnose developmental, behavioral, and mental disorders	
SecII.F.7.m.	ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	
	Clinical Mental Health Counseling	
SecV.C.1.e.	psychological tests and assessments specific to clinical mental health counseling	
SecV.C.3.a.	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	
	School Counseling	
Sec.V.G.1.e.	assessments specific to P-12 education	
	DESE	
School Adjustment Counselor	e. Knowledge of state-of-the-art diagnostic instruments; procedures for testing and interpreting results.	X
School Counselor	b. understanding and interpretation of Massachusetts Comprehensive System (MCAS) and other academic test results to students, teachers, and parents	X

Crisis and Trauma Counseling (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	
	Human Growth & Development	
SecII.F.3.g.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	
	Counseling and Human Relationships	
SecII.F.5.l.	suicide prevention models and strategies	
SecII.F.5.m.	crisis intervention, trauma informed, and community-based strategies, such as Psychological First Aid	
	Assessment & Testing	
SecII.F.7.c.	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	
SecII.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse	
	Mental Health	
SecV.C.2.f.	impact of crisis and trauma on individuals with mental health diagnoses	
	School Counseling	
SecV.G.2.e.	school counselor roles and responsibilities in relation to school emergency management plans, and crises, disasters, and trauma	
Sec.V.G.2.i.	signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs	
	DESE	
School Adjustment Counselor	d. Prevention and treatment of substance abuse, physical and sexual abuse, and violence in PreK-12 students.	X
School Counseling	f. knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students	

CNGC 582: Preventive Counseling

	DESE	Assessment
School Adjustment Counselor	f. Techniques for communicating and working with families and school and community personnel.	X
School Adjustment Counselor	g. Knowledge of the criminal justice system with particular reference to the juvenile justice system and organizations.	X
School Adjustment Counselor	i. Federal and state laws and regulations addressing the legal rights of students and families.	X

The Professional Counselor: Standards, Ethics, & Legal Issues (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.a.	history and philosophy of the counseling profession and its specialty areas	
SecII.F.1.b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
SecII.F.1.d.	the role and process of the professional counselor advocating on behalf of the profession	
SecII.F.1.e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	
SecII.F.1.f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues	
SecII.F.1.g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	
SecII.F.1.h.	current labor market information relevant to opportunities for practice within the counseling profession	
SecII.F.1.i.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
SecII.F.1.j.	technology's impact on the counseling profession	
SecII.F.1.k.	strategies for personal and professional self-evaluation and implications for practice	
SecII.F.1.l.	self-care strategies appropriate to the counselor role	
SecII.F.1.m.	the role of counseling supervision in the profession	
	Counseling and Helping Relationships	
SecII.F.5.c.	theories, models, and strategies for understanding and practicing consultation	
	Clinical Mental Health Counseling	
SecV.C.1.a.	history and development of clinical mental health counseling	
SecV.C.2.a.	roles and settings of clinical mental health counselors	
SecV.C.2.i.	legislation and government policy relevant to clinical mental health counseling	
SecV.C.2.k.	professional organization, preparation standards, and credentials relevant to the practice of clinical mental health counseling	

SecV.C.2.1.	Legal and ethical considerations specific to clinical mental health counseling	
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CNMH 540**Substance Use and Addiction Disorders (3.0 credits)****Code**

Code	Human Growth and Development	Assessment
SecII.F.3.d.	theories and etiology of addictions and addictive behaviors	
	Clinical Mental Health Counseling	
SecV.C.1.d	neurobiological and medical foundation and etiology of addiction and co-occurring disorders	
SecV.C.3.c	strategies for interfacing with the legal system regarding behavioral court-referred clients	

CNMH 564

Theories of Psychological Development (3 credits)

Code	Standard	Assessment
	Human Growth & Development	
SecII.F.3.a.	theories of individual and family development across the lifespan	
SecII.F.3.b.	theories of learning	
SecII.F.3.c.	theories of normal and abnormal personality development <i>*this standard is jointly covered in CNMH568 Psychopathology</i>	
SecII.F.3.e.	biological, neurological, and physiological factors that affect human development, functioning, and behavior	
SecII.F.3.f.	systemic and environmental factors that affect human development, functioning, and behavior	
SecII.F.3.h.	a general framework for understanding differing abilities and strategies for differentiated interventions	
SecII.F.3.i.	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	
	MA DESE	
School Adjustment Counselor	b. Theories of normal and abnormal intellectual, social, and emotional development.	X

CNMH 568

Psychopathology (3 credits)

Code	Human Growth & Development	Assessment
SecII.F.3.c.	theories of normal and abnormal personality development <i>*this standard is jointly covered in CNMH564 Theories of Psychological Development</i>	
	Clinical Mental Health Counseling	
SecV.C.2.b.	etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	
SecV.C.2.d.	diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the International Classification of Diseases (ICD)	
SecV.C.2.e.	potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	
SecV.C.2.g	impact of biological and neurological mechanisms on mental health	
SecV.C.2.h.	classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	
	MA DESE	
School Adjustment Counselor	c. Theories of normal and abnormal intellectual, social, and emotional development.	X
School Adjustment Counselor	d. Learning disorders, including emotional issues affecting student achievement, and their treatment.	X
School Adjustment Counselor	h. Knowledge of medical conditions and medication related to physical disabilities and learning disorders	X

CNMH 570

Advanced Applied Counseling: Mental Health Counselor

(100 hours; 3 credits)

Code	Standard	Assessment
	Counseling & Helping Relationships	
SecII.F.5.e.	the impact of technology on the counseling process	
SecII.F.5.h.	developmentally relevant counseling treatment or intervention plans	
SecII.F.5.i.	development of measurable outcomes for clients	
SecII.F.5.k.	strategies to promote client understanding of and access to a variety of community-based resources	
	Assessment & Testing	
SecII.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse	<i>*Fieldwork requirement to complete the MA mandated reporter training.</i>
	Clinical Mental Health Counseling	
SecV.C.1.c	principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	
	Professional Practice	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	Enrollment in course is dependent on documentation of current liability insurance with the fieldwork director.
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	Practicum	
SecIII.F.	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	
SecIII.G.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	
SecIII.H.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	
SecIII.I.	Practicum students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	

CNMH 571**Internship: Mental Health Counselor****(Total of 600 hours; 12 credits)**

Code	Standard	Assessment
	Professional Practice	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	Enrollment in course is dependent on documentation of current liability insurance with the fieldwork director.
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	Internship	
SecIII.J.	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	
SecIII.K.	Internship students complete at least 240 clock hours of direct service.	
SecIII.L.	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.	

SecIII.M.	Internship students participate in an average of 11/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	
	Clinical Mental Health Counseling	
SecV.C.2.c.	mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	*Required “Site Presentation”. Readings from Fieldwork Orientation Required Text.
SecV.C.2.m.	record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Readings from Fieldwork Orientation Required Text.
SecV.C.3.d.	strategies for interfacing with integrated behavioral health care professionals	Readings from Fieldwork Orientation Required Text.

CNSC 515

Ethical and Legal Issues for the School Counselor (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.a.	history and philosophy of the counseling profession and its specialty areas	
SecII.F.1.b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	
SecII.F.1.d.	the role and process of the professional counselor advocating on behalf of the profession	
SecII.F.1.e.	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	
SecII.F.1.f.	professional counseling organizations, including membership benefits, activities, services to members, and current issues	
SecII.F.1.g.	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	
SecII.F.1.h.	current labor market information relevant to opportunities for practice within the counseling profession	
SecII.F.1.i.	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	
SecII.F.1.j.	technology's impact on the counseling profession	
SecII.F.1.l.	self-care strategies appropriate to the counselor role	
SecII.F.1.m.	the role of counseling supervision in the profession	
	Counseling and Helping Relationships	
SecII.F.5.e.	the impact of technology on the counseling process	
	School Counseling	
SecV.G.2.l.	professional organizations, preparation standards, and credential relevant to the practice of school counseling	
SecV.G.2.m.	legislation and government policy relevant to school counseling	
SecV.G.2.n.	legal and ethical considerations specific to school counseling	
	DESE Standard	
School Counselor	h. federal, state, municipal, and school laws and regulations	X

CNSC 516**Foundations in School Counseling (3 credits)**

Code	Standard	Assessment
	School Counseling	
SecV.G.1.a	history and development of school counseling	
SecV.G.1.b.	models of school counseling programs	
SecV.G.2.a.	school counselor roles as leaders, advocates, and systems change agents in P-12 schools	
SecV.G.2.c	school counselor roles in relation to college and career readiness	
SecV.G.2.f.	competencies to advocate for school counseling roles	
SecV.G.2.j.	qualities and styles of effective leadership in schools	
SecV.G.3.a.	development of school counseling program mission statements and objectives	
SecV.G.3.b.	design and evaluation of school counseling programs	
	DESE Standard	
School Counselor	g. philosophy, principles, and practice in school guidance counseling	X

CNSC 517**Evidence Based School Counseling Practices (3 credits)**

Code	Standard	Assessment
	Counseling and Helping Relationships	
SecII.F.5.j.	evidence-based counseling strategies and techniques for prevention and intervention	
	School Counseling	
SecV.G.3.d.	interventions to promote academic development	
SecV.G.3.m.	strategies for implementing and coordinating peer intervention programs	
SecV.G.3.n.	use of accountability data to inform decision making	
SecV.G.3.o.	use of data to advocate for programs and students	
	DESE Standards	
School Counselor	a. familiarity with the Curriculum Frameworks and their use in advising responsibilities of the guidance counselor	X

CNSC 520 Development through the Lifespan for School Counselors**(3 credits)**

Code	Standard	Assessment
	Human Growth & Development	
SecII.F.3.a.	theories of individual and family development across the lifespan	
SecII.F.3.b.	theories of learning	
SecII.F.3.c.	theories of normal and abnormal personality development <i>*this standard is jointly covered in CNSC 521 Clinical Issues for the School Counselor</i>	
SecII.F.3.e.	biological, neurological, and physiological factors that affect human development, functioning, and behavior	
SecII.F.3.f.	systemic and environmental factors that affect human development, functioning, and behavior	
SecII.F.3.i.	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	
	DESE Standards	
School Counselor	c. psychology of learning	X
School Counselor	e. theories of normal and abnormal intellectual, social, and emotional development	X

CNSC 521**Clinical Issues for the School Counselor (3 credits)**

Code	Standard	Assessment
	Human Growth & Development	
SecII.F.3.c.	theories of normal and abnormal personality development <i>*this standard is jointly covered in CNSC 520 Development through the Lifespan</i>	
SecII.F.3.d.	theories and etiology of addictions and addictive behaviors	
SecII.F.3.h.	a general framework for understanding differing abilities and strategies for differentiated interventions	
	School Counseling	
SecV.G.2.g.	characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders	
Sec.V.G.2.h.	common medications that affect learning, behavior, and mood in children and adolescents	
SecV.G.3.h.	skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement	
	DESE Standards	
School Counselor	d. understanding the diagnosis and treatment of learning and behavior disorders	X
School Counselor	e. theories of normal and abnormal intellectual, social, and emotional development	X
School Counselor	f. knowledge of strategies used for the prevention and treatment of substance abuse, physical and sexual abuse, the spectrum of mental illnesses, and violence in PreK-12 students	X

CNSC 524**Applied School Counseling (3 credits)**

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.k.	strategies for personal and professional self-evaluation and implications for practice	
	Counseling and Helping Relationships	
SecII.F.5.g.	essential interviewing, counseling, and case conceptualization skills	
Sec.II.F.5.h.	developmentally relevant counseling treatment or intervention plans	
Sec.II.F.5.i.	development of measurable outcomes for clients	
	School Counseling	
SecV.G.3.c.	core curriculum design, lesson plan development, classroom management, strategies, and differentiated instructional strategies	
SecV.G.3.f.	techniques of personal/social counseling in school settings	

CNSC 526

Consultation and Collaboration for School Counselors (3 credits)

Code	Standard	Assessment
	Counseling and Helping Relationships	
SecII.F.5.c.	theories, models, and strategies for understanding and practicing consultation	
SecII.F.5.k.	strategies to promote client understanding of and access to a variety of community-based resources	
	School Counseling	
SecV.G.1.d.	models of school-based collaboration and consultation	
SecV.G.2.b.	school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	
SecV.G.2.d.	school counselor roles in school leadership and multidisciplinary teams	
SecV.G.2.k.	community resources and referral sources	
SecV.G.3.g.	strategies to facilitate school and postsecondary transitions	
SecV.G.3.i.	approaches to increase promotion and graduation rates	
Sec.V.G.3.j.	interventions to promote college and career readiness	
SecV.G.3.k.	strategies to promote equity in student achievement and college access	
SecV.G.3.l.	techniques to foster collaboration and teamwork within schools	
	DESE Standards	
School Counselor	j. resources within the school system or the community for referral	X
School Counselor	m. development of skills for consultation with parents, teachers, and administrators	X
School Counselor	n. college counseling and use of college and other post-secondary resource materials (grades 5-12)	X

Advanced Applied Counseling: School Counselor**(100 hours; 3 credits)**

Code	Standard	Assessment
	Professional Practice	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	Practicum	
SecIII.F.	Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.	
SecIII.G.	Practicum students complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.	
SecIII.H.	Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.	
SecIII.I.	Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	

Practicum: School Counselor**(Total of 600 hours; 12 credits)**

Code	Standard	Assessment
	Professional Practice	
SecIII.A.	Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.	Enrollment in course is dependent on documentation of current liability insurance with the fieldwork director.
SecIII.B.	Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.	
SecIII.C.	Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.	
SecIII.D.	Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.	
SecIII.E.	In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.	
	Internship	
SecIII.J.	After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.	
SecIII.K.	Internship students complete at least 240 clock hours of direct service.	
SecIII.L.	Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.	

SecIII.M.	Internship students participate in an average of 1 1/2 hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.	
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CNSC 535

Applied Counseling (3 credits)

Code	Standard	Assessment
	Professional Counseling Orientation & Ethics	
SecII.F.1.k.	strategies for personal and professional self-evaluation and implications for practice	
	Counseling and Helping Relationships	
SecII.F.5.g.	essential interviewing, counseling, and case conceptualization skills	
Sec.II.F.5.h.	developmentally relevant counseling treatment or intervention plans	
Sec.II.F.5.i.	development of measurable outcomes for clients	