Clinical Mental Health Counseling Program
Annual Program Report
2023-2024

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Niagara University's College of Education is committed to the highest levels of quality assurance and continuous improvement in all of its programs and offerings. We demonstrate this commitment by conducting annual program reviews according to the highest national and international standards of the respective professions for which we prepare our candidates, and sharing these results with program stakeholders including applicants, candidates, alumni, clinical supervisors, and faculty. The following report details the annual review of the College of Education's Clinical Mental Health Counseling program. This program is aligned to the 2016 Council for Accreditation of Counseling & Related Educational Programs (CACREP) Standards including the eight CACREP Core areas and the specific standards for Clinical Mental Health Counseling.

Program Assessment Measures

1. National Examination
   Candidates in the Clinical Mental Health Counseling program complete the Counselor Preparation Comprehensive Examination (CPCE) in their third year of study. The program seeks to administer the exam to the entire cohort at the end of the fall semester. For two years in this cycle, the technological challenges have pushed the administration to the spring semester. The CPCE is aligned to the 8 CACREP Core Areas (2.F.1-2.F.8).

2. Key Program-Based Assessments
   Program data is collected on an annual basis on the following measures aligned to CACREP's 2016 Clinical Mental Health Counseling Standards:

   a. Mid-Point Assessment-Mock Counseling Session
      Candidates take the mid-point assessment at the conclusion of their first year of study. Within the assessment, candidates make a video of a mock counseling session, and present the case to their peers and the professor of EDU 658 Advanced Counseling Techniques. The class critiques the presentation and the video, and the instructor provides a final evaluation using a standardized scoring rubric. In order to proceed to practicum, candidates must receive a passing score on this signature assessment. The Mid-Point Assessment is aligned to CMHC CACREP 2016 standards 2.F.1.k, 2.F.5.j, 2.F.7.e, and 5.C.2.l.

   b. Research Project (595) CCA

      Candidates complete the research project in the fall of their second year of study. Within this assessment candidates prepare a research proposal evaluating an intervention, project, or program relevant to their area of professional interest or

expertise. The research proposal is informed by a needs assessment. The instructor of EDU 595 Educational Research and Statistics evaluates the proposal using a standardized scoring rubric. In order to proceed to Internship I, candidates must receive a passing score on this signature assessment. Aligned to CMHC 2016 CACREP Standards spanning 2.F.8.

c. Diversity Project (652) CCA

Candidates complete the diversity project in EDU 652 Multicultural Counseling which is taken in the second year, spring semester. Candidates have the option of taking it in the first or second summer session to reduce the spring semester course load.   Within the project candidates are required to view a film or media source (e.g., TV series, biography, documentary) in which an individual faces challenges or unique experiences as a result of cultural factors. Based on the plight/issues of the character in the film, articulate the following in written form. They document the phenomenological experiences of the central character, chronicle the character's cultural identity development, apply eco-webbing procedures to the analysis, consider turning points/challenges confronted by the character, and indicate intervention plans as if the character were a client.   The project is aligned to CACREP 2016 standards 2.R.1.e, 2.F.2a-d, 2.F.5.b, and CMHC specific standards. 5.C.2.j and 5.C.3.a.

d. Practicum Evaluation
In the fall of the second year of the program candidates complete a practicum placement. At the end of practicum the site supervisor completes a final evaluation of the candidate's knowledge, skills, and dispositions in each of the program expectations aligned to CMHC CACREP 2016 standards 2 F.5.a., 2. F.1.j., 2. F.2.c., 2.F. 2.d., 2.F.1.a., 2.F.1.b., 2.F.1.i., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.h., 2.F.5.e., 2.F.5.f., 2.F.5.g, 5.C.1.b., 5.C.2.a., 5.C.2.d., 5.C.2.h., 5.C.2.m., 5.C.3.d., 5.C.3.e.

e. Internship Evaluation
Within the program candidates complete three internship placements (spring of year 2, fall of year 3, and spring of year 3). At the end of each internship the site supervisor completes a final evaluation of the candidate's knowledge, skills, and dispositions in each of the program expectations aligned to CMHC CACREP standards B1, B2, D1, D2, D3, D4, D5, D6, D7, D8, D9, F1, F2, F3, H1, H2, H3, H4, J1, J2, J3, L1, L2, and L3. The evaluation form was revised to CACREP 2016 standards in the spring of 2021 and piloted with Internship 1.   The form aligns with CACREP 2016 standards: 2.F.1.a., 2.F.1.b., 2.F.1.i., 2.F.1.j., 2.F.1.k., 2.F.1.l., 2.F.1.m., 2.F.2.c., 2.F.2.d., 2.F.2.h., 2.F.4.b., 2.F.4.h., 2.F.5.a, 2.F.5.d., 2.F.5.e., 2.F.5.f., 2.F.5.g., 2.F.5.i., 2.F.5.m., 2.F.6.a., 2.F.6.c., 2.F.7.e., 2.F.7.i., 5.C.1.b., 5.C.1.e., 5.C.2.a., 5.C.2.b., 5.C.2.c., 5.C.2.d., 5.C.2.d., 5.C.2.f., 5.C.2.h., 5.C.2.j., 5.C.2.l., 5.C.2.m., 5.C.3.b., 5.C.3.b., 5.C.3.d., 5.C.3.e.

f. Therapeutic Impact Project

This Common Course Assessment is completed in the third internship. The project requires candidates to demonstrate their therapeutic impact with a client. The project includes an assessment of client needs, details of a treatment, and review of treatment progress. The project is reviewed by the University Supervisor/Instructor of EDU 687 using a standard rubric aligned to CACREP 2016 standards 2.F.1.m, 2.F.2.c, 2.F.3.e, 2.F.3.f, 2.F.5.a, 2.F.5.b, 2.F.5.c, 2.F.5.e, 2.F.5.f, 2.F.5.g, 2.F.5.h, 2.F.5.i, 2.F.7.b, 2.F.7.e,2.F.7.f,2.F.7.h, 2.F.7.j, 2.F.7.l, 2.F.7.m, 2.F.8.b, 2.F.8.c, 2.F.8.d, 2.F.8.e, 2.F.8.i, 2.F.8.j

g. Comprehensive Examination

This comprehensive assessment is administered in the last three weeks of the final semester of study. The clinical mental health counseling candidate participates in an oral defense in which each conducts a PowerPoint presentation on questions pertaining to the field of clinical mental health counseling. The oral defense is evaluated by the candidate's faculty advisor and an additional full-time faculty member(s) using an approved rubric. CMHC CACREP 2016 standards:2.F.1.l, 2.F.2.h, 2.F.5.a, 2.F.8.b, 5.C.1.a, 5.C.2.j. 5.C.2.l, 5.C.3.a-3

3. Exit Survey

The program faculty conducts an annual survey of graduates to assess their perceptions on the quality of the program. Although not entirely aligned to CACREP standards, this survey is more specific to individual program components and expectations for the profession. The alumni survey aligns to CACREP Standards: 2.F.4, 2.F.5.h, 2.F.5.m, 2.F.8, 5.C.2.f, 5.C.2.m, 5.C.3.a

4. Employment Statistics

The program coordinator maintains contact with alumni and annually seeks updates on employment status beginning one year following graduation.

Assessment Measure Alignment with CACREP Standards

Assessment/CACREP 2016 Standard	2.F.1 Professional Counseling Orientation and Ethical Practice	2.F.2 Social and Cultural Diversity	2.F.3 Human Growth and Development	2.F.4 Career Development	2.F.5 Counseling and Helping Relationships	2.F.6 Group Counseling and Group Work	2.F.7 Assessment and Testing	2.F.8 Research and Program Evaluation
CPCE	■	■	■	■	■	■	■	■
Mid-Point	■				■		■	
Research	■							■
Diversity	■	■			■			
Practicum	■	■			■			
Internship	■	■		■	■	■	■	
Therapeutic Impact	■	■	■		■		■	■
Comprehensive	■	■			■			■
Exit Survey	■	■	■	■	■	■	■	■

Assessment/CACREP 2016 Standard	5.C.1 Foundations	5.C.2 Contextual Dimensions	5.C.3 Practice
CPCE			
Mid-Point		■	
Research		■	■
Diversity		■	■
Practicum	■	■	■
Internship	■	■	■
Therapeutic Impact			
Comprehensive	■	■	■

Exit Survey			

National Examination

Candidates complete the Counselor Preparation Comprehensive Examination (CPCE) during the fall semester of the third year of study. This exam is developed by the National Board for Certified Counselors/Center for Credentialing in Education and is based on the 8 CACREP Core areas.

Spring 2024

CACREP 2016 Standards	Content Area	Niagara University N=14					National-Exit N=641			
		Minimum	Maximum	Mean	Standard Deviation		Minimum	Maximum	Mean	Standard Deviation
2.F.1	C1: Professional counseling Orientation and Ethical Practice	6	15	11.1	2.5		0	16	10.6	2.4
2.F.2	C2: Social & Cultural Diversity	6	13	9.4	2.4		0	16	10.0	2.6
2.F.3	C3: Human Growth and Development	6	15	11.3	2.6		0	17	11.4	2.7
2.F.4	C4: Career Development	5	12	8.4	2.0		0	17	10.1	2.6
2.F.5	C5: Counseling and Helping Relationships	5	12	9.4	2.0		0	15	9.4	2.6
2.F.6	C6: Group counseling and Group Work	6	13	10.3	1.8		0	17	11.1	2.7
2.F.7	C7: Assessment and Testing	6	13	9.0	1.8		0	15	9.0	2.3
2.F.8	C8: Research and Program Evaluation	7	15	10.8	2.2		0	17	10.1	2.7
	TOTAL:	56	95	79.6	11.3		0	117	81.7	15.5

*Note: There was a technological glitch in the fall of 23 administration attempts, so it was rescheduled for spring 2024.

Spring 2023

CACREP 2016 Standards	Content Area	Niagara University N=17					National-Exit N=2,148			
		Minimum	Maximum	Mean	Standard Deviation		Minimum	Maximum	Mean	Standard Deviation
2.F.1	C1: Professional counseling Orientation and Ethical Practice	7	13	10.3	1.5		0	16	11.2	2.2
2.F.2	C2: Social & Cultural Diversity	4	11	8.2	1.8		0	17	10.0	2.5
2.F.3	C3: Human Growth and Development	5	13	9.6	1.9		0	17	10.6	2.4
2.F.4	C4: Career Development	6	13	8.6	1.8		0	16	10.3	2.4
2.F.5	C5: Counseling and Helping Relationships	6	14	10.0	2.0		0	17	9.8	2.6
2.F.6	C6: Group counseling and Group Work	8	14	10.8	1.5		0	17	11.7	2.6
2.F.7	C7: Assessment and Testing	4	13	9.1	2.3		0	17	10.1	2.5
2.F.8	C8: Research and Program Evaluation	5	14	10.9	2.6		0	17	11.7	2.8
	TOTAL:	64	92	77.5	9.5		0	124	85.5	14.9

*Note: There was a technological glitch in the fall of 22 administration attempts, so it was rescheduled for spring 2023.

Fall 2021 Results

CACREP 2016 Standards	Content Area	Niagara University N=13					National-Exit N=928			
		Minimum	Maximum	Mean	Standard Deviation		Minimum	Maximum	Mean	Standard Deviation
2.F.1	C1: Professional Counseling Orientation and Ethical Practice	6	13	10.4	1.9		0	16	11.6	2.4
2.F.2	C2: Social & Cultural Diversity	7	11	9.5	1.3		0	17	9.7	2.5
2.F.3	C3: Human Growth & Development	6	14	9.7	2.4		0	15	9.7	2.3
2.F.4	C4: Career Development	6	11	8.7	1.7		0	15	9.7	2.6
2.F.5	C5: Counseling and Helping Relationships	7	12	9.1	1.5		0	16	9.1	2.6
2.F.6	C6: Group Counseling and Group Work	6	13	9.8	2.1		0	17	11.1	2.8
2.F.7	C7: Assessment and Testing	5	14	9.3	2.4		0	16	9.4	2.6
2.F.8	C8: Research & Program Evaluation	6	14	9.3	2.4		0	16	10.1	2.7
	TOTAL:	57	92	75.8	9.7		0	111	80.5	15.5

Goal

The program faculty have set a goal that program mean scores on the CPCE will be equal to or higher than the national mean on each of the domains. We track scores as compared to the national mean over a three-year period. If we have three years of scores that exceed the mean, we consider this a strength area. If there are three years of scores where the program mean is below the national mean, we track that area as a potential area for improvement.

Pre-2023 Actions Related to this Assessment

As a result of lower CPCE scores on 2.F.2, eco-webbing analysis skills were introduced into <u>EDU 652 Multicultural Counseling</u> along with a Common Course Assessment (CCA) to analyze candidate knowledge and skill in Social & Cultural Diversity (2.F.2).

2023-24 Actions as a result of 2020-23 data:

We continued to target Social & Cultural Diversity (2.F.2) for improvement and transitioned the associated course (EDU 652) to be taught in-person.   We also focused on Career Development (2.F.4) by adding a Common Course Assessment (CCA) to the associated course (EDU 664).

Analysis of 2021-2024

There are no established trends in terms of strength, although the spring 2024 scores are greatly improved.   We believe this is reflective of the focused return to in person instruction following the pandemic.   Areas for improvement continue to include Social & Cultural Diversity (2.F.2), and Career Development (2.F.4). Group Counseling (2.F.6) was a newly identified area of concern, as the 2020 program scores were higher than the national mean.

Plans for 2024-2025 as a result of 2021-2024 data:

While we await the impacts of the 2023-24 program changes on CPCE scores related to 2.F.2 and 2.F. 4, we will focus on Group Counseling by examining the alignment of course content in <u>EDU 669 Group Counseling</u> with the content on the CPCE Domain VI related to 2.F.6.

Program-Based Assessments

New Mid-Point Assessment

Candidates take the mid-point assessment at the conclusion of their first year of study. Within the assessment, candidates make a video of a mock counseling session, and present the case to their peers and the professor of EDU 658 Advanced Counseling Techniques. The class critiques the presentation and the video, and the instructor provides a final evaluation using a standardized rubric. In order to proceed to practicum, candidates must receive a passing score on this signature assessment. This assessment was implemented in the e-portfolio system Anthology during the Spring 2019 semester. The rubric was revised to CACREP 2016 standards in spring 2021.

CACREP Standard	Criteria	Unsatisfactory	Weak Satisfactory	Satisfactory	Strong Satisfactory
Report Scoring Rubric for EDU 658 Video
Best practice in in conducting intake **2.F.5.j**	**Introduction**	Lacks more than one of the elements as defined for (2 pt.) satisfactory performance.	Lacks one of the elements as defined for (2 pt.) satisfactory performance.	Candidate welcomes the client, reviews presenting problems, ethical issues and establishes rapport.	● Candidate meets 2 pt. criteria and… ● Candidate moves beyond initial contact to create a therapeutic alliance. ● client/clinician roles/responsibilities are clearly defined
Best practice in using a variety of treatment techniques **2.F.5.j**	**Blending**	Lacks any of the elements as defined for (2 pt.) satisfactory performance.	Candidate appropriately utilizes and transitions between four techniques but lacks fluidity.	Candidate fluidly and appropriately utilizes and transitions between four techniques.	Selected techniques are congruent with client presentation, well-timed, well developed and marked by smooth transitions.
Best practice for Closure **2.F.5.j**	**Closing**	Lacks two or more of the elements as defined for (2 pt.) satisfactory performance.	Lacks one of the elements as defined for (2 pt.) satisfactory performance.	Attempts at closure are adequate but somewhat incomplete. e.g. Appropriately reviews issues covered, but the client may be unclear on next steps.	Clear steps for closure are evident: e.g.: ● Notifies client that the session is ending ● Summarizes ● Review concerns ● Conveys hope ● Assigns homework when appropriate, ● Discusses plans for the next session.

Presentation

CACREP Standard	Criteria	Unsatisfactory	Weak Satisfactory	Satisfactory	Strong Satisfactory
Best Practice for Case Presentation 2.F.5.j	**Handouts**	Lacks two or more of the elements as defined for (2 pt.) satisfactory performance	Lacks one of the elements as defined for (2 pt.) satisfactory performance.	Handouts are adequately organized but are somewhat unclear / incomplete with regard to client background and presenting problem.	Handouts are well organized and provide a thorough client background and presenting problems.
Best Practice for Seeking Supervision 2.F.5.j	**Seeking Supervision**	Candidate lacks insight into the context of the session and is challenged in preparing classmates to focus / give feedback on some critical issues.	Candidate demonstrates adequate insight into the context of the session but is challenged in preparing classmates to focus / give feedback on some critical issues.	Candidate demonstrates adequate insight into the context of the session and appropriately prepares classmates to focus / give feedback on most critical issues.	Candidate demonstrates good insight into the context of the session and appropriately prepares classmates to focus / give feedback on all critical issues.
Best Practice for Sharing Therapeutic Intent 2.F.5.j	**Briefing on therapeutic intent**	All two of the three criteria, as described in level three, are lacking.	Two of the three criteria, as described in level three, are lacking.	One of the three criteria, as described in level three, are lacking.	Candidates therapeutic intent: ●is well articulated. ●presented in format congruent with course content. ●consistent with what is observed in the session.

Critique

CACREP Standard	Criteria	Unsatisfactory	Weak Satisfactory	Satisfactory	Strong Satisfactory
Understands the evidence base and theoretical connections behind techniques 2.F.5.j	**Explanation of how/why techniques were used**	Rationale is consistent with information gathered in session but evidences limited synthesis of theory.	Rationale is consistent with information gathered in session but evidences limited synthesis of theory.	Rationale is congruent to the situation and demonstrates developing theoretical knowledge.	Rationale is congruent to the situation and demonstrates in-depth theoretical knowledge.

CACREP Standard	Criteria	Unsatisfactory	Satisfactory	Strong Satisfactory
Demonstrates ability to self-evaluate clinical limitations 2.F.1.k	**Discussion of session strengths**	Lacks 2 or more of the elements as defined for (2 pt.) satisfactory performance	Lacks 1 of the elements as defined for (2 pt.) satisfactory performance	Candidate's discussion of session strengths is adequately developed but somewhat incomplete.	Rationale is congruent to the situation and demonstrates in-depth theoretical knowledge.
Demonstrates ability to self-evaluate clinical limitations 2.F.1.k	**Discussion of session weaknesses**	Lacks 2 or more of the elements as defined for (2 pt.) satisfactory performance	Lacks 1 of the elements as defined for (2 pt.) satisfactory performance	Candidate's discussion of session weaknesses is adequately developed but somewhat incomplete.	Rationale is congruent to situation and demonstrates in-depth theoretical knowledge.

Case Analysis & Treatment Plan

CACREP Standard	Criteria	Unsatisfactory	Satisfactory	Strong Satisfactory
Best Practice for Treatment Planning 2.F.7.e	**Presenting Problem**	Lacks any of the elements as defined for (level 2) satisfactory performance	The presenting problem is well defined but lacking in completeness.	The presenting problem is defined in all due complexity.
Best Practice for assessing client's readiness for change 2.F.7.e	**Client's Readiness to change**	Lacks any of the elements as defined for (level 2) satisfactory performance	Adequate "working" articulation of client assets, areas of difficulty, and motivation to change but largely based on unsupported assumptions.	Articulation of client assets, areas of difficulty, and motivation to change is well supported.
Understands a variety of evidence-based models and theories related to clinical mental health counseling. 2.F.5.j	**Theoretical Orientation**	Lacks any of the elements as defined for (level 2) satisfactory performance	Theoretical orientation and techniques used to facilitate success are generally consistent with client presentation and course materials.	Theoretical orientation and techniques used to facilitate success are congruent with client presentation and course materials.
Develops measurable outcomes for interventions and treatments. 2.F.5.j	**Treatment Objectives**	Both elements are lacking, as described in level 3.	One element is lacking, as described in level 3.	Specific objectives of the intervention are: ● Clearly described. ● Rationally prioritized.

Develops measurable outcomes for interventions and treatments. 2.F.5.j	Assessment of Progress	Lacks any of the elements as defined for (level 2) satisfactory performance	Strategies to assess progress are measurable, observable, but somewhat lacking in specificity.	Strategies to assess progress are measurable, observable, and specific.
Assesses client's prognosis for change within the continuum of care. 2.F.7.e	Anticipated Progress	Lacks any of the elements as defined for (level 2) satisfactory performance	A working assumption of anticipated progress is articulated but somewhat lacking in support and/or congruence with methods for assessing progress.	Anticipated prognosis is rationally supported OR a working assumption of such is clearly related to methods for assessing progress.
Applies and adheres to ethical standards in clinical mental health counseling. 5.C.2.l	Anticipated Ethical Issues	Anticipation of ethical issues is not supported by case presentation.	Anticipation of ethical issues is somewhat incomplete given case presentation.	Anticipation of ethical issues is sufficiently expansive given case presentation.
Uses evidence-based principles and practices to terminate counseling. 2.F.5.j	Plan for Case Closure	Both of the elements, as described in level 3, are lacking in completeness.	One of the two elements, as described in level 3, is lacking in completeness.	● Discussion of the indicators the candidate would use to determine the client's readiness of terminate therapy is consistent with other elements of the case. ● Candidate develops a complete and appropriate plan for case closure, including relapse prevention/ relapse strategies.
	Written format	Significant errors associated with level 3 criteria	Minor errors associated with level 3 criteria	● APA guidelines used properly throughout paper ● Perfect grammar/punctuation ● Writing is clear and understandable through paper
Applies relevant research findings to inform practice. 2.F.5.j	References	● Includes less than three references. ● References do not appear to inform treatment approaches.	● Includes at least three references. ● References only vaguely inform treatment approaches.	● Includes at least three references. ● References clearly contribute to a complex, systematic, and cogent decision-making process about treatment approaches.

Mid-Point Assessment Results

CACREP Standard	Video Criteria	Spring 2022 N=15						Spring 2023 N= 13						Spring 2024 N= 12					
		Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %
2.F.5.j	Introduction	2.9	0.25	0	7	93	0	2.90	0.30	0	10	90	0	2.90	0.28	0	8	92	0
2.F.5.j	Blending	3.6	0.49	0	0	40	60	3.80	0.60	0	10	0	90	3.20	0.80	0	25	33	42
2.F.5.j	Closing	2.9	0.25	0	7	93	0	3.00	0.00	0	0	100	0	2.3	0.47	0	67	33	0

CACREP Standard	Presentation Criteria	Spring 2022 N=15						Spring 2023 N= 13						Spring 2024 N= 12					
		Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %
2.F.5.j	Handouts	2.9	0.25	0	7	93	0	2.90	0.30	0	10	90	0	3.0	0.00	0	0	100	0
2.F.5.j	Seeking Supervision	3.6	0.49	0	0	40	60	3.80	0.60	0	10	0	90	4.0	0.00	0	0	0	100

CACREP Standard	Critique Criteria	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %
2.F.5.j	Briefing on therapeutic intent	2.9	0.25	0	7	93	0	3.00	0.00	0	0	100	0	2.5	0.50	0	50	50	0

CACREP Standard	Critique Criteria	Spring 2022 N=15						Spring 2023 N= 13						Spring 2024 N= 12					
		Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %
2.F.5.j	Explanation of how/why techniques were used	3.9	0.35	0	0	14	86	3.90	0.31	0	0	11	89	4.0	0.00	0	0	0	100
2.F.1.k	Discussion of session strengths	3.0	0.00	0	0	100	0	3.00	0.00	0	0	100	0	2.9	0.27	0	8	92	0
2.F.1.K	Discussion of session weaknesses	3.0	0.00	0	0	100	0	2.90	0.31	0	11	89	0	4.0	0.00	0	0	0	100

CACREP Standard	Case Analysis & Treatment Plan Criteria	Spring 2022 N=15					Spring 2023 N= 13					Spring 2024 N= 12				
		Mean	SD	Unsat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Sat %	Strong Sat %
2.F.7.e	Presenting Problem	1.9	0.34	0	13	87	1.90	0.32	0	12	88	2.0	0.00	0	0	100

CACREP Standard	Video Criteria	Mean	SD	Unsat %	Weak Sat %	Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %
2.F.7.e	Client's Readiness to change	1.9	0.25	0	7	93	1.80	0.38	0	18	82	1.9	0.30	0	10	90
2.F.5.j	Theoretical Orientation	1.9	0.25	0	7	93	2.00	0.00	0	0	100	1.9	0.30	0	10	90
2.F.5.j	Treatment Objectives	1.8	0.40	0	20	80	1.90	0.47	0	0	94	1.7	0.46	0	30	70
2.F.5.j	Assessment of Progress	1.8	0.40	0	20	80	1.70	0.57	0	18	76	1.9	0.30	0	10	90
2.F.7.e	Anticipated Progress	1.9	0.25	0	7	93	1.90	0.24	0	6	94	1.9	0.30	0	10	90
5.C.2.l	Anticipated Ethical Issues	1.9	0.25	0	7	93	1.90	0.47	0	0	94	2.0	0	0	0	100
2.F.5.j	Plan for Case Closure	1.9	0.34	0	13	87	1.90	0.24	0	6	94	2.0	0	0	0	100
	Written format	1.6	0.49	0	40	60	1.80	0.55	0	12	82	1.7	0.46	0	30	70
2.F.5.j	References	1.9	0.25	0	7	93	1.90	0.32	0	12	88	1.6	0.49	0	40	60

Race/Ethnicity Analysis

| CACREP Standard | Video Criteria | Spring 2023 | | | | | | | | | | | | Spring 2024 | | | | | | | | | | | |
| | | BIPOC N=2 | | | | | | White N=8 | | | | | | BIPOC N=2 | | | | | | White N=10 | | | | | |
		Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %
2.F.5.j	Introduction	3.00	0.00	0	0	100	0	2.90	0.33	0	13	88	0	3.00	0	0	0	100	0	2.90	0.30	0	10	90	0

CACREP Standard	Presentation Criteria	Spring 2023												Spring 2024											
		BIPOC N=2						White N=8						BIPOC N=2						White N=10					
		Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %
2.F.5.j	Blending	4.00	0.00	0	0	0	100	3.8	0.66	0	13	0	88	2.5	0.50	0	50	50	0	3.30	0.78	0	20	30	50
2.F.5.j	Closing	3.00	0.00	0	0	100	0	3.00	0.00	0	0	100	0	2.5	0.50	0	50	50	0	2.30	0.46	0	70	30	0

CACREP Standard	Presentation Criteria	Spring 2023												Spring 2024											
		BIPOC N=2						White N=8						BIPOC N=2						White N=10					
		Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %
2.F.5.j	Handouts	3.00	0.00	0	0	100	0	3.00	0.00	0	0	100	0	3.00	0.00	0	0	100	0	3.00	0.00	0	0	100	0
2.F.5.j	Seeking Supervision	4.00	0.00	0	0	0	100	4.00	0.00	0	0	0	100	4.00	0.00	0	0	0	100	4.00	0.00	0	0	0	100
2.F.5.j	Briefing on therapeutic intent	3.00	0.00	0	0	100	0	3.00	0.00	0	0	100	0	2.5	0.50	0	50	50	0	2.50	0.50	0	50	50	0

CACREP Standard	Critique Criteria	Spring 2023		Spring 2024	
		BIPOC N=2	White N=8	BIPOC N=2	White N=10

		Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %
2.F.5.j	Explanation of how/why techniques were used	4.00	0.00	0	0	0	100	4.00	0.20	0	0	4	96	4.00	0.00	0	0	0	100	4.00	0.00	0	0	0	100
2.F.1.k	Discussion of session strengths	3.00	0.00	0	0	100	0	3.00	0.00	0	0	100	0	3.00	0.00	0	0	100	0	2.90	0.30	0	10	90	0
2.F.1.K	Discussion of session weaknesses	3.00	0.00	0	0	100	0	2.90	0.34	0	13	87	0	3.00	0.00	0	0	100	0	2.70	0.46	0	30	70	0

CACREP Standard	Case Analysis & Treatment Plan Criteria	Spring 2023										Spring 2024									
		BIPOC N=2					White N=8					BIPOC N=2					White N=10				
		Mean	SD	Unsat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Sat %	Strong Sat %
2.F.7.e	Presenting Problem	1.90	0.33	0	13	88	1.90	0.24	0	6	94	2.00	0.00	0	0	100	2.00	0.00	0	0	100
2.F.7.e	Client's Readiness to change	2.0	0.00	0	0	100	1.90	0.33	0	13	88	2.00	0.00	0	0	100	1.90	0.31	0	11	89

CACREP Standard	Video Criteria																				
2.F.5.j	Theoretical Orientation	2.00	0.00	0	0	100	2.00	0.00	0	0	100	2.00	0.00	0	0	100	1.90	0.31	0	11	89
2.F.5.j	Treatment Objectives	2.00	0.00	0	0	100	1.90	0.41	3	6	91	1.00	0.00	0	100	0	1.80	0.42	0	22	78
2.F.5.j	Assessment of Progress	1.80	0.43	0	25	75	1.80	0.44	3	9	88	2.00	0.00	0	0	100	1.90	0.31	0	11	89
2.F.7.e	Anticipated Progress	2.00	0.00	0	0	100	1.90	0.24	0	6	94	2.00	0.00	0	0	100	1.90	0.31	0	11	89
5.C.2.l	Anticipated Ethical Issues	2.00	0.00	0	0	100	1.90	0.38	3	3	94	2.00	0.00	0	0	100	2.00	0.00	0	0	100
2.F.5.j	Plan for Case Closure	2.00	0.00	0	0	100	2.00	0.17	0	3	97	2.00	0.00	0	0	100	2.00	0.00	0	0	100
	Written format	1.60	0.48	0	38	63	1.80	0.46	3	13	84	2.00	0.00	0	0	100	1.70	0.47	0	33	67
2.F.5.j	References	1.80	0.66	13	0	86	1.80	0.44	3	9	88	2.00	0.00	0	0	100	1.60	0.50	0	44	56

Gender Analysis

*Note: None of the respondents reported non-binary orientation so this category is left off the charts below for the sake of space. When a candidate in the program self-identifies as non-binary, the data will be added.

		Spring 2023		Spring 2024	
		Female N=2	Male N=0	Female N=5	Male N=1

CACREP Standard **Video Criteria**

CACREP Standard	Presentation Criteria	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %
2.F.5.j	Introduction	3.00	0.00	0	0	100	0							2.80	0.40	0	20	80	0	3.00	0	0	0	100	0
2.F.5.j	Blending	4.00	0.00	0	0	0	100							2.80	0.75	0	40	40	20	2.00	0	0	100	0	0
2.F.5.j	Closing	3.00	0.00	0	0	0	100							2.40	0.49	0	60	40	0	2.00	0	0	100	0	0

CACREP Standard	Presentation Criteria	Spring 2023												Spring 2024											
		Female N=2						Male N=0						Female N=5						Male N=1					
		Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %
2.F.5.j	Handouts	3.00	0.00	0	0	100	0							3.00	0.00	0	0	100	0	3.00	0.00	0	0	100	0
2.F.5.j	Seeking Supervision	4.00	0.00	0	0	0	100							4.00	0.00	0	0	0	100	4.00	0.00	0	0	0	100
2.F.5.j	Briefing on therapeutic intent	2.30	0.47	0	67	33	0							2.30	0.47	0	67	33	0	3.00	0.00	0	0	100	0

CACREP Standard	Critique Criteria	Spring 2023	Spring 2024

CACREP Standard	Criteria	Female N=2						Male N=0						Female N=5						Male N=1					
		Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Weak Sat %	Sat %	Strong Sat %
2.F.5.j	Explanation of how/why techniques were used	3.94	0.30	0	0	10	90							4.00	0.00	0	0	0	100	4.00	0.00	0	0	0	100
2.F.1.k	Discussion of session strengths	3.00	0.00	0	0	100	0							2.80	0.43	0	25	75	0	3.00	0.00	0	0	100	0
2.F.1.K	Discussion of session weaknesses	2.80	0.40	0	20	80	0							2.80	0.43	0	25	75	0	2.50	0.50	0	50	50	0

CACREP Standard	Case Analysis & Treatment Plan Criteria	Spring 2023											Spring 2024											
		Female N=2					Male N=0					Female N=5					Male N=1							
		Mean	SD	Unsat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Sat %	Strong Sat %	Mean	SD	Unsat %	Sat %	Strong Sat %			
2.F.7.e	Presenting Problem	1.90	0.27	0	8	92						2.00	0.00	0	0	100	2.00	0.00	0	0	100			
2.F.7.e	Client's Readiness to change	1.90	0.27	0	8	92						1.90	0.33	0	13	88	2.00	0.00	0	0	100			
2.F.5.j	Theoretical Orientation	2.00	0.00	0	0	100						1.90	0.33	0	13	88	2.00	0.00	0	0	100			

Code	Item	Mean	SD	%	%	%						Mean	SD	%	%	%	Mean	SD	%	%	%
2.F.5.j	Treatment Objectives	1.80	0.58	8	8	85						1.80	0.43	0	25	75	1.50	0.50	0	50	50
2.F.5.j	Assessment of Progress	1.80	0.58	8	8	85						1.90	0.33	0	13	88	2.00	0.00	0	0	100
2.F.7.e	Anticipated Progress	1.90	0.27	0	8	92						1.90	0.33	0	13	88	2.00	0.00	0	0	100
5.C.2.l	Anticipated Ethical Issues	1.80	0.53	8	0	92						2.00	0.00	0	0	100	2.00	0.00	0	0	100
2.F.5.j	Plan for Case Closure	1.90	0.27	0	8	92						2.00	0.00	0	0	100	2.00	0.00	0	0	100
	Written format	1.80	0.58	8	8	85						1.60	0.48	0	38	63	2.00	0.00	0	0	100
2.F.5.j	References	1.50	0.75	15	15	69						1.50	0.50	0	50	50	2.00	0.00	0	0	100

Program Goal

The program faculty have set a goal that 70% or more of the candidates demonstrate "Strong Satisfactory" in each area with none of the students receiving ratings of less than "Satisfactory" over the three-year period. Potential areas for improvement will be evident when two or more candidates receive ratings of less than "Satisfactory" in at least two of the three years. With the addition of the race/ethnicity and gender analyses, we've established a goal that BIPOC, female, and non-binary mean scores will be within one standard deviation of White and male mean scores. When mean scores are more than one standard deviation below for two cycles, an analysis of the assessment rubric will be conducted for possible bias.

2023-24 Actions as a result of 2020-23 data:

The CMHC faculty met with the adjunct professors in fall 2023 to review the data and address concern areas. Faculty decided to engage candidates in targeted time on role plays that highlight the structure of a counseling session (i.e., opening, managing, and closing a session). They also targeted candidate ability to reflect on self-improvement i.e., 2.F.1.k (Discussion of Session Weaknesses). A follow-up meeting was held to ensure consistency of course curriculum.

Analysis of 2022-2024 results:

Strengths were observed in the Critique Criteria section for "Explanation of how/why techniques were used (2.F.5.j)", and all aspects of the Case Analysis & Treatment Plan Criteria except "Written format". This includes the following CACREP Standards strength areas: 2.F.5.j, 2.F.7.e, and 5.C.2.l.

The role play and self-improvement foci from the 2023-24 actions appear to have resulted in improvements on candidate ability to open a session (Introduction 2.F.5.j) and critique areas for improvement (Discussion of session weaknesses 2.F.1.K). A potential area for improvement was found in the Video Criteria section under "Blending (2.F.5.j)." The faculty reflected on this issue and believe that in the area of 2.F.5.j candidates are hard pressed for time and managing the session in 30 minutes.

There was no clear evidence of bias based on race/ethnicity or gender. Additional cycles will be monitored.

Plans for 2024-2025 as a results of 2021-2024 data:

We expect continued improvement with ongoing emphasis on role playing, especially when it comes to Blending and Closing (2.F.5.j). This year, we plan to compare Spring 2023 scores on this assessment with the practicum and internship scores to establish further validity in the assessment.

EDU 595 – Research Project Proposal
Project Description

Candidates will prepare a research proposal evaluating an intervention, project, or program relevant to their area of professional interest or expertise. The research proposal will be informed by a needs assessment. This proposal will provide a means to assess program effectiveness and other relevant outcomes.

Candidates will prepare this research proposal specifically for this course. Each candidate will work independently in this assignment. Work previously submitted for other courses will not be accepted.

Project Domains

1) Students will identify and describe the steps involved in conducting a formal needs assessment within a prospective agency, school, or other clinical setting. Students will use this prospective needs assessment to identify systemic or individual supports that may affect change in the setting/on the individual.

2) Students will examine scholarly research and identify best practice (i.e., assessments, interventions, applications) to craft an intervention plan targeting the identified need(s) (individual or group) with a reasonable probability of success. A minimum of 5 to 7 peer reviewed articles should be utilized in the conceptualization of best practice intervention approaches.

3) Students will describe the target population involved in their proposed intervention and how they would be potentially recruited for your project.

4) Students will identify hypothetical or potential stakeholders with whom you would collaborate in execution and evaluation of your intervention program at your site, including counselors, social workers, psychologists, and any others.

5) Students will prepare the methods and procedures that will be implemented for evaluation of the proposed systemic or individual intervention project. Students can select quantitative, qualitative, or mixed methods approaches, but must present a defensible rationale for the selected approaches.

a.   Student will recognition and comprehension of basic parametric (t-test, correlation, simple linear regression, analysis of variance) and nonparametric (e.g., Chi-square) inferential statistics; One or more if desired

6) Students will prepare and interpret hypothetical results from the proposed project. Interpretation should include an explicit discussion of analyses, including quantitative, qualitative, or both.

7) Students will address strengths and limitations of the proposed project.

8) Students will discuss implications for their work as a professional.

Scoring Rubric

CACREP Standard	Expectation	Unsatisfactory	Satisfactory	Target
CACREP Standards: 2.F.8.c	Candidates will identify and describe the steps involved in conducting a formal needs assessment within a prospective agency, school, or other clinical setting. Candidates will identify systemic or individual supports that may effect change in the setting/on the individual.	Candidate does not fully articulate the steps involved in conducting a formal need assessment, or the cited steps do not reflect contemporary best practices for work within their prospective agency, school, or other clinical setting. Discussion of necessary systemic or individual supports that may effect change in the setting/on the individual is not presented or is incomplete.	Candidate identifies the steps involved in conducting a formal needs assessment, however, full consideration of all steps is not articulated or is only partially framed in reference best-practice researched. Discussion of necessary systemic or individual supports that may effect change in the setting/on the individual is present but lacks detail.	Candidate fully articulates the steps involved in conducting a formal need assessment, and the cited steps reflect contemporary best practices for work within their prospective agency, school, or other clinical setting. Discussion of necessary systemic or individual supports that may effect change in the setting/on the individual are fully presented and explained.
CACREP Standards: 2.F.8.b, 2.F.8.g	The candidate can articulate a question of professional practice to address the cited need as framed by the needs assessment.	The question is absent or not depicted within a broader context.	The question is identified, and provides a conceptual framework but may need additional information to understand it within the broader context of the topic.	The question is well defined within the broader context of the topic and provides a conceptual framework.
CACREP Standards: 2.F.8.e, 2.F.8.g	The candidate will identify the target population involved in their proposed intervention and how they would be potentially recruited for the proposed intervention.	Candidate does not identify the target population involved in their proposed intervention and does not describe potential plans for their recruitment.	Candidate plan for the identification of the target population involved in their proposed intervention, including recruitment plans, is not fully explicated and lacks appropriate detail.	Candidate fully explicates plans for the identification of the target population involved in their proposed intervention and describes potential plans for their recruitment in full detail.
CACREP Standards: 2.F.8.j	The candidate will identify hypothetical or potential stakeholders with whom they would collaborate in execution and evaluation of their intervention program on site.	The candidate does not identify hypothetical or potential stakeholders with whom they would collaborate in execution and evaluation of their intervention program on site.	The candidate identifies a partial contingency of hypothetical or potential stakeholders with whom they would collaborate in execution and evaluation of their intervention program on site.	The candidate will identify hypothetical or potential stakeholders with whom they would collaborate in execution and evaluation of their intervention program on site, giving full consideration to the array of possible contributors.
CACREP Standards: 2.F.8.a, 2.F.8.b	The candidate identifies best practice approaches to craft an intervention plan targeting the identified need(s) with a reasonable probability of success.	Fewer than 5-7 current articles depicting research related to the targeted need are summarized in the review.	5-7 articles, a preponderance of which are less than 10 years old, depicting research related to the targeted need are summarized in the review.	At least 10 articles, a preponderance of which are less than 10 years old, depicting research related to the targeted need are summarized in the review.
CACREP Standards: 2.F.8.f	The candidate can identify and differentiate between the research methodologies being used	The methodologies used in most studies are either not presented or not accurate.	The methodologies used are clearly identified and accurately presented.	The methodologies used are clearly identified and accurately presented for all studies, and details demonstrating why the methodology is quantitative, qualitative, or mixed method are included.

CACREP Standards: 2.F.8.a, 2.F.8.f, 2.F.8.g, 2.F.8.h, 2.F.8.i	The candidate demonstrates basic data literacy.	The findings/results of the articles are not clearly presented.	The findings/results of the articles are accurately presented.	The findings/results of the articles are clearly and accurately presented, and logically connected to one another.
CACREP Standards: 2.F.8.a, 2.F.8.j	The candidate can draw conclusions based on knowledge gained from a variety of quality sources.	There is no clear summary of knowledge gained from the review of the articles.	The knowledge gained from the review of the articles is summarized and related back to the question.	The knowledge gained from the review of the articles is summarized and related back to the question. Exceptions and limitations are also included.
CACREP Standards: 2.F.8.g	Candidates will prepare the methods and procedures that will be implemented for the evaluation of the proposed systemic or individual intervention project. Students will select quantitative, qualitative, or mixed methods approaches, providing a defensible rationale for the selected approaches.	Candidate preparation of the methods and procedures that will be implemented for the evaluation of the proposed systemic or individual intervention project is absent or incomplete. Candidate does not provide a defensible rationale for the selected approaches.	Candidate preparation of the methods and procedures that will be implemented for the evaluation of the proposed systemic or individual intervention project is present but lacks detail and or the candidates' rationale is not defensible or is incomplete.	Candidate preparation of the methods and procedures that will be implemented for the evaluation of the proposed systemic or individual intervention project is fully articulated and is consistent with best practices. Candidate provides a defensible rationale for the selected approaches.
CACREP Standards: 2.F.8.e, 2.F.8.f, , 2.F.8.i,	The candidate will prepare and interpret hypothetical results from the proposed project. The interpretation includes an explicit discussion of analyses, including quantitative, qualitative, or both.	The candidate does not prepare or interpret hypothetical results from the proposed project. The interpretation does not include an explicit discussion of analyses, including quantitative, qualitative, or both.	The candidate prepares and interprets hypothetical results from the proposed project, however, the mock data may evidence slight misalignment with intervention program aims. The interpretation of analyses, including quantitative, qualitative, or both, are appropriate but may benefit from augmentation.	The candidate preparation and interpretation of hypothetical results are aligned with best practices and intervention program aims. The interpretation of analyses, including quantitative, qualitative, or both, is detailed and is aligned with program evaluation goals.
CACREP Standards	The candidate can make professional decisions about future practice based on	There are no specific recommendations for future professional practice included	One to two implementable recommendations for future	More than two implementable recommendations for future practice are made as a result of the review of

2.F.8.a, 2.F.8.b	appropriate interpretations of research.	within the report OR the recommendations do not accurately reflect the research findings.	professional practice are made as a result of the review of the research.	the research. Exceptions, limitations, and parameters are integrated into these recommendations.
CACREP Standards: 2.F.8.a	The candidate addresses strengths and limitations of the proposed project.	The candidate does not address strengths and limitations of the project.	The candidate addresses strengths and limitations of the project.	The candidate addresses strengths and limitations of the project, expanding upon individual and systemic implications for practice.
CACREP Standards: 2.F.8.j, 5.C.2.l	The candidate adheres to the University's code of Academic Integrity and APA referencing.	All or some of the references are not listed, or there are major edits needed to properly cite and attribute sources. NOTE: violations of academic integrity are not trumped by this clause and due process will be followed by the instructor.	All information is attributed appropriately. All references are listed. There is a need for edits related to APA citation.	All information is appropriately cited according to APA requirements and the University's code of Academic Integrity.
2.F.1.d, 2.F.1.j	The candidate uses appropriate technologies to remain current in the profession.	The reference section does not suggest that the candidate can access research using current research technologies.	The reference section indicates that at least 1 of the research articles was accessed using current research technologies.	The reference section indicates that at least 4 of the research articles were accessed using current research technologies.
CACREP Standards: 2.F.8.j, 5.c.3.e	The candidate leads activities to promote understanding of key issues within the profession.	The results are not presented to stakeholders or the presentation does not effectively improve their understanding of the topic.	The presentation educates stakeholders and improves their understanding of the research topic.	The presentation engages stakeholders in collaborative activities to improve their understanding of the research topic.
CACREP Standards: 2.F.1.j, 2.F.8.j, 5.c.3.e	The candidate uses technology to communicate and collaborate effectively with stakeholders.	Technology is not used in the presentation of results to stakeholders.	Current presentation technology is used to communicate findings to stakeholders.	Current technologies are used to communicate findings to stakeholders, and collaboratively involve them in activities to improve their understanding.

Results

CACREP Standard	Research Project	2021-22 N = 21						2022-2023 N=8*						2023-2024 N= 11*					
		Mean	SD	1 %	2 %	3 %	Mean	SD	1 %	2 %	3 %	Mean	SD	1 %	2 %	3 %
2.F.8.c	Formal Needs Assessment	2.62	0.49	0	38	62	2.38	0.86	25	13	63	2.91	0.29	0	9	91
2.F.8.b, 2.F.8.g	Research Question	2.57	0.49	0	43	57	2.13	0.60	13	63	25	2.64	0.48	0	36	64
2.F.8.e, 2.F.8.g	Quality Research for target population	2.67	0.47	0	33	67	2.63	0.48	0	38	63	2.91	0.29	0	9	91

2.F.8.j	Quality Research for stakeholders	2.62	0.49	0	38	62	3.00	0	0	0	100	2.45	0.50	0	55	45
2.F.8.a, 2.F.8.b	Intervention Plan	2.76	0.43	0	24	76	2.25	0.43	0	75	25	2.36	0.77	18	27	55
2.F.8.f	Research Methodologies	2.71	0.45	0	29	71	2.75	0.43	0	25	75	2.73	0.45	0	27	73
2.F.8.a, 2.F.8.f, 2.F.8.g, 2.F.8.h, 2.F.8.i	Data Literacy	2.48	0.59	5	43	52	2.63	0.48	0	38	63	2.64	0.48	0	36	64
2.F.8.a, 2.F.8.j	Research Conclusions	2.57	0.49	0	43	57	2.75	0.43	0	25	75	2.73	0.45	0	27	73
2.F.8.g	Methods and Procedures	2.57	0.49	0	43	57	2.63	0.48	0	38	63	2.55	0.50	0	45	55

2.F.8.e, 2.F.8.f, , 2.F.8.i,	Hypothetical Results	2.38	0.49	0	62	38	2.75	0.43	0	25	75	2.55	0.66	9	27	64
2.F.8.a, 2.F.8.b	Recommendations for Practice	2.67	0.47	0	33	67	2.25	0.66	13	50	38	2.55	0.50	0	45	55
2.F.8.a	Strengths and Limitations	2.76	0.43	0	24	76	2.88	0.33	0	13	88	2.73	0.45	0	27	73
2.F.8.j, 5.C.2.l	Professional Standards	2.29	0.55	5	62	33	2.25	0.66	13	50	38	1.82	0.57	27	64	9
2.F.1.d, 2.F.1.j	Technologies for Professional Learning	2.95	0.21	0	5	95	3.00	0	0	0	100	3.00	0.00	0	0	100
2.F.8.j, 5.c.3.e	Leading Professional	2.76	0.43	0	24	76	3.00	0	0	0	100	3.00	0.00	0	0	100

	Development														
2.F.1.j, 2.F.8.j, 5.c.3.e	Technologies for Communication and Collaboration	2.57	0.49	0	43	57	2.38	0.86	25	13	63	3.00	0.00	0	0	100

*Students submitted outside of Anthology

<u>Race/Ethnicity Analysis</u>

CACREP Standard	Research Project	2022-2023										2023-2024									
		BIPOC N =4					WHITE N=14					BIPOC N= 1					WHITE N=10				
		Mean	SD	1 %	2 %	3 %	Mean	SD	1 %	2 %	3 %	Mean	SD	1 %	2 %	3 %	Mean	SD	1 %	2 %	3 %

2.F.8.c	Formal Needs Assessment	2.25	0.83	25	25	50	2.64	0.61	7	21	71	2.00	0.00	0	100	0	3.00	0.00	0	0	100
2.F.8.b, 2.F.8.g	Research Question	2.50	0.50	0	50	50	2.29	0.70	14	43	43	2.00	0.00	0	100	0	2.70	0.46	0	30	70
2.F.8.e, 2.F.8.g	Quality Research for target population	2.25	0.43	0	75	25	2.50	0.50	0	50	50	3.00	0.00	0	0	100	2.90	0.30	0	10	90
2.F.8.j	Quality Research for stakeholders	3.00	0.00	0	0	100	3.00	0.00	0	0	100	2.00	0.00	0	100	0	2.50	0.50	0	50	50
2.F.8.a, 2.F.8.b	Intervention Plan	2.25	0.43	0	75	25	2.50	0.50	0	50	50	1.00	0.00	100	0	0	2.50	0.67	10	30	60

2.F.8.f	Research Methodologies	2.50	0.50	0	50	50	2.71	0.45	0	29	71	3.00	0.00	0	0	100	2.70	0.46	0	30	70
2.F.8.a, 2.F.8.f, 2.F.8.g, 2.F.8.h, 2.F.8.i	Data Literacy	2.75	0.43	0	25	75	2.64	0.48	0	36	64	2.00	0.00	0	100	0	2.70	0.46	0	30	70
2.F.8.a, 2.F.8.j	Research Conclusions	2.75	0.43	0	25	75	2.86	0.35	0	14	86	2.00	0.00	0	100	0	2.80	0.40	0	20	80
2.F.8.g	Methods and Procedures	2.25	0.43	0	75	25	2.86	0.35	0	14	86	2.00	0.00	0	100	0	2.60	0.49	0	40	60
2.F.8.e, 2.F.8.f, , 2.F.8.i,	Hypothetical Results	2.25	0.83	25	25	50	2.79	0.41	0	21	79	1.00	0.00	100	0	0	2.70	0.46	0	30	70

2.F.8.a, 2.F.8.b	Recommendations for Practice	2.75	0.43	0	25	75	2.50	0.63	7	36	57	2.00	0.00	0	100	0	2.60	0.49	0	40	60
2.F.8.a	Strengths and Limitations	3.00	0.00	0	0	100	2.93	0.26	0	7	93	2.00	0.00	0	100	0	2.80	0.40	0	20	80
2.F.8.j, 5.C.2.l	Professional Standards	2.25	0.83	25	25	50	2.64	0.48	0	36	64	1.00	0.00	100	0	0	1.90	0.54	20	70	10
2.F.1.d, 2.F.1.j	Technologies for Professional Learning	3.00	0.00	0	0	100	3.00	0.00	0	0	100	3.00	0.00	0	0	100	3.00	0.00	0	0	100
2.F.8.j, 5.c.3.e	Leading Professional Development	3.00	0.00	0	0	100	3.00	0.00	0	0	100	3.00	0.00	0	0	100	3.00	0.00	0	0	100

CACREP Standard	Research Project																			
2.F.1.j, 2.F.8.j, 5.c.3.e	Technologies for Communication and Collaboration	2.50	0.87	25	0	75	2.57	0.73	14	14	71	3.00	0.00	0	0	100	3.00	0.00	0	0	100

<u>Gender Analysis</u>

*Note: None of the respondents reported non-binary orientation so this category is left off the charts below for the sake of space. When a candidate in the program self-identifies as non-binary, the data will be added.

CACREP Standard	Research Project	2022-2023										2023-2024									
		Male N =2					Female N=10					Male N= 1					Female N=3				
		Mean	SD	1 %	2 %	3 %	Mean	SD	1 %	2 %	3 %	Mean	SD	1 %	2 %	3 %	Mean	SD	1 %	2 %	3 %

2.F.8.c	Formal Needs Assessment	1.50	0.50	50	50	0	2.80	0.40	0	20	80	0.00	0	100	0	0	3.00	0.00	0	0	100
2.F.8.b , 2.F.8.g	Research Question	2.00	1.00	50	0	50	2.40	0.66	10	40	50	0.00	0	100	0	0	2.67	0.47	0	33	67
2.F.8.e , 2.F.8.g	Quality Research for target population	3.00	0.00	0	0	100	2.30	0.46	0	70	30	0.00	0	0	100	100	3.00	0.00	0	0	100
2.F.8.j	Quality Research for stakeholders	3.00	0.00	0	0	100	3.00	0.00	0	0	100	0.00	0	100	0	0	2.67	0.47	0	33	67
2.F.8.a , 2.F.8.b	Intervention Plan	2.00	0.00	0	100	0	2.60	0.49	0	40	60	0.00	100	0	0	0	2.67	0.47	0	33	67

2.F.8.f	Research Methodologies	2.50	0.50	0	50	50	2.60	0.49	0	40	60	0.00	0	0	100	100	2.67	0.47	0	33	67
2.F.8.a, 2.F.8.f, 2.F.8.g, 2.F.8.h, 2.F.8.i	Data Literacy	2.50	0.50	0	50	50	2.60	0.49	0	40	60	0.00	0	100	0	0	2.67	0.47	0	33	67
2.F.8.a, 2.F.8.j	Research Conclusions	2.00	0.00	0	100	0	3.00	0.00	0	0	100	0.00	0	100	0	0	3.00	0.00	0	0	100
2.F.8.g	Methods and Procedures	3.00	0.00	0	0	100	2.80	0.40	0	20	80	0.00	0	100	0	0	2.33	0.47	0	67	33
2.F.8.e, 2.F.8.f,	Hypothetical Results	2.50	0.50	0	50	50	2.60	0.66	10	20	70	0.00	100	0	0	0	2.67	0.47	0	33	67

, 2.F.8.i,																					
2.F.8.a, 2.F.8.b	Recommendations for Practice	1.50	0.50	50	50	0	2.80	0.40	0	20	80	0.00	0	100	0	0	2.67	0.47	0	33	67
2.F.8.a	Strengths and Limitations	3.00	0.00	0	0	100	3.00	0.00	0	0	100	0.00	0	100	0	0	3.00	0.00	0	0	100
2.F.8.j, 5.C.2.l	Professional Standards	2.50	0.50	0	50	50	2.60	0.49	0	40	60	0.00	100	0	0	0	1.67	0.47	33	67	0
2.F.1.d, 2.F.1.j	Technologies for Professional Learning	3.00	0.00	0	0	100	3.00	0.00	0	0	100	0.00	0	0	100	100	3.00	0.00	0	0	100
2.F.8.j, 5.c.3.e	Leading Professional Development	3.00	0.00	0	0	100	3.00	0.00	0	0	100	0.00	0	0	100	100	3.00	0.00	0	0	100

| 2.F.1.j, 2.F.8.j, 5.c.3.e | Technologies for Communication and Collaboration | 2.50 | 0.50 | 0 | 50 | 50 | 2.70 | 0.64 | 10 | 10 | 8 | 0.00 | 0 | 0 | 100 | 100 | 3.00 | 0.00 | 0 | 0 | 100 |

Program Goal

Program strengths are evident with three years of more than 70% of candidates achieving ratings of "Target" and one or fewer ratings of less than "Satisfactory" on a single criterion. Areas for improvement are evident when two or more candidates receive ratings of less than "Satisfactory" in at least two of the three years. When there are 70% or more "Target" and 2 or more candidates achieving less than "Satisfactory" in the same cycle, no trend will be noted.

With the addition of the race/ethnicity and gender analyses, we've established a goal that BIPOC, female, and non-binary mean scores will be within one standard deviation of White and male mean scores. When the mean scores are more than one standard deviation below for two cycles, an analysis of the assessment rubric will be conducted for possible bias.

Pre-2023 Actions as a result of data:

Inter-rater reliability and validity evaluations were conducted on the assessment measure as follows:

Inter-rater reliability for the faculty who teach this course was conducted in March of 2021. Re-score agreement for instructors ranged from a free kappa statistic of .10 to .70, and inter-rater agreement between 40% and 80%. All rescores were exact or exact/adjacent. Candidates who performed weaker on the overall project had weaker inter-rater agreements and lower kappa statistics. The only pattern of discrepancy was on criterion number 13 Professional Standards. These findings have been communicated to the course instructors in hopes of improving the reliability.
Validity:

A Lawshe analysis was conducted on the evaluation rubric including 6 full time faculty members from various advanced program areas. Each completed a separate review. Three reviewers agreed on the essential nature of nine of the ten rubric elements to the standards. The reviewers also added comments to improve the clarity of the rubric which are under consideration by the faculty in the program. The S-CVI/Ave for the instrument=.983 (N=6)

2023-24 Actions as a result of 2020-23 data:

The faculty teaching the course were informed about the concern with "Technologies for Communication and Collaboration."

Analysis of 2022-2024:

Strengths were observed in:
- Research Methodologies (2.F.8.f),
- Strengths and Limitations (2.F.8.a),
- Technologies for Professional Learning (2.F.1.d/2.F.1 j),
- Leading Professional Development (2.F.8.j/5.C.3.e)

There were no clear areas for concern, and the prior area of concern "Technologies for Collaboration and Communication (2.F.1.j/2.F.8.j/5.C.3.e)" was no longer apparent.

Although the N is low for BIPOC candidates completing this assessment, there was some evidence of concern on the "Methods and Procedures" section. There was no clear evidence of bias based on race/ethnicity or gender. Additional cycles will be monitored.

Plans for 2024-2025 as a result of 2021-2024 data:

A follow-up analysis of reliability will be conducted in the 2024-25 academic year.

Candidates are required to view one film or media source (e.g., TV series, biography, documentary) in which an individual faces challenges or unique experiences as a result of cultural factors. Based on the plight/issues of the character in the film, articulate the following in written form:

- The phenomenological experience of the central character including effects of psychosocial stress related to discrimination, poverty, isolation, demands of assimilation, or limited access to health services.
- Based on models provided in class, chronicle the central character's cultural identity development. Describe her/his value orientation at the final point of reconciliation.
- Apply eco-webbing procedures to the analysis. There are supplemental documents in canvas discussing what eco-webbing is and how to apply this to your project.
- Consider at least three turning points/challenges confronted by the central character. Describe, as if you are working as part of a therapeutic team, the theoretical orientations you would draw on if you were working with this person at those particular points in their lifespan/cultural identity development. What intervention plan would you cultivate for these clients? How would you plan to include family, community, and peer networks in intervention planning? What limitations of these theories of counseling/psychotherapy could be problematic when working with this particular client? How would you address these limitations?

Rubric

Criterion	CACREP Standard	Unsatisfactory	Satisfactory	Excellent
Presenting Problem(s)	2.F.5.b 5.c.3.a	The presenting problem is poorly defined.	The presenting problem is well defined but lacking in completeness.	The presenting problem is defined in all due complexity.
Ecosystems Perspective:	2.F.2.a 2.F.2.d 5.c.2.j,	Both the eco web and contextual factors are lacking in completeness.	-The eco-web is well defined but lacking in completeness. Or --The contextual factors are well defined but lacking in completeness.	-Develops an appropriately detailed GRAPHIC eco-web map to depict the variety of potential influences on client's situation. This must take into consideration relevant micro, macro, exo, and macro – systems and relevant micro and/or macro aggressions. Context points: -In narrative, distills salient information about the client's relationship between contextual factors and the presenting problem across relevant levels
Cultural Identity Development	2.F.2.b 5.C.2.j	Stages of client's cultural identity development are not fully presented OR links with an evidence based model of cultural identity development are absent or require substantial augmentation.	Stages of client's cultural identity development are presented, However, links with an evidence based model of cultural identity development are not fully explicated.	Stages of client's cultural identity development are fully chronicled in accordance with an evidence based model of cultural identity development. (Id the model(s) you are employing).
Treatment Planning: Counseling Theor(y) (ies)	2.F.2.b 5.C.2.j	Theoretical orientation and techniques used to facilitate success are inconsistent with client presentation and course materials.	Theoretical orientation and techniques used to facilitate success are generally consistent with client presentation and course materials.	Theoretical orientation and techniques used to facilitate success are congruent with client presentation and course materials.
Treatment Planning: Goals and Objectives	2.F.2.b 2.F.2.c 5.C.2.j	Two or more elements are lacking, as described in "Excellent" .	One element is lacking, as described in "Excellent" .	Specific objectives of the intervention are: -Clearly described. -Rationally prioritized. -Evidence based: per professional organization guidelines and / or scholarly research. - Strategies to assess progress are measurable, observable, and specific.
Treatment Planning: Advocacy Competencies	2.F.1.e	Rationale for level(s) of advocacy and intervention strategies is ambiguous in both areas.	Rationale for level(s) of advocacy and /or intervention strategies is imprecise in one area.	Rationale for level(s) of advocacy and intervention strategies is well supported: e.g., -Client empowerment vs. client advocacy -Community collaboration vs. systems advocacy -Public information vs. Social /Political Advocacy.
Writing and Clarity of Ideas		Significant errors associated with "Excellent" criteria.	Minor errors associated with "Excellent" criteria.	-APA guidelines used properly throughout paper -Perfect grammar/punctuation -Writing is clear and understandable through paper

Results

Diversity Film Project	CACREP Standard	2021-2022 N = 7					2022-2023 N =17					2023-2024 N=5*				
		Mean	SD	Unsatisfactory	Satisfactory	Excellent	Mean	SD	Unsatisfactory	Satisfactory	Excellent	Mean	SD	Unsatisfactory	Satisfactory	Excellent
Presenting Problem(s)	2.F.5.b 5.c.3.a	3.00	0.00	0	0	100	2.94	0.24	0	6	94	2.60	0.49	0	40	60
Ecosystems perspective	2.F.2.a 2.F.2.d 5.c.2.j,	2.86	0.35	0	14	86	2.76	0.42	0	24	76	2.60	0.49	0	40	60
Cultural Identity Development	2.F.2.b 5.C.2.j	2.86	0.35	0	14	86	2.76	0.42	0	24	76	3.00	0.00	0	0	100
Treatment Planning Counseling Theor(y) (ies)	2.F.2.b 5.C.2.j	2.71	0.45	0	29	71	2.59	0.49	0	41	59	2.8	0.40	0	20	80

		2.71	0.45	0	29	71	2.53	0.50	0	47	53	2.8	0.40	0	20	80
Treatment Planning Goals and Objectives	2.F.2.b 2.F.2.c 5.C.2.j															
Treatment Planning Advocacy Competencies	2.F.1.e	2.57	0.73	14	14	71	2.65	0.48	0	35	65	3.00	0.00	0	0	100
Writing and Clarity of Ideas		3.00	0.00	0	0	100	2.47	0.50	0	53	47	3.00	0.00	0	0	100

*new instructor was not informed of Anthology based grading.

Race/Ethnicity Analysis

Diversity Film Project	CACREP Standard	2022-2023										2023-2024									
		BIPOC N = 2					White N =15					BIPOC N = 0					White N = 5				
		Mean	SD	Unsat	Sa	Exc	Mean	SD	Unsat	Sat	Exc	Mean	SD	Uns	Sati	Exc	Mean	SD	Unsat	Sat	Exc
Presenting Problem(s)	2.F.5.b 5.c.3.a	3.00	0.00	0	0	100	2.94	0.24	0	6	94						2.60	0.49	0	40	60

Ecosystems perspective	2.F.2.a 2.F.2.d 5.c.2.j,	2.50	0.50	0	50	50	2.81	0.39	0	19	81						2.60	0.49	0	40	60
Cultural Identity Development	2.F.2.b 5.C.2.j	2.50	0.50	0	50	50	2.75	0.43	0	25	75						3.00	0.00	0	0	100
Treatment Planning Counseling Theor(y) (ies)	2.F.2.b 5.C.2.j	3.00	0.00	0	0	100	2.56	0.50	0	44	56						2.80	0.40	0	20	80
Treatment Planning Goals and Objectives	2.F.2.b 2.F.2.c 5.C.2.j	2.50	0.50	0	50	50	2.50	0.50	0	50	50						2.80	0.40	0	20	80
Treatment Planning Advocacy Competencies	2.F.1.e	2.50	0.50	0	50	50	2.63	0.48	0	38	63						3.00	0.00	0	0	100
Writing and Clarity of Ideas		2.00	0.00	0	100	0	2.50	0.50	0	50	50						3.00	0.00	0	0	100

<u>Gender Analysis</u>

*Note None of the respondents reported non-binary orientation so this category is left off the charts below for the sake of space. When a candidate in the program self-identifies as non-binary, the data will be added.

Diversity Film Project	CACREP Standard	2022-2023										2023-2024									
		Male N = 2					Female N =8					Male N = 0					Female N = 1				
		Mean	SD	Unsat	Sa	Exc	Mean	SD	Unsat	Sat	Exc	Mean	SD	Uns	Sati	Exc	Mean	SD	Unsat	Sat	Exc
Presenting Problem(s)	2.F.5.b 5.c.3.a	3.00	0.00	0	0	100	2.88	0.33	0	13	88						3.00	0.00	0	0	100
Ecosystems perspective	2.F.2.a 2.F.2.d 5.c.2.j,	3.00	0.00	0	0	100	2.75	0.43	0	25	75						3.00	0.00	0	0	100
Cultural Identity Development	2.F.2.b 5.C.2.j	3.00	0.00	0	0	100	2.63	0.48	0	38	63						3.00	0.00	0	0	100
Treatment Planning Counseling Theor(y) (ies)	2.F.2.b 5.C.2.j	2.50	0.50	0	50	50	2.75	0.43	0	25	75						3.00	0.00	0	0	100
Treatment Planning Goals and Objectives	2.F.2.b 2.F.2.c 5.C.2.j	2.50	0.50	0	50	50	2.50	0.50	0	50	50						3.00	0.00	0	0	100

Treatment Planning Advocacy Competencies	2.F.1.e	2.50	0.50	0	50	50	2.63	0.48	0	38	63						3.00	0.00	0	0	100
Writing and Clarity of Ideas		2.50	0.50	0	50	50	2.63	0.48	0	38	63						3.00	0.00	0	0	100

Goals

The faculty have set the standard that strengths will be evident with three years of more than 70% of candidates achieving ratings of "Excellent" and one or fewer ratings of less than "Satisfactory" on a single criterion. Areas for improvement will be evident when two or more candidates receive ratings of less than "Satisfactory" in at least two of the three years.

 With the addition of the race/ethnicity and gender analyses, we've established a goal that BIPOC, female, and non-binary mean scores will be within one standard deviation of White and male man scores. When the mean scores are more than one standard deviation below for two cycles, an analysis of the assessment rubric will be conducted for possible bias.

Pre-2023 Actions as a result of data:

The project was first implemented in the 2020-21 academic year but the results were recorded only as an overall grade. During 2021-22 the standardized rubric was implemented. We now have three consecutive years of data.

2023-24 Actions as a result of 2020-23 data:

No actions were taken while we awaited three cycles of data.

Analysis of 2021-2024:

Strengths were observed in:
- Cultural Identity Development (2.F.2.b/5.C.2.j),

There were no clear areas for concern, overall.

There was no clear evidence of bias based on race/ethnicity or gender, although the sample sizes for BIPOC, male, and non-binary students was extremely low.   Additional cycles will be monitored.

Plans for 2024-2025 as a results of 2021-2024 data:

All instructors have been clearly informed of the need to evaluate the assessment in Anthology. A follow-up analysis of reliability in scoring will be conducted in the 2024-25 academic year.

Practicum Evaluation

At the end practicum the site supervisor completes a final evaluation of the candidate's knowledge, skills, and dispositions in each of the program expectations. In order to improve the reliability of the score a rubric was developed to ensure inter-rater reliability. The rubric was modified for implementation in fall 2016 based on feedback from the CACREP site review, which suggested differentiating the practicum evaluation from the internship evaluation to more clearly reflect the level of training at this earlier phase of the program.

A.1.Invests time and energy in becoming a counselor/therapist **CACREP.2016.2. F.1.b.;** **CACREP.2016.2. F.5.f.**	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill, task, or role. ● Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of the concepts needed to perform this skill, task, or role ● Is occasionally prepared to perform this skill, task, or role	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of the concepts needed to perform this skill, task, or role. ● Is usually prepared to perform this skill, task, or role.	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. ● Shows a strong understanding of the concepts needed to perform this skill, task, or role. ● Is consistently prepared to perform this skill, task, or role in the clinical setting.	**Not Observable** The student intern has not had a chance to perform this skill or task.
A.2. Accepts and uses constructive criticism to enhance self-development and counseling skills CACREP.2016.2. F.1.k.; CACREP.2016.2. F.1.m.	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill, task, or role. ● Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of the concepts needed to perform this skill, task, or role ● Is occasionally prepared to perform this skill, task, or role	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of the concepts needed to perform this skill, task, or role. ● Is usually prepared to perform this skill, task, or role.	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. ● Shows a strong understanding of the concepts needed to perform this skill, task, or role. ● Is consistently prepared to perform this skill, task, or role in the clinical setting	**Not Observable** The student intern has not had a chance to perform this skill or task.

A.3.Engages in open, comfortable, and clear communication with peers and supervisors CACREP.2016.2. F.1.m.	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill, task, or role. ● Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of the concepts needed to perform this skill, task, or role ● Is occasionally prepared to perform this skill, task, or role	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of the concepts needed to perform this skill, task, or role. ● Is usually prepared to perform this skill, task, or role.	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. ● Shows a strong understanding of the concepts needed to perform this skill, task, or role. ● Is consistently prepared to perform this skill, task, or role in the clinical setting	**Not Observable** The student intern has not had a chance to perform this skill or task.
A.4. Recognizes own competencies and skills and shares these with peers and supervisors. CACREP.2016.2. F.1.k.	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill, task, or role. ● Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of the concepts needed to perform this skill, task, or role ● Is occasionally prepared to perform this skill, task, or role	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of the concepts needed to perform this skill, task, or role. ● Is usually prepared to perform this skill, task, or role.	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. ● Shows a strong understanding of the concepts needed to perform this skill, task, or role. ● Is consistently prepared to	**Not Observable** The student intern has not had a chance to perform this skill or task.

				perform this skill, task, or role in the clinical setting.	
A.5. Recognizes own deficiencies and actively works to overcome them with peers and supervisors. CACREP.2016.2. F.1.m	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill, task, or role. ● Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of the concepts needed to perform this skill, task, or role ● Is occasionally prepared to perform this skill, task, or role	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of the concepts needed to perform this skill, task, or role. ● Is usually prepared to perform this skill, task, or role.	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. ● Shows a strong understanding of the concepts needed to perform this skill, task, or role. ● Is consistently prepared to perform this skill, task, or role in the clinical setting.	**Not Observabl**e The student intern has not had a chance to perform this skill or task.
A.6. Completes case reports and records punctually and conscientiously. CACREP.2016.5. C.2.m.	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill, task, or role. ● Is not prepared to perform this skill, task, or role	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of the concepts needed to perform this skill, task, or role	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of the concepts needed to perform this skill, task, or role.	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. ● Shows a strong understanding of the concepts needed to perform	**Not Observable** The student intern has not had a chance to perform this skill or task.

	in the clinical mental health setting	● Is occasionally prepared to perform this skill, task, or role	● Is usually prepared to perform this skill, task, or role.	this skill, task, or role. ● Is consistently prepared to perform this skill, task, or role in the clinical setting	
A.7. * Understands and maintains confidentiality of client information at appropriate times. CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill, task, or role. ● Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of the concepts needed to perform this skill, task, or role ● Is occasionally prepared to perform this skill, task, or role	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of the concepts needed to perform this skill, task, or role. ● Is usually prepared to perform this skill, task, or role.	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. ● Shows a strong understanding of the concepts needed to perform this skill, task, or role. ● Is consistently prepared to perform this skill, task, or role in the clinical setting.	**Not Observable** Please DO NOT select Not Observable for this criteria. This specific standard must be addressed.
A.8. Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics CACREP.2016.2. F.1.i.	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill,	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level.	**Not Observable** The student intern has not had a chance to perform this skill or task.

	Unacceptable	Emerging	Proficient	Advanced	Not Observable
	task, or role. • Is not prepared to perform this skill, task, or role in the clinical mental health setting	the concepts needed to perform this skill, task, or role • Is occasionally prepared to perform this skill, task, or role	the concepts needed to perform this skill, task, or role. • Is usually prepared to perform this skill, task, or role.	• Shows a strong understanding of the concepts needed to perform this skill, task, or role. • Is consistently prepared to perform this skill, task, or role in the clinical setting.	
A.9. Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work. CACREP.2016.2. F.1.k.	**Unacceptable** • Lacks the ability to perform this skill, task, or role • Shows minimal understanding of the concepts that underlie this skill, task, or role. • Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** • Demonstrates limited ability to perform this skill, task, or role consistently. • Shows some understanding of the concepts needed to perform this skill, task, or role • Is occasionally prepared to perform this skill, task, or role	**Proficient** • Demonstrates the ability to perform this skill, task, or role consistently. • Shows an understanding of the concepts needed to perform this skill, task, or role. • Is usually prepared to perform this skill, task, or role.	**Advanced** • Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. • Shows a strong understanding of the concepts needed to perform this skill, task, or role. • Is consistently prepared to perform this skill, task, or role in the clinical setting	**Not Observable** The student intern has not had a chance to perform this skill or task.
A.10. Articulates personal theoretical orientation towards counseling/therapy. CACREP.2016.2. F.1.a.	**Unacceptable** • Lacks the ability to perform this skill, task, or role	**Emerging** • Demonstrates limited ability to perform this skill,	**Proficient** • Demonstrates the ability to perform this skill,	**Advanced** • Demonstrates the ability to consistently	**Not Observable** The student intern has not had a chance to perform this skill or task.

CACREP 2016 2 F.5.a	• Shows minimal understanding of the concepts that underlie this skill, task, or role. • Is not prepared to perform this skill, task, or role in the clinical mental health setting	task, or role consistently. • Shows some understanding of the concepts needed to perform this skill, task, or role • Is occasionally prepared to perform this skill, task, or role	task, or role consistently. • Shows an understanding of the concepts needed to perform this skill, task, or role. • Is usually prepared to perform this skill, task, or role.	perform this skill, tasks, or role at a higher than expected level. • Shows a strong understanding of the concepts needed to perform this skill, task, or role. • Is consistently prepared to perform this skill, task, or role in the clinical setting.	
A.11. Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities CACREP.2016.2. F.1.k.	**Unacceptable** • Lacks the ability to perform this skill, task, or role • Shows minimal understanding of the concepts that underlie this skill, task, or role. • Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** • Demonstrates limited ability to perform this skill, task, or role consistently. • Shows some understanding of the concepts needed to perform this skill, task, or role • Is occasionally prepared to perform this skill, task, or role	**Proficient** • Demonstrates the ability to perform this skill, task, or role consistently. • Shows an understanding of the concepts needed to perform this skill, task, or role. • Is usually prepared to perform this skill, task, or role.	**Advanced** • Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. • Shows a strong understanding of the concepts needed to perform this skill, task, or role. • Is consistently prepared to perform this skill, task, or role in the clinical setting.	**Not Observable** The student intern has not had a chance to perform this skill or task.

A.12. Makes efforts to become aware of issues of diversity and culture in the setting of the site CACREP.2016.2.F. 2.d.; CACREP.2016.2. F.2.c.	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill, task, or role. ● Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of the concepts needed to perform this skill, task, or role ● Is occasionally prepared to perform this skill, task, or role	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of the concepts needed to perform this skill, task, or role. ● Is usually prepared to perform this skill, task, or role.	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. ● Shows a strong understanding of the concepts needed to perform this skill, task, or role. ● Is consistently prepared to perform this skill, task, or role in the clinical setting	**Not Observable** The student intern has not had a chance to perform this skill or task.
A.13. Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds CACREP.2016.5. C.2.a.; CACREP.2016.2. F.2.h.	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill, task, or role. ● Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of the concepts needed to perform this skill, task, or role ● Is occasionally prepared to perform this skill, task, or role	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of the concepts needed to perform this skill, task, or role. ● Is usually prepared to perform this skill, task, or role.	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. ● Shows a strong understanding of the concepts needed to perform this skill, task, or role. ● Is consistently prepared to	**Not Observable** The student intern has not had a chance to perform this skill or task.

	Unacceptable	Emerging	Proficient	Advanced	Not Observable
				perform this skill, task, or role in the clinical setting.	
A.14. Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.) CACREP.2016.5. C.1.b.; CACREP.2016.5. C.2.d.	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill, task, or role. ● Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of the concepts needed to perform this skill, task, or role ● Is occasionally prepared to perform this skill, task, or role	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of the concepts needed to perform this skill, task, or role. ● Is usually prepared to perform this skill, task, or role.	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. ● Shows a strong understanding of the concepts needed to perform this skill, task, or role. ● Is consistently prepared to perform this skill, task, or role in the clinical setting.	**Not Observable** The student intern has not had a chance to perform this skill or task.
A.15. * Maintains appropriate records and documentation in accordance with state/provincial and federal laws CACREP.2016.5. C.2.m.	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill, task, or role. ● Is not prepared to perform this skill, task, or role	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of the concepts needed to perform this skill, task, or role	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of the concepts needed to perform this skill, task, or role.	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. ● Shows a strong understanding of the concepts needed to perform	Not Observable Please DO NOT select Not Observable for this criteria. This specific standard must be addressed.

	Unacceptable	Emerging	Proficient	Advanced	Not Observable
	in the clinical mental health setting	● Is occasionally prepared to perform this skill, task, or role	● Is usually prepared to perform this skill, task, or role.	this skill, task, or role. ● Is consistently prepared to perform this skill, task, or role in the clinical setting	
A.16. Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling CACREP.2016.2. F.1.l.	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill, task, or role. ● Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of the concepts needed to perform this skill, task, or role ● Is occasionally prepared to perform this skill, task, or role	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of the concepts needed to perform this skill, task, or role. ● Is usually prepared to perform this skill, task, or role.	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. ● Shows a strong understanding of the concepts needed to perform this skill, task, or role. ● Is consistently prepared to perform this skill, task, or role in the clinical setting.	**Not Observable** The student intern has not had a chance to perform this skill or task.
A.17. * Advocates for and protects the rights of clients CACREP.2016.5. C.3.e.	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill,	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level.	**Not Observable** Please DO NOT select Not Observable for this criterion. This specific standard must be addressed.

	Unacceptable	Emerging	Proficient	Advanced	Not Observable
	task, or role. ● Is not prepared to perform this skill, task, or role in the clinical mental health setting	the concepts needed to perform this skill, task, or role ● Is occasionally prepared to perform this skill, task, or role	the concepts needed to perform this skill, task, or role. ● Is usually prepared to perform this skill, task, or role.	● Shows a strong understanding of the concepts needed to perform this skill, task, or role. ● Is consistently prepared to perform this skill, task, or role in the clinical setting	
A.18. Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed CACREP.2016.2. F.1.b.; CACREP.2016.2. F.1.m.; CACREP.2016.5. C.3.d.	**Unacceptable** ● Lacks the ability to perform this skill, task, or role ● Shows minimal understanding of the concepts that underlie this skill, task, or role. ● Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** ● Demonstrates limited ability to perform this skill, task, or role consistently. ● Shows some understanding of the concepts needed to perform this skill, task, or role ● Is occasionally prepared to perform this skill, task, or role	**Proficient** ● Demonstrates the ability to perform this skill, task, or role consistently. ● Shows an understanding of the concepts needed to perform this skill, task, or role. ● Is usually prepared to perform this skill, task, or role.	**Advanced** ● Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. ● Shows a strong understanding of the concepts needed to perform this skill, task, or role. ● Is consistently prepared to perform this skill, task, or role in the clinical setting	**Not Observable** The student intern has not had a chance to perform this skill or task.
S.19. Develops a working understanding of the policies and procedures of the internship site CACREP.2016.5.C.2.a-d, h, m	**Unacceptable** ● Lacks the ability to perform this skill, task, or role	**Emerging** ● Demonstrates limited ability to perform this skill,	**Proficient** ● Demonstrates the ability to perform this skill,	**Advanced** ● Demonstrates the ability to consistently	**Not Observable** The student intern has not had a chance to perform this skill or task.

	Unacceptable	Emerging	Proficient	Advanced	Not Observable
	• Shows minimal understanding of the concepts that underlie this skill, task, or role. • Is not prepared to perform this skill, task, or role in the clinical mental health setting	task, or role consistently. • Shows some understanding of the concepts needed to perform this skill, task, or role • Is occasionally prepared to perform this skill, task, or role	task, or role consistently. • Shows an understanding of the concepts needed to perform this skill, task, or role. • Is usually prepared to perform this skill, task, or role.	perform this skill, tasks, or role at a higher than expected level. • Shows a strong understanding of the concepts needed to perform this skill, task, or role. • Is consistently prepared to perform this skill, task, or role in the clinical setting.	
S.20. Develops competency in utilizing the professional technologies available at the internship site CACREP.2016.2. F.1.j. CACREP 2016 2 F.5.e	**Unacceptable** • Lacks the ability to perform this skill, task, or role • Shows minimal understanding of the concepts that underlie this skill, task, or role. • Is not prepared to perform this skill, task, or role in the clinical mental health setting	**Emerging** • Demonstrates limited ability to perform this skill, task, or role consistently. • Shows some understanding of the concepts needed to perform this skill, task, or role • Is occasionally prepared to perform this skill, task, or role	**Proficient** • Demonstrates the ability to perform this skill, task, or role consistently. • Shows an understanding of the concepts needed to perform this skill, task, or role. • Is usually prepared to perform this skill, task, or role.	**Advanced** • Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level. • Shows a strong understanding of the concepts needed to perform this skill, task, or role. • Is consistently prepared to perform this skill, task, or role in the clinical setting.	**Not Observable** The student intern has not had a chance to perform this skill or task.

CACREP Standard	Practicum Final		2021-22 N=21 or 22*								2022-2023 N=17							2023-2024 N= 22						
			Mean	S.D.	NO %	1 %	2 %	3 %	4 %	5 %	Mean	S.D.	NO %	1 %	2 %	3 %	4 %	Mean	S.D.	NO %	1 %	2 %	3 %	4 %
CACREP. 2016.2. F.1.b.; CACREP. 2016.2. F.5.f.	A1	Invests time and energy in becoming a counselor/therapist	3.55	0.5	n/a	0	0	0	45	55	3.53	0.50	0	0	0	47	53	3.82	0.39	0	0	0	18	82

CACREP. 2016.2. F.1.k.; CACREP. 2016.2. F.1.m.	A 2	Accepts and uses constructive criticism to enhance self-development and counseling skills	3.33	0.56	n/a	0	0	5	57	38	3.71	0.57	0	0	6	18	76	3.64	0.48	0	0	0	36	64
CACREP. 2016.2. F.1.m.	A 3	Engages in open, comfortable, and clear communicatio	3.62	0.49	n/a	0	0	0	38	62	3.65	0.59	0	0	6	24	71	3.68	0.47	0	0	0	32	68

		n with peers and supervisors																						
CACREP. 2016.2. F.1.k.	A4	Recognizes own competencies and skills and shares these with peers and supervisors.	3.36	0.57	n/a	0	0	5	55	41	3.41	0.60	0	0	6	47	47	3.36	0.48	0	0	0	64	36
CACREP. 2016.2. F.1.m.	A5	Recognizes own deficiencies	3.32	0.55	n/a	0	0	5	59	36	3.59	0.60	0	0	6	29	65	3.32	0.47	0	0	0	68	32

		and actively works to overcome them with peers and supervisors.																						
CACREP. 2016.5. C.2.m.	A 6	Completes case reports and records punctually and conscientiously.	3.27	0.69	n/a	0	0	14	45	41	3.58	0.49	0	0	6	42	58	3.69	0.46	0	0	0	31	69

CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.	A7	Understands and maintains confidentiality of client information at appropriate times.	3.77	0.42	n/a	0	0	0	23	77	3.65	0.48	0	0	0	35	65	3.82	0.39	0	0	0	18	82
CACREP.2016.2.F.1.i.	A8	Demonstrates knowledge and understanding of the American	3.62	0.49	n/a	0	0	0	38	62	3.50	0.61	0	0	6	38	56	3.59	0.49	0	0	0	41	59

		Counseling Association (ACA) Code of Ethics																						
CACREP.2016.2.F.1.k.	A9	Demonstrates a commitment to professional development and continually makes efforts to increase skills	3.71	0.45	n/a	0	0	0	29	71	3.59	0.49	0	0	0	41	59	3.82	0.39	0	0	0	18	82

		and abilitie s relative to profess ional work.																					
CACREP. 2016.2. F.1.a. CACREP 2016 2 F.5.a	A 10	Articul ates person al theoret ical orienta tion toward s counse ling/th erapy.	3.1 4	0.6 9	n/a	0	0	18	50	32	3.2 4	0.6 4	0	0	12	53	35	3.1 9	0.59	0	0	10	62	29

CACREP. 2016.2. F.1.k.	A 11	Demon strates an awaren ess of person al values, attitud es, and beliefs as they affect profess ional activiti es	3.4 3	0.5 8	n/a	0	0	5	48	48	3.6 5	0.5 9	0	0	6	24	71	3.5 5	0.58	00	0	5	36	59
CACREP. 2016.2. F. 2.d.; CACREP. 2016.2. F.2.c.	A 12	Makes efforts to becom e aware of issues of	3.4 8	0.5	n/a	0	0	0	52	48	3.4 7	0.6 2	0	0	7	40	53	3.5 0	0.3 9	0	0	5	41	55

		diversity and culture in the setting of the site																					
CACREP. 2016.5. C.2.a.;\n\nCACREP. 2016.2. F.2.h.	A 13	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	3.68	0.47	n/a	0	0	0	32	68	3.63	0.48	0	0	0	38	63	3.82	0.39	0	0	0	18	82

| CACREP. 2016.5. C.1.b.; CACREP. 2016.5. C.2.d. | A 14 | Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.) | 3.1 | 0.61 | n/a | 0 | 0 | 14 | 62 | 24 | 3.06 | 0.73 | 0 | 0 | 24 | 47 | 29 | 3.29 | 0.45 | 0 | 0 | 0 | 71 | 29 |

CACREP.2016.5.C.2.m.	A15	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	3.23	0.6	n/a	0	0	9	59	32	3.43	0.62	0	0	7	43	50	3.50	0.60	0	0	6	39	56
CACREP.2016.2.F.1.l.	A16	Demonstrates and models effective stress management and	3.18	0.72	n/a	0	0	18	45	36	3.24	0.64	0	0	8	53	35	3.40	0.49	0	0	0	60	40

		coping skills when dealing with emotional and physical demands of clinical mental health counseling																						
CACREP. 2016.5. C.3.e.	A 17	Advocates for and protects the rights of clients	3.29	0.55	n/a	0	0	5	62	33	3.47	0.50	0	0	0	53	47	3.58	0.49	0	0	0	42	58

CACREP.2016.2.F.1.b.; CACREP.2016.2.F.1.m.; CACREP.2016.5.C.3.d.	A18	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	3.55	0.58	n/a	0	0	5	36	59	3.56	0.50	0	0	0	53	47	3.59	0.48	0	0	0	41	59
CACREP.2016.5.C.2.a-d, h, m	S19	Develops a working understanding of the	3.41	0.49	n/a	0	0	0	59	41	3.47	0.70	0	0	12	29	59	3.50	0.58	0	0	5	41	55

		policies and proced ures of the interns hip site																						
CACREP. 2016.2. F.1.j. CACREP 2016 2 F.5.e	S2 0	Develo ps compe tency in utilizin g the profess ional technol ogies availabl e at the interns hip site	3.4 1	0.5 8	n/a	0	0	5	50	45	3.5 3	0.5 0	0	0	0	47	53	3.5 5	0.5 0	0	0	0	45	55

Race/Ethnicity Analysis

			BIPOC 2022-23 N= 3		White 2022-23 N= 13		BIPOC 2023-24 N= 4		White 2023-24 N= 17	
CACREP Standard	Practicum Final		Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.f	A1	Invests time and energy in becoming a counselor/therapist	3.67	0.47	3.46	0.50	3.50	0.50	3.94	0.24
CACREP.2016. 2. F.1.k.;	A2	Accepts and uses constructive criticism to enhance	4.00	0.00	3.62	0.62	3.50	0.50	3.65	0.48

The header "Demographics" spans across the BIPOC/White columns.

CACREP.2016. 2. F.1.m.		self-development and counseling skills								
CACREP.2016. 2. F.1.m.	A3	Engages in open, comfortable, and clear communication with peers and supervisors	3.67	0.47	3.62	0.62	3.75	0.43	3.65	0.48
CACREP.2016. 2. F.1.k.	A4	Recognizes own competencies and skills and shares these with peers and supervisors.	3.67	0.47	3.38	0.62	3.25	0.43	3.41	0.49
CACREP.2016. 2. F.1.m.	A5	Recognizes own deficiencies and actively works to overcome	4.00	0.00	3.46	0.63	3.25	0.43	3.35	0.48

		them with peers and supervisors.								
CACREP.2016. 5. C.2.m.	A6	Completes case reports and records punctually and conscientiousl y.	3.50	0.50	3.60	0.49	3.67	0.47	3.69	0.46
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.g.	A7	Understands and maintains confidentiality of client information at appropriate times.	4.00	0.00	3.54	0.50	4.00	0.00	3.76	0.42
CACREP.2016. 2. F.1.i.	A8	Demonstrates knowledge and understanding of the American Counseling Association	3.33	0.94	3.50	0.50	3.50.	0.50	3.65	0.48

		(ACA) Code of Ethics								
CACREP.2016. 2. F.1.k.	A9	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work.	4.00	0.00	3.46	0.50	3.75	0.43	3.88	0.32
CACREP.2016. 2. F.1.a. CACREP 2016 2 F.5.a	A10	Articulates personal theoretical orientation towards counseling/therapy.	3.00	0.82	3.31	0.61	3.25	0.43	3.19	0.63
CACREP.2016. 2. F.1.k.	A11	Demonstrates an awareness	4.00	0.00	3.54	0.63	3.75	0.43	3.53	0.61

		of personal values, attitudes, and beliefs as they affect professional activities								
CACREP.2016. 2.F. 2.d.; CACREP.2016. 2. F.2.c.	A12	Makes efforts to become aware of issues of diversity and culture in the setting of the site	4.00	0.00	3.38	0.62	3.50	0.50	3.53	0.61
CACREP.2016. 5. C.2.a.; CACREP.2016. 2. F.2.h.	A13	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	4.00	0.00	3.50	0.50	4.00	0.00	3.82	0.38

CACREP.2016.5. C.1.b.; CACREP.2016.5. C.2.d.	A14	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	3.00	0.82	3.15	0.66	3.25	0.43	3.31	0.46
CACREP.2016.5. C.2.m.	A15	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	3.50	0.50	3.55	0.50	3.33	0.47	3.53	0.62
CACREP.2016.2. F.1.l.	A16	Demonstrates and models effective stress	3.33	0.47	3.15	0.66	3.67	0.47	3.38	0.48

		management and coping skills when dealing with emotional and physical demands of clinical mental health counseling								
CACREP.2016. 5. C.3.e.	A17	Advocates for and protects the rights of clients	4.00	0.00	3.42	0.49	3.67	0.47	3.56	0.50
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.1.m.; CACREP.2016. 5. C.3.d.	A18	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	3.33	0.47	3.58	0.49	3.50	0.50	3.65	0.48

| CACREP.2016. 5.C.2.a-d, h, m | S19 | Develops a working understanding of the policies and procedures of the internship site | 3.00 | 0.82 | 3.54 | 0.63 | 3.75 | 0.43 | 3.47 | 0.61 |
| CACREP.2016. 2. F.1.j. CACREP 2016 2 F.5.e | S20 | Develops competency in utilizing the professional technologies available at the internship site | 3.33 | 0.47 | 3.54 | 0.50 | 3.50 | 0.50 | 3.59 | 0.49 |

Gender Analysis

CACREP Standard	Practicum Final	Female 2022-23 N=11	Male 2022-23 N=3	Female 2023-24 N=2	Male 2023-24 N= 1

			Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
CACREP.201 6.2. F.1.b.; CACREP.201 6.2. F.5.f.	A 1	Invests time and energy in becoming a counselor/th erapist	3.40	0.49	3.40	0.49	4.00	0	3.00	0.00
CACREP.201 6.2. F.1.k.; CACREP.201 6.2. F.1.m.	A 2	Accepts and uses constructive criticism to enhance self-develop ment and counseling skills	3.80	0.40	3.80	0.40	3.33	0.47	3.00	0.00
CACREP.201 6.2. F.1.m.	A 3	Engages in open, comfortable, and clear communicat ion with	3.70	0.46	3.70	0.46	3.33	0.47	4.00	0.00

		peers and supervisors									
CACREP.201 6.2. F.1.k.	A 4	Recognizes own competenci es and skills and shares these with peers and supervisors.	3.40	0.66	3.40	0.66	3.33	0.47	3.00	0.00
CACREP.201 6.2. F.1.m.	A 5	Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	3.70	0.46	3.70	0.46	3.00	0.00	3.00	0.00
CACREP.201 6.5. C.2.m.	A 6	Completes case reports and records punctually	3.63	0.48	3.63	0.48	3.00	0.00	3.00	0.00

		and conscientiou sly.								
CACREP.201 6.2. F.1.b.; CACREP.201 6.2. F.5.g.	A 7	Understands and maintains confidentiali ty of client information at appropriate times.	3.70	0.46	3.70	0.46	3.33	0.47	4.00	0.00
CACREP.201 6.2. F.1.i.	A 8	Demonstrat es knowledge and understandi ng of the American Counseling Association (ACA) Code of Ethics	3.44	0.68	3.44	0.68	3.00	0.00	3.00	0.00

CACREP.201 6.2. F.1.k.	A 9	Demonstrat es a commitment to professional developmen t and continually makes efforts to increase skills and abilities relative to professional work.	3.50		0.50		3.50		0.50		3.67		0.47		4.00		0.00
CACREP.201 6.2. F.1.a. CACREP 2016 2 F.5.a	A 1 0	Articulates personal theoretical orientation towards counseling/t herapy.	3.20		0.75		3.20		0.75		3.33		0.47		3.00		0.00

CACREP.201 6.2. F.1.k.	A 1 1	Demonstrat es an awareness of personal values, attitudes, and beliefs as they affect professional activities	3.80	0.40	3.80	0.40	4.00	0.00	4.00	0.00
CACREP.201 6.2.F. 2.d.; CACREP.201 6.2. F.2.c.	A 1 2	Makes efforts to become aware of issues of diversity and culture in the setting of the site	3.50	0.50	3.50	0.50	3.67	0.47	3.00	0.00

CACREP.201 6.5. C.2.a.; CACREP.201 6.2. F.2.h.	A 1 3	Demonstrat es respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	3.67		0.47		3.67		0.47		3.67	0.47	4.00	0.00
CACREP.201 6.5. C.1.b.; CACREP.201 6.5. C.2.d.	A 1 4	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis,	3.30		0.64		3.30		0.64		3.00	0.00	3.00	0.00

		treatment, etc.)								
CACREP.2016.5. C.2.m.	A15	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	3.56	0.50	3.56	0.50	3.33	0.47	4.00	0.00
CACREP.2016.2. F.1.l.	A16	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical	3.30	0.46	3.30	0.46	3.00	0.00		

		mental health counseling								
CACREP.201 6.5. C.3.e.	A 1 7	Advocates for and protects the rights of clients	3.44	0.50	3.44	0.50	3.33	0.47		
CACREP.201 6.2. F.1.b.; CACREP.201 6.2. F.1.m.; CACREP.201 6.5. C.3.d.	A 1 8	Asks for consultation , collaboratio n, assistance, and advice from colleagues and supervisors when needed	3.44	0.50	3.44	0.50	3.33	0.47		

CACREP.201 6.5.C.2.a-d, h, m	S 1 9	Develops a working understanding of the policies and procedures of the internship site	3.40	0.66	3.40	0.66	3.00	0.00		
CACREP.201 6.2. F.1.j. CACREP 2016 2 F.5.e	S 2 0	Develops competency in utilizing the professional technologies available at the internship site	3.40	0.49	3.40	0.49	3.00	0.00		

Program Goal

Program strengths are evident with three years of more than 60% of candidates achieving ratings of "Advanced" and one or fewer ratings of less than "Proficient" on a single criterion. Areas for improvement will be evident when two or more candidates receive ratings of less than "Proficient" in at least two of the three years.

 With the addition of the race/ethnicity and gender analyses, we've established a goal that BIPOC, female, and non-binary mean scores will be within one standard deviation of White and male man scores. When the mean scores are more than one standard deviation below for two cycles, an analysis of the assessment rubric will be conducted for possible bias.

Pre-2023 Actions as a result of data:

The practicum evaluation form was revised with input from the advisory council, and it was aligned to the 2016 CACREP standards.   The prior form included all of the same items as the Internship evaluation form, and the data understandably indicated that candidates at the practicum level were not as adept in their skills and practices.

During the pandemic, we had challenges with practicum supervisors failing to return final practicum evaluations, or submitting only partially completed work. We therefore decided to transition to gathering the results using the Anthology portfolio system.

2023-24 Actions as a result of 2020-23 data:

No actions were taken while we awaited three cycles of data using the revised evaluation form.   The revised form was first implemented in the spring of 2022.

Analysis of 2022-2024:

Using the program goals described above the following areas demonstrate strength:

- Engages in open, comfortable, and clear communication with peers and supervisors (2.F.1.m)

- Understands and maintains confidentiality of client information at appropriate times. (2.F.1.b.; 2.F.5.g).

- Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds (5.c.2.A, 2.f.2.H)

Using the program goal described above the following areas demonstrate opportunities for improvement:

- Articulates personal theoretical orientation towards counseling/therapy (2.F.1.a, 2.F.5.a)

- Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc. (5.c.1.b, 5.C.2.d)

There was no clear evidence of bias based on race/ethnicity or gender, although the sample sizes for BIPOC, male, and non-binary students were extremely low.   Additional cycles will be monitored.

Plans for 2024-2025 as a result of 2021-2024 data:

The following items will be evaluated to determine how/if program changes are warranted or these items need to be adjusted on the form:

- Articulates personal theoretical orientation towards counseling/therapy (2.F.1.a, 2.F.5.a)

- Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc. (5.c.1.b, 5.C.2.d)

An analysis will be conducted to establish inter-rater agreement on the assessment so that appropriate decisions can be made about candidate progression and program improvement.   Faculty will conduct double reviews of three submissions to establish inter-rater agreement. The Practicum Instructor and Field Placement Coordinator will consult to provide a second rating to be compared with the site supervisor rating to determine where there might be potentials for inconsistency or misunderstanding of the language or expectations.

SITE SUPERVISOR'S EVALUATION OF INTERN

CLINICAL MENTAL HEALTH
INTERNSHIP STUDENT'S PERFORMANCE – EVALUATION

STUDENT: Provide the following information:

Name of Student Intern: _____

Site Supervisor Name: _____

Date of Evaluation: _____or period covered by the evaluation _____

SITE SUPERVISOR: Respond to the items below (1-49) to evaluate your student intern. **Use the definitions of the descriptors listed below to aid in your evaluation.**

Not Observable: N/O: The student intern has not had a chance to perform this skill or task.

Unacceptable (1):
- Lacks the ability to perform this skill, task, or role
- Shows minimal understanding of the concepts that underlie this skill, task, or role.
- Is not prepared to perform this skill, task, or role in the clinical mental health setting

Emerging (2):
- Demonstrates limited ability to perform this skill, task, or role consistently.
- Shows some understanding of the concepts needed to perform this skill, task, or role
- Is occasionally prepared to perform this skill, task, or role

Proficient (3):
- Demonstrates the ability to perform this skill, task, or role consistently.
- Shows an understanding of the concepts needed to perform this skill, task, or role.
- Is usually prepared to perform this skill, task, or role.

Advanced (4):
- Demonstrates the ability to consistently perform this skill, tasks, or role at a higher than expected level.
- Shows a strong understanding of the concepts needed to perform this skill, task, or role.
- Is consistently prepared to perform this skill, task, or role in the clinical setting.

INTERNSHIP STUDENT'S PERFORMANCE – FINAL EVALUATION

	SKILL OR ABILITY		N/O	1	2	3	4
A.)	GENERAL SUPERVISION COMMENTS						
1.	Invests time and energy in becoming a counselor/therapist.	CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.f.					
2.	Accepts and uses constructive criticism to enhance self-development and counseling skills.	CACREP.2016.2. F.1.k.; CACREP.2016.2. F.1.m.					
3.	Engages in open, comfortable, and clear communication with peers and supervisors.	CACREP.2016.2. F.1.m.					
4.	Recognizes own competencies and skills and shares these with peers and supervisors.	CACREP.2016.2. F.1.k.					
5.	Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	CACREP.2016.2. F.1.m.					
6.	Completes case reports and records punctually and conscientiously.	CACREP.2016.5. C.2.m.					
7.*	Understands and maintains confidentiality of client information at appropriate times.	CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.					
8.	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics.	CACREP.2016.2. F.1.i.					
9.	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work.	CACREP.2016.2. F.1.k.					
10.	Articulates personal theoretical orientation towards counseling/therapy.	CACREP.2016.2. F.1.a. CACREP 2016 2 F.5.a					
11.	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	CACREP.2016.2. F.1.k.					
12.	Makes efforts to become aware of issues of diversity and culture in the setting of the site	CACREP.2016.2.F. 2.d.; CACREP.2016.2. F.2.c.					
13.	Demonstrates respect for and acceptance of	CACREP.2016.5.					

#	Item	CACREP Standard					
	clients, peers, supervisors, and community members from diverse backgrounds	C.2.a.; CACREP.2016.2. F.2.h.					
14.	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	CACREP.2016.5. C.1.b.; CACREP.2016.5. C.2.d.					
15.*	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	CACREP.2016.5. C.2.m.					
16.	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling	CACREP.2016.2. F.1.l.					
17. *	Advocates for and protects the rights of clients	CACREP.2016.5. C.3.e.					
18.	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	CACREP.2016.2. F.1.b.; CACREP.2016.2. F.1.m.; CACREP.2016.5. C.3.d.					

B.)	THE COUNSELING PROCESS						
19.	Researches the referral prior to the first interview/session	CACREP.2016. 2. F.5.g.					
20.	Keeps appointments on time	CACREP.2016. 2. F.1.b.					
21.	Begins the interview/session smoothly	CACREP.2016. 2. F.1.b.					
22.	Explains the nature and objectives of counseling/therapy when appropriate	CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.g.					
23.	Is relaxed and comfortable in the interview/session	CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.f.					
24.	Communicates interest in and acceptance of the client	CACREP.2016. 5. C.2.j.					
25.	Facilitates client expression of concerns and feelings	CACREP.2016. 2. F.5.g.					

26.	Focuses on the processes driving the client's presenting problem	CACREP.2016. 5. C.3.b.					
27.	Recognizes and responds appropriately to resistant behaviors by the client.	CACREP.2016. 2. F.5.g.					
28.	Recognizes and deals with positive affect of the client	CACREP.2016. 2. F.5.g.					
29.	Recognizes and deals with negative affect of the client	CACREP.2016. 2. F.5.g.					
30.	Demonstrates flexibility in the interview/session	CACREP.2016. 2. F.5.f.					
31.	Uses silence effectively in the interview/session	CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.g.					
32.	Is aware of own feelings in the counseling session	CACREP.2016. 2. F.1.k.					
33.	Communicates own feelings to the client when appropriate	CACREP.2016. 2. F.1.b.					
34.	Recognizes and skillfully interprets the client's covert messages	CACREP.2016. 5. C.3.b.					
35.	Facilitates realistic goal setting with the client	CACREP.2016. 2. F.5.i.					
36.	Encourages appropriate action-step planning with the client	CACREP.2016. 5. C.3.b.					
37.	Employs judgment in the timing and use of different techniques	CACREP.2016. 5. C.3.b.					
38.	Initiates periodic evaluation of goals, action-steps, and process during counseling	CACREP.2016. 2. F.5.i.					
39.	Demonstrates an understanding of the dynamics associated with group process and development	CACREP.20 6.a.					
40.	Demonstrates an understanding of therapeutic factors and how they contribute to group effectiveness.	CACREP.20 6.c.					
41.	Demonstrates an understanding of the interrelationships among and between work, mental, well-being, relationships, and other life roles and factors.	CACREP.20 4.b.					

#	Skill or Ability		N/O	1	2	3	4
42.	Demonstrates an understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management.	CACREP.20 4.h.					

#	**Skill or Ability**		N/O	1	2	3	4
43.	Explains, administers, and interprets tests/assessments correctly	CACREP.2016. 5. C.1.e.					
44.	Terminates the interview/session smoothly	CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.g.					
C.)	KNOWLEDGE AND SKILLS						
45.	Has the ability to manage crisis situations when they arise	CACREP.2016. 2. F.5.m.; CACREP.2016. 5. C.2.f.					
46.	Focuses on specific behaviors and their consequences, implications, and contingencies	CACREP.2016. 5. C.3.b.					
47.	Recognizes and pursues discrepancies and meaning of inconsistent information	CACREP.2016. 2. F.5.g.					
48.	Uses relevant case data in planning both immediate and long-range goals	CACREP.2016. 5. C.3.b.					
49.	Uses relevant case data in considering various strategies and their implications	CACREP.2016. 2. F.8.b.; CACREP.2016. 5. C.3.b.					
50.	Bases decisions on a theoretically sound and consistent rationale of human behavior	CACREP.2016. 5. C.1.b.					
51.	Is perceptive in evaluating the effects of own counseling techniques	CACREP.2016. 2. F.1.k.					
52.*	Demonstrates ethical behavior in the counseling activity and case management	CACREP.2016.2. F. 1.i.;					

		CACREP.2016. 5. C.2.l.					
53.*	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	CACREP.2016. 2. F.5.d.					
S.)	Internship Site Competencies						
54.	Develops a working understanding of the policies and procedures of the internship site.	CACREP.2016. 5.C.2.a-d, h, m					
55.	Develops competency in utilizing the professional technologies available at the internship site.	CACREP.2016. 2. F.1.j. CACREP 2016 2 F.5.e					

To receive a rating of Satisfactory, it is expected that 80% (40 items) or more of the above ratings are at the proficient level or higher AND items marked with * must be proficient or higher.

☐ Satisfactory: I believe this student is prepared to move toward licensure and furthering their professional development as a counselor.

☐ Unsatisfactory: I have concerns about this person entering the counseling profession.

Additional comments and/or suggestions
_____

_____

Date: _____ Signature of site supervisor: _____

My signature indicates that I have read the above evaluation and have discussed the content with my site supervisor. It does not necessarily indicate that I agree with the report in part or in whole.

Date: _____ Signature of student intern: _____

***This form is adapted with permission from the University of Tennessee at Martin Dept of Educational Studies.**

Clinical Mental Health Counseling – Internship 1
Performance Review

CACREP Standard		Internship I	2021-2022 N=14						2022-2023 N=17						2023-2024 N= 21					
			Mean/ Range	S.D.	Unacceptable %	Emerging %	Proficient %	Advanced %	Mean/ Range	S.D.	Unacceptable %	Emerging %	Proficient %	Advanced %	Mean/ Range	S.D.	Unacceptable %	Emerging %	Proficient %	Advanced %
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.f.	A1	Invests time and energy in becoming a counselor/therapist	3.71	0.45	0%	0%	29%	71%	3.76	0.42	0	0	24	76	3.86	0.35	0	0	14	86
CACREP.2016.2. F.1.k.; CACREP.2016.2. F.1.m.	A2	Accepts and uses constructive criticism to enhance self-development and counseling skills	3.57	0.49	0%	0%	43%	57%	3.82	0.38	0	0	18	82	3.71	0.45	0	0	29	71
CACREP.2016.2. F.1.m.	A3	Engages in open, comfortable, and clear communication with peers and supervisors	3.79	0.41	0%	0%	21%	79%	3.76	0.42	0	0	24	76	3.67	0.47	0	0	33	67
CACREP.2016.2. F.1.k.	A4	Recognizes own competencies and skills and shares these with peers and supervisors.	3.57	0.49	0%	0%	43%	57%	3.65	0.59	0	6	24	71	3.62	0.49	0	0	38	62

CACREP																				
CACREP.2016.2.F.1.m.	A5	Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	3.64	0.48	0%	0%	36%	64%	3.71	0.46	0	0	29	71	3.52	0.50	0	0	48	52
CACREP.2016.5.C.2.m.	A6	Completes case reports and records punctually and conscientiously.	3.36	0.48	0%	0%	64%	36%	3.80	0.40	0	0	20	80	3.80	0.40	0	0	20	80
CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.	A7	Understands and maintains confidentiality of client information at appropriate times.	3.93	0.26	0%	0%	7%	93%	3.94	0.24	0	0	6	94	3.90	0.29	0	0	10	90
CACREP.2016.2.F.1.i.	A8	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics	3.62	0.49	0%	0%	38%	62%	3.76	0.42	0	0	24	76	3.81	0.39	0	0	19	81
CACREP.2016.2.F.1.k.	A9	Demonstrates a commitment to professional	3.79	0.41	0%	0%	21%	79%	3.88	0.32	0	0	12	88	3.71	0.45	0	0	29	71

		development and continually makes efforts to increase skills and abilities relative to professional work.																	
CACREP.2016.2. F.1.a. **CACREP 2016 2 F.5.a**	A10	Articulates personal theoretical orientation towards counseling/th erapy.	3.36	0.48	0%	0%	64%	36%	3.47	0.61	0	6	41	53	3.42	0.49	0	0	58	42
CACREP.2016.2. F.1.k.	A11	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	3.57	0.49	0%	0%	43%	57%	3.65	0.59	0	6	24	71	3.67	0.47	0	0	33	67
CACREP.2016.2. F. 2.d.; **CACREP.2016.2. F.2.c.**	A12	Makes efforts to become aware of issues of diversity and culture in the setting of the site	3.50	0.50	0%	0%	50%	50%	3.76	0.55	0	6	12	82	3.75	0.43	0	0	25	75
CACREP.2016.5. C.2.a.;	A13	Demonstrates respect for and	3.57	0.49	0%	0%	43%	57%	3.88	0.32	0	0	12	88	3.90	0.29	0	0	10	90

CACREP.2016.2. F.2.h.		acceptance of clients, peers, supervisors, and community members from diverse backgrounds																		
CACREP.2016.5. C.1.b.; CACREP.2016.5. C.2.d.	A14	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	3.50	0.50	0%	0%	50%	50%	3.50	0.61	0	6	38	56	3.43	0.49	0	0	57	43
CACREP.2016.5. C.2.m.	A15	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	3.57	0.49	0%	0%	43%	57%	3.75	0.43	0	0	25	75	3.80	0.40	0	0	20	80
CACREP.2016.2. F.1.l.	A16	Demonstrates and models effective stress management and coping	3.57	0.49	0%	0%	43%	57%	3.47	0.61	0	6	41	53	3.62	0.49	0	0	38	62

		skills when dealing with emotional and physical demands of clinical mental health counseling																	
CACREP.2016.5.C.3.e.	A17	Advocates for and protects the rights of clients	3.38	0.62	0%	8%	46%	46%	3.73	0.44	0	0	27	73	3.85	0.36	0	0	15	85
CACREP.2016.2.F.1.b.; CACREP.2016.2.F.1.m.; CACREP.2016.5.C.3.d.	A18	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	3.79	0.41	0%	0%	21%	79%	3.76	0.42	0	0	24	76	3.81	0.39	0	0	19	81
CACREP.2016.2.F.5.g.	B19	Researches the referral prior to the first interview/session	3.69	0.46	0%	0%	31%	69%	3.85	0.36	0	0	15	85	3.44	0.60	0	6	44	50
CACREP.2016.2.F.1.b.	B20	Keeps appointments on time	3.54	0.50	0%	0%	46%	54%	3.71	0.46	0	0	29	71	3.70	0.46	0	0	30	70
CACREP.2016.2.F.1.b.	B21	Begins the interview/session smoothly	3.43	0.49	0%	0%	57%	43%	3.65	0.48	0	0	35	65	3.52	0.50	0	0	48	52
CACREP.2016.2.F.1.b.;	B22	Explains the nature and objectives of	3.43	0.49	0%	0%	57%	43%	3.59	0.49	0	0	41	59	3.60	0.49	0	0	40	60

CACREP	Item	Description																	
CACREP.2016.2.F.5.g.		counseling/therapy when appropriate																	
CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.f.	B23	Is relaxed and comfortable in the interview/session	3.71	0.45	0%	0%	29%	71%	3.53	0.70	0	12	24	65	3.38	0.49	0	0	62	38
CACREP.2016.5.C.2.j.	B24	Communicates interest in and acceptance of the client	3.79	0.41	0%	0%	21%	79%	3.88	.32	0	0	12	88	3.76	0.43	0	0	24	76
CACREP.2016.2.F.5.g.	B25	Facilitates client expression of concerns and feelings	3.43	0.49	0%	0%	57%	43%	3.71	0.57	0	6	18	76	3.62	0.49	0	0	38	62
CACREP.2016.5.C.3.b.	B26	Focuses on the processes driving the client's presenting problem	3.36	0.48	0%	0%	64%	36%	3.53	0.61	0	6	35	59	3.55	0.50	0	0	45	55
CACREP.2016.2.F.5.g.	B27	Recognizes and responds appropriately to resistant behaviors by the client.	3.07	0.46	0%	7%	79%	14%	3.63	0.48	0	0	38	63	3.45	0.59	0	5	45	50
CACREP.2016.2.F.5.g.	B28	Recognizes and deals with positive affect of the client	3.50	0.50	0%	0%	50%	50%	3.59	0.49	0	0	41	59	3.70	0.46	0	0	30	70
CACREP.2016.2.F.5.g.	B29	Recognizes and deals with	3.50	0.50	0%	0%	50%	50%	3.53	0.50	0	0	47	53	3.55	0.50	0	0	45	55

		negative affect of the client																
CACREP.2016.2.F.5.f.	B30	Demonstrates flexibility in the interview/session	3.43	0.62	0%	7%	43%	50%	3.65	0.59	0	3	01	71	3.55	0.50	0	0	45	55
CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.	B31	Uses silence effectively in the interview/session	3.36	0.48	0%	0%	64%	36%	3.47	0.61	0	6	41	53	3.19	0.39	0	0	81	19
CACREP.2016.2.F.1.k.	B32	Is aware of own feelings in the counseling session	3.50	0.50	0%	0%	50%	50%	3.71	0.46	0	0	29	71	3.52	0.50	0	0	48	52
CACREP.2016.2.F.1.b.	B33	Communicates own feelings to the client when appropriate	3.29	0.45	0%	0%	71%	29%	3.53	0.62	0	7	33	60	3.42	0.49	0	0	58	42
CACREP.2016.5.C.3.b.	B34	Recognizes and skillfully interprets the client's covert messages	3.23	0.58	0%	8%	62%	31%	3.50	0.61	0	6	38	56	3.30	0.56	0	5	60	35
CACREP.2016.2.F.5.i.	B35	Facilitates realistic goal setting with the client	3.21	0.41	0%	0%	79%	21%	3.53	0.61	0	6	35	59	3.55	0.50	0	0	45	55
CACREP.2016.5.C.3.b.	B36	Encourages appropriate action-step planning with the client	3.29	0.45	0%	0%	71%	29%	3.63	0.48	0	0	38	63	3.60	0.49	0	0	40	60

CACREP	B#	Description																	
CACREP.2016.5.C.3.b.	B37	Employs judgment in the timing and use of different techniques	3.21	0.41	0%	0%	79%	21%	3.47	0.50	0	0	53	47	3.37	0.48	0	0	63	37
CACREP.2016.2.F.5.i.	B38	Initiates periodic evaluation of goals, action-steps, and process during counseling	3.21	0.41	0%	0%	79%	21%	3.86	0.35	0	0	14	86	3.45	0.59	0	5	45	50
CACREP.20 2.F.6.a.	B39	Demonstrates an understanding of the dynamics associated with group process and development	3.40	0.49	0%	0%	60%	40%	3.77	0.42	0	0	53	77	3.61	0.49	0	0	39	61
CACREP.20 2.F.6.c.	B40	Demonstrates an understanding of therapeutic factors and how they contribute to group effectiveness.	3.40	0.49	0%	0%	60%	40%	3.85	0.36	0	0	15	85	3.61	0.49	0	0	39	61
CACREP.20 2.F.4.b.	B41	Demonstrates an understanding of the interrelationsh	3.43	0.62	0%	7%	43%	50%	3.76	0.42	0	0	24	76	3.62	0.49	0	0	38	62

		ips among and between work, mental, well-being, relationships, and other life roles and factors.																		
CACREP.20 2.F4.h.	B42	Demonstrates an understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management.	3.25	0.60	0%	8%	58%	33%	3.65	0.48	0	0	35	65	3.45	0.50	0.50	0	55	45
CACREP.2016.5. C.1.e.	B43	Explains, administers, and interprets tests/assessments correctly	3.33	0.47	0%	0%	67%	33%	3.43	0.49	0	0	57	43	3.50	0.50	0	0	50	50
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	B44	Terminates the interview/session smoothly	3.36	0.48	0%	0%	64%	36%	3.65	0.48	0	0	35	65	3.45	0.59	0	5	45	50
CACREP.2016.2. F.5.m.; CACREP.2016.5. C.2.f.	C45	Has the ability to manage crisis situations when they arise	3.23	0.58	0%	8%	62%	31%	3.64	0.48	0	0	36	64	3.33	0.58	0	6	56	39

CACREP.2016.5.C.3.b.	C46	Focuses on specific behaviors and their consequences, implications, and contingencies	3.21	0.56	0%	7%	64%	29%	3.73	0.44	0	0	27	73	3.53	0.50	0	0	47	53
CACREP.2016.2.F.5.g.	C47	Recognizes and pursues discrepancies and meaning of inconsistent information	3.14	0.35	0%	0%	86%	14%	3.63	0.48	0	0	38	63	3.35	0.57	0	5	55	40
CACREP.2016.5.C.3.b.	C48	Uses relevant case data in planning both immediate and long-range goals	3.21	0.41	0%	0%	79%	21%	3.71	0.57	0	6	18	76	3.53	0.50	0	0	47	53
CACREP.2016.2.F.7.e. **2.F.7.i;** **CACREP.2016.5.C.3.b.**	C49	Uses relevant case data in considering various strategies and their implications	3.29	0.45	0%	0%	71%	29%	3.69	0.46	0	0	31	69	3.53	0.50	0	0	47	53
CACREP.2016.5.C.1.b	C50	Bases decisions on a theoretically sound and consistent rationale of human behavior	3.21	0.41	0%	0%	79%	21%	3.63	0.48	0	0	38	63	3.47	0.50	0	0	53	47

CACREP	Code	Description																	
CACREP.2016.2. F.1.k.	C51	Is perceptive in evaluating the effects of own counseling techniques	3.29	0.45	0%	0%	71%	29%	3.53	0.70	0	12	24	65	3.43	0.58	0	5	48	48
CACREP.2016.2. F. 1.i.; CACREP.2016.5. C.2.l.	C52	Demonstrates ethical behavior in the counseling activity and case management	3.64	0.48	0%	0%	36%	64%	3.76	0.42	0	0	24	76	3.86	0.35	0	0	14	86
CACREP.2016.2. F.5.d.	C53	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	3.14	0.64	0%	14%	57%	29%	3.76	0.42	0	0	24	76	3.75	0.54	0	5	15	80
CACREP.2016.5. C.2.a-d, h, m	C54	Develops a working understanding of the policies and procedures of the internship site.	3.71	0.45	0%	0%	29%	71%	3.76	0.42	0	0	24	76	3.86	0.35	0	0	14	86
CACREP.2016.2. F.1.j. CACREP 2016 2 F.5.e	C55	Develops competency in utilizing the professional technologies available at	3.57	0.49	0%	0%	43%	57%	3.76	0.42	0	0	24	76	3.86	0.35	0	0	14	86

		the internship site.																	

Race/Ethnicity Analysis

Internship I- Demographics									
CACREP Standard		Internship I	BIPOC 2022-23 N=3		White 2022-23 N= 13		BIPOC 2023-24 N= 4		White 2023-24 N= 16	
			Mean/ Range	**S.D.**	**Mean/ Range**	**S.D.**	**Mean/ Range**	**S.D.**	**Mean/ Range**	**S.D.**
CACREP.2016.2. F.1.b.; **CACREP.2016.2. F.5.f.**	A1	Invests time and energy in becoming a counselor/therapist	4.00	0.00	3.77	0.42	3.75	0.43	3.88	0.33
CACREP.2016.2. F.1.k.; **CACREP.2016.2. F.1.m.**	A2	Accepts and uses constructive criticism to enhance self-development and counseling skills	4.00	0.00	3.85	0.36	3.75	0.43	3.75	0.43
CACREP.2016.2. F.1.m.	A3	Engages in open, comfortable, and clear communication with peers and supervisors	4.00	0.00	3.77	0.42	3.50	0.50	3.75	0.43
CACREP.2016.2. F.1.k.	A4	Recognizes own competencies and skills and shares these with peers and supervisors.	4.00	0.00	3.69	0.46	3.50	0.50	3.69	0.46
CACREP.2016.2. F.1.m.	A5	Recognizes own deficiencies and actively works to	4.00	0.00	3.69	0.46	3.50	0.50	3.56	0.50

		overcome them with peers and supervisors.								
CACREP.2016.5. C.2.m.	A6	Completes case reports and records punctually and conscientiously.	4.00	0.00	3.77	0.42	3.75	0.43	3.81	0.39
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	A7	Understands and maintains confidentiality of client information at appropriate times.	4.00	0.00	4.00	0.00	4.00	0.00	3.88	0.33
CACREP.2016.2. F.1.i.	A8	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics	3.67	0.47	3.85	0.36	3.75	0.43	3.81	0.39
CACREP.2016.2. F.1.k.	A9	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work.	4.00	0.00	3.92	0.27	3.75	0.43	3.75	0.43
CACREP.2016.2. F.1.a. CACREP 2016 2 F.5.a	A10	Articulates personal theoretical orientation towards counseling/therapy.	3.33	0.47	3.62	0.49	3.25	0.43	3.47	0.50
CACREP.2016.2. F.1.k.	A11	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	4.00	0.00	3.69	0.46	3.75	0.43	3.69	0.46
CACREP.2016.2.F. 2.d.; CACREP.2016.2. F.2.c.	A12	Makes efforts to become aware of issues of diversity and culture in the setting of the site	4.00	0.00	3.85	0.36	3.75	0.43	3.75	0.43

CACREP.2016.5. C.2.a.; **CACREP.2016.2. F.2.h.**	A13	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	4.00	0.00	3.92	0.27	4.00	0.00	3.94	0.24
CACREP.2016.5. C.1.b.; **CACREP.2016.5. C.2.d.**	A14	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	3.67	0.47	3.58	.049	3.25	0.43	3.50	0.50
CACREP.2016.5. C.2.m.	A15	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	3.33	0.47	3.85	0.36	3.75	0.43	3.81	0.39
CACREP.2016.2. F.1.l.	A16	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling	3.67	0.47	3.46	0.63	3.75	0.43	3.63	0.48
CACREP.2016.5. C.3.e.	A17	Advocates for and protects the rights of clients	3.50	0.50	3.77	0.42	4.00	0.00	3.81	0.39
CACREP.2016.2. F.1.b.; **CACREP.2016.2. F.1.m.;** **CACREP.2016.5. C.3.d.**	A18	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	4.00	0.00	3.69	0.46	4.00	0 .00	3.81	0.39
CACREP.2016.2. F.5.g.	B19	Researches the referral prior to the first interview/session	4.00	0.00	3.82	0.39	3.50	0.50	3.43	0.62

CACREP.2016.2. F.1.b.	B20	Keeps appointments on time	3.67	0.47	3.77	0.42	3.50	0.50	3.80	0.40
CACREP.2016.2. F.1.b.	B21	Begins the interview/session smoothly	3.67	0.47	3.69	0.46	3.75	0.43	3.50	0.50
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	B22	Explains the nature and objectives of counseling/therapy when appropriate	3.67	0.47	3.62	0.49	3.50	0.50	3.67	0.47
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.f.	B23	Is relaxed and comfortable in the interview/session	3.67	0.47	3.62	0.62	3.50	0.50	3.38	0.48
CACREP.2016.5. C.2.j.	B24	Communicates interest in and acceptance of the client	4.00	0.00	3.85	0.36	4.00	0.00	3.75	0.43
CACREP.2016.2. F.5.g.	B25	Facilitates client expression of concerns and feelings	4.00	0.00	3.62	0.62	3.75	0.43	3.63	0.48
CACREP.2016.5. C.3.b.	B26	Focuses on the processes driving the client's presenting problem	3.67	0.47	3.54	0.63	3.75	0.43	3.53	0.50
CACREP.2016.2. F.5.g.	B27	Recognizes and responds appropriately to resistant behaviors by the client.	3.67	0.47	3.67	0.47	3.25	0.83	3.53	0.50
CACREP.2016.2. F.5.g.	B28	Recognizes and deals with positive affect of the client	3.67	0.47	3.62	0.49	4.00	0.00	3.67	0.47
CACREP.2016.2. F.5.g.	B29	Recognizes and deals with negative affect of the client	3.33	0.47	3.62	0.49	4.00	0.00	3.47	0.50
CACREP.2016.2. F.5.f.	B30	Demonstrates flexibility in the interview/session	4.00	0.00	3.62	0.62	3.75	0.43	3.53	0.50
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	B31	Uses silence effectively in the interview/session	3.67	0.47	3.54	0.50	3.25	0.43	3.19	0.39

CACREP.2016.2. F.1.k.	B32	Is aware of own feelings in the counseling session	4.00	0.00	3.69	0.46	3.75	0.43	3.50	0.50
CACREP.2016.2. F.1.b.	B33	Communicates own feelings to the client when appropriate	4.00	0.00	3.42	0.64	3.50	0.50	3.40	0.49
CACREP.2016.5. C.3.b.	B34	Recognizes and skillfully interprets the client's covert messages	3.67	0.47	3.58	0.49	3.50	0.50	3.27	0.57
CACREP.2016.2. F.5.i.	B35	Facilitates realistic goal setting with the client	3.33	0.47	3.69	0.46	3.75	0.43	3.53	0.50
CACREP.2016.5. C.3.b.	B36	Encourages appropriate action-step planning with the client	3.33	0.47	3.69	0.46	3.75	0.43	3.60	0.49
CACREP.2016.5. C.3.b.	B37	Employs judgment in the timing and use of different techniques	3.33	0.47	3.50	0.50	3.25	0.43	3.40	0.49
CACREP.2016.2. F.5.i.	B38	Initiates periodic evaluation of goals, action-steps, and process during counseling	4.00	0.00	3.83	0.37	3.75	0.43	3.40	0.61
CACREP.20 2.F.6.a.	B39	Demonstrates an understanding of the dynamics associated with group process and development	4.00	0.00	3.73	0.45	3.50	0.50	3.69	0.46
CACREP.20 2.F.6.c.	B40	Demonstrates an understanding of therapeutic factors and how they contribute to group effectiveness.	4.00	0.00	3.82	0.39	3.50	0.50	3.69	0.46
CACREP.20 2.F.4.b.	B41	Demonstrates an understanding of the interrelationships among and between work, mental, well-being,	3.67	0.47	3.85	0.36	3.50	0.50	3.69	0.46

		relationships, and other life roles and factors.							
CACREP.20 **2.F4.h.**	B42	Demonstrates an understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management.	3.67	0.47	3.69	0.46	3.50	0.50	3.47	0.50
CACREP.2016.5. C.1.e.	B43	Explains, administers, and interprets tests/assessments correctly	4.00	0.00	3.42	0.49	3.50	0.580	3.50	0.50
CACREP.2016.2. F.1.b.; **CACREP.2016.2. F.5.g.**	B44	Terminates the interview/session smoothly	3.67	0.47	3.69	0.46	4.00	0.00	3.33	0.60
CACREP.2016.2. F.5.m.; **CACREP.2016.5. C.2.f.**	C45	Has the ability to manage crisis situations when they arise	3.50	0.50	3.73	0.45	3.33	0.47	3.33	0.60
CACREP.2016.5. C.3.b.	C46	Focuses on specific behaviors and their consequences, implications, and contingencies	3.67	0.47	3.75	0.43	3.50	0.50	3.53	0.50
CACREP.2016.2. F.5.g.	C47	Recognizes and pursues discrepancies and meaning of inconsistent information	3.67	0.47	3.62	0.49	3.50	0.50	3.31	0.58
CACREP.2016.5. C.3.b.	C48	Uses relevant case data in planning both immediate and long-range goals	3.67	0.47	3.85	0.36	3.50	0.50	3.53	0.50
CACREP.2016.2. F.7.e. **2.F.7.i;** **CACREP.2016.5. C.3.b.**	C49	Uses relevant case data in considering various strategies and their implications	3.67	0.47	3.69	0.46	3.50	0.50	3.53	0.50

CACREP Standard	Code	Description	2022-2023 Mean	2022-2023 S.D.	2023-24 Mean	2023-24 S.D.	Mean	S.D.	Mean	S.D.
CACREP.2016.5. C.1.b	C50	Bases decisions on a theoretically sound and consistent rationale of human behavior	3.33	0.47	3.69	0.46	3.50	0.50	3.47	0.50
CACREP.2016.2. F.1.k.	C51	Is perceptive in evaluating the effects of own counseling techniques	3.67	0.47	3.62	0.62	3.50	0.50	3.44	0.61
CACREP.2016.2.F. 1.i.; CACREP.2016.5. C.2.l.	C52	Demonstrates ethical behavior in the counseling activity and case management	4.00	0.00	3.77	0.42	4.00	0.00	3.88	0.33
CACREP.2016.2. F.5.d.	C53	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	4.00	0.00	3.77	0.42	3.75	0.43	3.75	0.56
CACREP.2016.5.C.2.a-d, h, m	C54	Develops a working understanding of the policies and procedures of the internship site.	3.67	0.47	3.85	0.36	3.75	0.43	3.94	0.24
CACREP.2016.2. F.1.j. CACREP 2016 2 F.5.e	C55	Develops competency in utilizing the professional technologies available at the internship site.	3.67	0.47	3.85	0.36	3.75	0.43	3.94	0.24

Gender Analysis

Internship I	Female 2022-2023 N=11		Male 2022-23 N=3		Female 2023-24 N= 2		Male 2023-24 N= 1	
	Mean/ Range	S.D.	Mean/ Range	S.D.	Mean/ Range	S.D.	Mean/ Range	S.D.

A1	Invests time and energy in becoming a counselor/therapist	3.82	0.39	4.00	0.00	4.00	0.00	3.00	0.00
A2	Accepts and uses constructive criticism to enhance self-development and counseling skills	3.91	0.29	4.00	0.00	4.00	0.00	3.00	0.00
A3	Engages in open, comfortable, and clear communication with peers and supervisors	3.82	0.39	4.00	0.00	3.50	0.50	3.00	0.00
A4	Recognizes own competencies and skills and shares these with peers and supervisors.	3.82	0.39	3.67	0.47	4.00	0.00	3.00	0.00
A5	Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	3.82	0.39	3.67	0.47	3.50	0.50	3.00	0.00
A6	Completes case reports and records punctually and conscientiously.	3.80	0.40	3.67	0.47	4.00	0.00	3.00	0.00
A7	Understands and maintains confidentiality of client information at	4.00	000	4.00	0.00	4.00	0.00	4.00	0.00

	appropriate times.							
A8	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics	3.82	0.39	3.67	0.47	4.00	0.00	3.00	0.00
A9	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work.	3.91	0.29	4.00	0.00	3.50	0.50	4.00	0.00
A10	Articulates personal theoretical orientation towards counseling/therapy.	3.55	0.50	3.67	0.47	4.00	0.00	3.00	0.00
A11	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	3.82	0.39	3.67	0.47	3.50	0.50	4.00	0.00
A12	Makes efforts to become aware of issues of diversity and culture in the setting of the site	3.91	0.29	4.00	0.00	4.00	0.00	4.00	0.00

A13	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	4.00	0.00	4.00	0.00	4.00	0.00	4.00	0.00
A14	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	3.60	0.49	3.67	0.47	3.50	0.50	3.00	0.00
A15	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	3.73	0.45	4.00	0.00	4.00	0.00	3.00	0.00
A16	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling	3.36	0.64	4.00	0.00	3.50	0.50	4.00	0.00
A17	Advocates for and protects the rights of clients	3.60	0.49	4.00	0.00	4.00	0.00	4.00	0.00
A18	Asks for consultation,	3.82	0.39	3.67	0.47	4.00	0.00	4.00	0.00

	collaboration, assistance, and advice from colleagues and supervisors when needed							
B19	Researches the referral prior to the first interview/session	3.71	0.45	4.00	0.00	4.00	0	3.00	0.00
B20	Keeps appointments on time	3.64	0.48	4.00	0.00	4.00	0.00	3.00	0.00
B21	Begins the interview/session smoothly	3.64	0.48	4.00	0.00	3.50	0.50	4.00	0.00
B22	Explains the nature and objectives of counseling/therapy when appropriate	3.64	0.48	3.67	0.47	4.00	0.00	3.00	0.00
B23	Is relaxed and comfortable in the interview/session	3.64	0.48	4.00	0.00	3.50	0.50	4.00	0.00
B24	Communicates interest in and acceptance of the client	3.82	0.39	4.00	0.00	3.50	0.50	4.00	0.00
B25	Facilitates client expression of concerns and feelings	3.73	0.45	4.00	0.00	4.00	0.00	4.00	0.00
B26	Focuses on the processes driving the client's presenting problem	3.55	0.66	3.67	0.47	3.00	0.00	4.00	0.00
B27	Recognizes and responds	3.64	0.48	3.67	0.47	4.00	0.00	4.00	0.00

	appropriately to resistant behaviors by the client.							
B28	Recognizes and deals with positive affect of the client	3.64	0.48	3.67	0.47	4.00	0.00	4.00	0.00
B29	Recognizes and deals with negative affect of the client	3.55	0.50	3.67	0.47	3.00	0.00	4.00	0.00
B30	Demonstrates flexibility in the interview/session	3.64	0.64	3.67	0.47	3.00	0.00	4.00	0.00
B31	Uses silence effectively in the interview/session	3.64	0.48	3.33	0.47	3.50	0.50	3.00	0.00
B32	Is aware of own feelings in the counseling session	3.73	0.45	4.00	0.00	4.00	0.00	4.00	0.00
B33	Communicates own feelings to the client when appropriate	3.70	0.46	3.33	0.47	3.00	0.00	3.00	0.00
B34	Recognizes and skillfully interprets the client's covert messages	3.55	0.50	3.67	0.47	3.00	0.00	3.00	0.00
B35	Facilitates realistic goal setting with the client	3.64	0.48	3.67	0.47	3.00	0.00	3.00	0.00
B36	Encourages appropriate action-step planning with the client	3.64	0.48	3.67	0.47	3.00	0.00	3.00	0.00

B37	Employs judgment in the timing and use of different techniques	3.45	0.50	3.33	0.47	3.00	0.00	3.00	0.00
B38	Initiates periodic evaluation of goals, action-steps, and process during counseling	3.90	0.30	3.67	0.47	3.00	0.00	3.00	0.00
B39	Demonstrates an understanding of the dynamics associated with group process and development	3.89	0.31	3.50	0.50	3.00	0.00	3.00	0.00
B40	Demonstrates an understanding of therapeutic factors and how they contribute to group effectiveness.	4.00	0.00	3.50	0.50	3.00	0.00	3.00	0.00
B41	Demonstrates an understanding of the interrelationships among and between work, mental, well-being, relationships, and other life roles and factors.	3.82	0.39	4.00	0.00	3.50	0.50	3.00	0.00
B42	Demonstrates an understanding of strategies for facilitating client skill development for career,	3.73	0.45	3.67	0.47	3.00	0.00	3.00	0.00

	educational, and life-work planning and management.							
B43	Explains, administers, and interprets tests/assessments correctly	3.50	0.50	3.33	0.47	4.00	0.00	3.00	0.00
B44	Terminates the interview/session smoothly	3.73	0.45	3.67	0.47	2.00	0.00	4.00	0.00
C45	Has the ability to manage crisis situations when they arise	3.67	0.47	3.67	0.47	3.00	0.00	3.00	0.00
C46	Focuses on specific behaviors and their consequences, implications, and contingencies	3.73	0.45	3.67	0.47	3.00	0.00	3.00	0.00
C47	Recognizes and pursues discrepancies and meaning of inconsistent information	3.64	0.48	3.67	0.47	3.00	0.00	3.00	0.00
C48	Uses relevant case data in planning both immediate and long-range goals	3.82	0.39	4.00	0.00	3.00	0.00	3.00	0.00
C49	Uses relevant case data in considering various strategies and their implications	3.73	0.45	3.67	0.47	3.00	0.00	3.00	0.00

C50	Bases decisions on a theoretically sound and consistent rationale of human behavior	3.55	0.50	4.00	0.00	3.00	0.00	3.00	0.00
C51	Is perceptive in evaluating the effects of own counseling techniques	3.64	0.48	4.00	0.00	2.50	0.50	3.00	0.00
C52	Demonstrates ethical behavior in the counseling activity and case management	3.91	0.29	3.67	0.47	4.00	0.00	4.00	0.00
C53	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	3.82	0.39	4.00	0.00	1.00	0.00	3.00	0.00
C54	Develops a working understanding of the policies and procedures of the internship site.	3.82	0.39	4.00	0.00	4.00	0.00	3.00	0.00
C55	Develops competency in utilizing the professional technologies available at the internship site.	3.82	0.39	3.67	0.47	4.00	0.00	3.00	0.00

Clinical Mental Health Counseling – Internship II Results

CACREP Standard		Internship II	2021-2022 N=11						2022-23 N=23						2023-2024 N=16					
			Mean/ Range	S.D.	Unacceptable %	Emerging %	Proficient %	Advanced %	Mean/ Range	S.D.	Unacceptable %	Emerging %	Proficient %	Advanced %	Mean/ Range	S.D.	Unacceptable %	Emerging %	Proficient %	Advanced %
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.f.	A1	Invests time and energy in becoming a counselor/therapist	3.45	0.78	0%	18%	18%	64%	3.83	0.38	0	0	17	83	3.81	0.53	0	6	6	88
CACREP.2016.2. F.1.k.; CACREP.2016.2. F.1.m.	A2	Accepts and uses constructive criticism to enhance self-development and counseling skills	3.64	0.64	0%	9%	18%	73%	3.74	0.44	0	0	26	74	3.93	0.25	0	0	7	93
CACREP.2016.2. F.1.m.	A3	Engages in open, comfortable, and clear communication with peers and supervisors	3.45	0.78	0%	18%	18%	64%	3.78	0.41	0	0	22	78	3.63	0.60	0	6	25	69
CACREP.2016.2. F.1.k.	A4	Recognizes own competencies and skills and shares these with peers and supervisors.	3.45	0.50	0%	0%	55%	45%	3.52	0.65	0	9	30	61	3.73	0.44	0	0	27	73
CACREP.2016.2. F.1.m.	A5	Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	3.18	0.72	0%	18%	45%	36%	3.52	0.58	0	4	39	57	3.60	0.49	0	0	40	60
CACREP.2016.5. C.2.m.	A6	Completes case reports and records punctually and conscientiously.	3.55	0.50	0%	0%	45%	55%	3.77	0.42	0	0	23	77	3.67	0.47	0	0	33	67
CACREP.2016.2. F.1.b.;	A7	Understands and maintains	3.73	0.45	0%	0%	27%	73%	3.87	0.35	0	0	143	87	3.88	0.33	0	0	13	88

CACREP	ID	Description	M	SD	%	%	%	%	M	SD	n	n	n	n	M	SD	n	n	n	n
CACREP.2016.2. F.5.g.		confidentiality of client information at appropriate times.																		
CACREP.2016.2. F.1.i.	A8	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics	3.64	0.48	0%	0%	36%	64%	3.70	0.55	0	4	22	74	3.75	0.43	0	0	25	75
CACREP.2016.2. F.1.k.	A9	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work.	3.55	0.50	0%	0%	45%	55%	3.74	0.44	0	0	26	74	3.63	0.60	0	6	25	69
CACREP.2016.2. F.1.a. CACREP 2016 2 F.5.a	A10	Articulates personal theoretical orientation towards counseling/therapy.	3.10	0.70	0%	20%	50%	30%	3.26	0.61	0	9	57	35	3.53	0.50	0	0	47	53
CACREP.2016.2. F.1.k.	A11	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	3.27	0.62	0%	9%	55%	36%	3.57	0.50	0	0	43	57	3.67	0.47	0	0	33	67
CACREP.2016.2.F. 2.d.; CACREP.2016.2. F.2.c.	A12	Makes efforts to become aware of issues of diversity and culture in the setting of the site	3.09	0.51	0%	9%	73%	18%	3.43	0.58	0	4	48	48	3.50	0.50	0	0	50	50
CACREP.2016.5. C.2.a.; CACREP.2016.2. F.2.h.	A13	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	3.64	0.48	0%	0%	36%	64%	3.74	0.44	0	0	26	74	3.81	0.39	0	0	19	81

CACREP Standard	#	Item	Mean	SD	1	2	3	4	Mean	SD	1	2	3	4	Mean	SD	1	2	3	4
CACREP.2016.5.C.1.b.; CACREP.2016.5.C.2.d.	A14	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	3.55	0.66	0%	9%	27%	64%	3.57	0.50	0	0	43	57	3.47	0.50	0	0	53	47
CACREP.2016.5.C.2.m.	A15	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	3.55	0.50	0%	0%	45%	55%	3.68	0.47	0	0	32	68	3.60	0.49	0	0	40	60
CACREP.2016.2.F.1.l.	A16	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling	3.09	0.79	0%	27%	36%	36%	3.48	0.71	0	13	26	61	3.44	0.50	0	0	56	44
CACREP.2016.5.C.3.e.	A17	Advocates for and protects the rights of clients	3.27	0.62	0%	9%	55%	36%	3.61	0.49	0	0	39	61	3.56	0.50	0	0	44	56
CACREP.2016.2.F.1.b.; CACREP.2016.2.F.1.m.; CACREP.2016.5.C.3.d.	A18	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	3.73	0.45	0%	0%	27%	73%	3.65	0.56	0	4	26	70	3.63	0.60	0	6	25	69
CACREP.2016.2.F.5.g.	B19	Researches the referral prior to the first interview/session	3.50	0.50	0%	0%	50%	50%	3.73	0.45	0	0	27	73	3.50	0.63	0	7	36	57
CACREP.2016.2.F.1.b.	B20	Keeps appointments on time	3.18	0.83	9%	0%	55%	36%	3.82	0.39	0	0	18	82	3.67	0.47	0	0	33	67

CACREP	Item	Description	Mean	SD					Mean	SD					Mean	SD				
CACREP.2016.2.F.1.b.	B21	Begins the interview/session smoothly	3.36	0.64	0%	9%	45%	45%	3.68	0.47	0	0	32	68	3.73	0.44	0	0	27	73
CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.g.	B22	Explains the nature and objectives of counseling/therapy when appropriate	3.40	0.66	0%	10%	40%	50%	3.65	0.48	0	0	35	65	3.73	0.44	0	0	27	73
CACREP.2016.2.F.1.b.; CACREP.2016.2.F.5.f.	B23	Is relaxed and comfortable in the interview/session	3.09	0.67	0%	18%	55%	27%	3.65	0.56	0	4	26	70	3.67	0.47	0	0	33	67
CACREP.2016.5.C.2.j.	B24	Communicates interest in and acceptance of the client	3.73	0.45	0%	0%	27%	73%	3.70	0.46	0	0	30	70	3.63	0.48	0	0	38	63
CACREP.2016.2.F.5.g.	B25	Facilitates client expression of concerns and feelings	3.55	0.50	0%	0%	45%	55%	3.61	0.49	0	0	39	61	3.56	0.50	0	0	44	56
CACREP.2016.5.C.3.b.	B26	Focuses on the processes driving the client's presenting problem	3.18	0.57	0%	9%	64%	27%	3.52	0.58	0	4	39	57	3.53	0.50	0	0	47	53
CACREP.2016.2.F.5.g.	B27	Recognizes and responds appropriately to resistant behaviors by the client.	3.30	0.46	0%	0%	70%	30%	3.18	0.65	0	14	55	32	3.53	0.50	0	0	47	53
CACREP.2016.2.F.5.g.	B28	Recognizes and deals with positive affect of the client	3.36	0.48	0%	0%	64%	36%	3.59	0.49	0	0	41	59	3.69	0.46	0	0	31	69
CACREP.2016.2.F.5.g.	B29	Recognizes and deals with negative affect of the client	3.30	0.46	0%	0%	70%	30%	3.27	0.62	0	9	55	36	3.56	0.50	0	0	44	56
CACREP.2016.2.F.5.f.	B30	Demonstrates flexibility in the interview/session	3.55	0.50	0%	0%	45%	55%	3.55	0.66	0	9	27	64	3.67	0.47	0	0	33	67
CACREP.2016.2.F.1.b.;	B31	Uses silence effectively in the interview/session	3.09	0.51	0%	9%	73%	18%	3.23	0.67	0	14	50	36	3.38	0.62	00	8	46	46

CACREP Code	B#	Description	Mean	SD	0%	1	2	3	Mean	SD					Mean	SD				
CACREP.2016.2. F.5.g.																				
CACREP.2016.2. F.1.k.	B32	Is aware of own feelings in the counseling session	3.30	0.64	0%	10%	50%	40%	3.39	0.71	0	13	35	52	3.64	0.48	0	0	36	64
CACREP.2016.2. F.1.b.	B33	Communicates own feelings to the client when appropriate	3.20	0.60	0%	10%	60%	30%	3.27	0.62	0	9	55	36	3.46	0.50	0	0	54	46
CACREP.2016.5. C.3.b.	B34	Recognizes and skillfully interprets the client's covert messages	3.00	0.60	0%	18%	64%	18%	3.23	0.67	0	14	50	36	3.36	0.61	0	7	50	43
CACREP.2016.2. F.5.i.	B35	Facilitates realistic goal setting with the client	3.30	0.46	0%	0%	70%	30%	3.61	0.57	0	4	30	65	3.67	0.47	0	0	33	67
CACREP.2016.5. C.3.b.	B36	Encourages appropriate action-step planning with the client	3.27	0.45	0%	0%	73%	27%	3.65	0.48	0	0	35	65	3.67	0.47	0	0	33	67
CACREP.2016.5. C.3.b.	B37	Employs judgment in the timing and use of different techniques	3.27	0.45	0%	0%	73%	27%	3.45	0.66	0	9	36	55	3.50	0.50	0	0	50	50
CACREP.2016.2. F.5.i.	B38	Initiates periodic evaluation of goals, action-steps, and process during counseling	3.10	0.70	0%	20%	50%	30%	3.50	0.66	0	9	32	59	3.60	0.49	0	0	40	60
CACREP.20 2.F.6.a.	B39	Demonstrates an understanding of the dynamics associated with group process and development	3.56	0.50	0%	0%	44%	56%	3.69	0.46	0	0	31	69	3.53	0.50	0	0	47	53
CACREP.20 2.F.6.c.	B40	Demonstrates an understanding of therapeutic factors and how they contribute to group effectiveness.	3.44	0.50	0%	0%	56%	44%	3.59	0.49	0	0	41	59	3.47	0.62	0	7	40	53
CACREP.20 2.F.4.b.	B41	Demonstrates an understanding of the interrelationships	3.40	0.66	0%	10%	40%	50%	3.48	0.65	0	9	35	57	3.63	0.48	0	0	38	63

		among and between work, mental, well-being, relationships, and other life roles and factors.																		
CACREP.20 2.F4.h.	B4 2	Demonstrates an understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management.	3.3 3	0.6 7	0%	11 %	44 %	44%	3.48	0.58	0	4	43	52	3.57	049	0	0	43	57
CACREP.2016.5. C.1.e.	B4 3	Explains, administers, and interprets tests/assessments correctly	3.4 4	0.5 0	0%	0%	56 %	44%	3.53	0.50	0	0	47	53	3.42	0.49	0	0	58	42
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	B4 4	Terminates the interview/session smoothly	3.4 5	0.5 0	0%	0%	55 %	45%	3.48	0.50	0	0	52	48	3.57	0.49	0	0	43	57
CACREP.2016.2. F.5.m.; CACREP.2016.5. C.2.f.	C4 5	Has the ability to manage crisis situations when they arise	2.8 9	0.8 7	11 %	11 %	56 %	22%	3.27	0.69	0	14	45	41	3.50	0.73	0	14	21	64
CACREP.2016.5. C.3.b.	C4 6	Focuses on specific behaviors and their consequences, implications, and contingencies	3.1 8	0.5 7	0%	9%	64 %	27%	3.36	0.64	0	9	45	45	3.60	0.49	0	0	40	60
CACREP.2016.2. F.5.g.	C4 7	Recognizes and pursues discrepancies and meaning of inconsistent information	3.3 0	0.4 6	0%	0%	70 %	30%	3.27	0.62	0	9	55	36	3.40	0.61	0	7	47	47

CACREP.2016.5. C.3.b.	C48	Uses relevant case data in planning both immediate and long-range goals	3.40	0.49	0%	0%	60%	40%	3.57	0.58	0	5	33	62	3.67	0.47	0	0	33	67
CACREP.2016.2. F.7.e. 2.F.7.i; CACREP.2016.5. C.3.b.	C49	Uses relevant case data in considering various strategies and their implications	3.40	0.49	0%	0%	60%	40%	3.50	0.66	0	9	32	59	3.60	0.49	0	0	40	60
CACREP.2016.5. C.1.b	C50	Bases decisions on a theoretically sound and consistent rationale of human behavior	3.36	0.64	0%	9%	45%	45%	3.55	0.58	0	5	36	59	3.47	0.50	0	0	53	47
CACREP.2016.2. F.1.k.	C51	Is perceptive in evaluating the effects of own counseling techniques	3.27	0.62	0%	9%	55%	36%	3.45	0.66	0	9	36	55	3.53	0.50	0	0	47	53
CACREP.2016.2.F. 1.i.; CACREP.2016.5. C.2.l.	C52	Demonstrates ethical behavior in the counseling activity and case management	3.64	0.48	0%	0%	36%	64%	3.70	0.46	0	0	30	70	3.69	0.46	0	0	31	69
CACREP.2016.2. F.5.d.	C53	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	3.09	0.51	0%	9%	73%	18%	3.57	0.50	0	0	43	57	3.60	0.61	0	7	27	67
CACREP.2016.5.C. 2.a-d, h, m	C54	Develops a working understanding of the policies and procedures of the internship site.	3.18	0.57	0%	9%	64%	27%	3.70	0.46	0	0	30	70	3.56	0.61	0	6	31	63
CACREP.2016.2. F.1.j.	C55	Develops competency in utilizing the	3.36	0.48	0%	0%	64%	36%	3.74	0.44	0	0	26	74	3.67	0.60	0	7	20	73

CACREP 2016 2 F.5.e	professional technologies available at the internship site.																

Race/Ethnicity Analysis

Demographics									
CACREP Standard	Internship II		BIPOC 2022-23 N= 1		White 2022-23 N= 21		BIPOC 2023-24 N=4		White 2023-24 N= 12	
			Mean/ Range	**S.D.**	**Mean/ Range**	**S.D.**	**Mean/ Range**	**S.D.**	**Mean/ Range**	**S.D.**
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.f.	A1	Invests time and energy in becoming a counselor/therapist	4.00	0.00	3.81	0.39	3.25	0.83	4.00	0.00
CACREP.2016. 2. F.1.k.; CACREP.2016. 2. F.1.m.	A2	Accepts and uses constructive criticism to enhance self-development and counseling skills	4.00	0.00	3.71	0.45	3.67	0.47	4.00	0.00
CACREP.2016. 2. F.1.m.	A3	Engages in open, comfortable, and clear communication with peers and supervisors	4.00	0.00	3.76	0.43	3.00	0.71	3.83	0.37
CACREP.2016. 2. F.1.k.	A4	Recognizes own competencies and skills and shares these with peers and supervisors.	4.00	0.00	3.48	0.66	3.67	0.47	3.75	0.43
CACREP.2016. 2. F.1.m.	A5	Recognizes own deficiencies and actively works to	4.00	0.00	3.48	0.59	3.33	0.47	3.67	0.47

		overcome them with peers and supervisors.							
CACREP.2016. 5. C.2.m.	A6	Completes case reports and records punctually and conscientiously.	4.00	0.00	3.75	0.43	3.33	0.47	3.75	0.43
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.g.	A7	Understands and maintains confidentiality of client information at appropriate times.	4.00	0.00	3.86	0.35	3.75	0.43	3.92	0.28
CACREP.2016. 2. F.1.i.	A8	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics	4.00	0.00	3.67	0.56	3.25	0.43	3.92	0.28
CACREP.2016. 2. F.1.k.	A9	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work.	4.00	0.00	3.71	0.45	3.25	0.83	3.75	0.43
CACREP.2016. 2. F.1.a. CACREP 2016 2 F.5.a	A10	Articulates personal theoretical orientation towards counseling/therapy .	3.00	0.00	3.24	0.61	3.33	0.47	3.58	0.49
CACREP.2016. 2. F.1.k.	A11	Demonstrates an awareness of personal values, attitudes, and beliefs as they	4.00	0.00	3.52	0.50	3.33	0.47	3.75	0.43

		affect professional activities								
CACREP.2016. 2.F. 2.d.; CACREP.2016. 2. F.2.c.	A12	Makes efforts to become aware of issues of diversity and culture in the setting of the site	4.00	0.00	3.38	0.58	3.25	0.43	3.58	0.49
CACREP.2016. 5. C.2.a.; CACREP.2016. 2. F.2.h.	A13	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	4.00	0.00	3.71	0.45	3.75	0.43	3.83	0.37
CACREP.2016. 5. C.1.b.; CACREP.2016. 5. C.2.d.	A14	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	4.00	0.00	3.52	0.50	3.33	0.47	3.50	0.50
CACREP.2016. 5. C.2.m.	A15	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	4.00	0.00	3.65	0.48	3.33	0.47	3.67	0.47
CACREP.2016. 2. F.1.l.	A16	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling	4.00	0.00	3.43	0.73	3.25	0.43	3.50	0.50

CACREP.2016. 5. C.3.e.	A17	Advocates for and protects the rights of clients	4.00	0.00	3.57	0.49	3.25	0.43	3.67	0.47
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.1.m.; CACREP.2016. 5. C.3.d.	A18	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	4.00	0.00	3.62	0.58	3.25	0.83	3.75	0.43
CACREP.2016. 2. F.5.g.	B19	Researches the referral prior to the first interview/session	4.00	0.00	3.70	0.46	3.33	0.47	3.55	0.66
CACREP.2016. 2. F.1.b.	B20	Keeps appointments on time	4.00	0.00	3.80	0.40	3.33	0.47	3.75	0.43
CACREP.2016. 2. F.1.b.	B21	Begins the interview/session smoothly	4.00	0.00	3.65	0.48	3.33	0.47	3.83	0.37
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.g.	B22	Explains the nature and objectives of counseling/therapy when appropriate	4.00	0.00	3.62	0.49	3.67	0.47	3.75	0.43
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.f.	B23	Is relaxed and comfortable in the interview/session	4.00	0.00	3.62	0.58	3.33	0.47	3.75	0.43
CACREP.2016. 5. C.2.j.	B24	Communicates interest in and acceptance of the client	4.00	0.00	3.67	0.47	3.25	0.43	3.75	0.43
CACREP.2016. 2. F.5.g.	B25	Facilitates client expression of concerns and feelings	4.00	0.00	3.57	0.49	3.25	0.43	3.67	0.47
CACREP.2016. 5. C.3.b.	B26	Focuses on the processes driving	4.00	0.00	3.48	0.59	3.33	0.47	3.58	0.49

		the client's presenting problem							
CACREP.2016. 2. F.5.g.	B27	Recognizes and responds appropriately to resistant behaviors by the client.	4.00	0.00	3.15	0.65	3.00	0.00	3.64	0.48
CACREP.2016. 2. F.5.g.	B28	Recognizes and deals with positive affect of the client	4.00	0.00	3.55	0.50	3.25	0.43	3.83	0.37
CACREP.2016. 2. F.5.g.	B29	Recognizes and deals with negative affect of the client	4.00	0.00	3.25	0.62	3.25	0.43	3.58	0.49
CACREP.2016. 2. F.5.f.	B30	Demonstrates flexibility in the interview/session	4.00	0.00	3.50	0.67	3.33	0.47	3.75	0.43
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.g.	B31	Uses silence effectively in the interview/session	4.00	0.00	3.20	0.68	3.00	0.82	3.50	0.50
CACREP.2016. 2. F.1.k.	B32	Is aware of own feelings in the counseling session	4.00	0.00	3.38	0.72	3.33	0.47	3.73	0.45
CACREP.2016. 2. F.1.b.	B33	Communicates own feelings to the client when appropriate	4.00	0.00	3.25	0.62	3.00	0.00	3.45	0.50
CACREP.2016. 5. C.3.b.	B34	Recognizes and skillfully interprets the client's covert messages	4.00	0.00	3.20	0.68	3.33	0.47	3.36	0.64
CACREP.2016. 2. F.5.i.	B35	Facilitates realistic goal setting with the client	4.00	0.00	3.57	0.58	3.33	0.47	3.75	0.43
CACREP.2016. 5. C.3.b.	B36	Encourages appropriate action-step planning with the client	4.00	0.00	3.62	0.49	3.33	0.47	3.75	0.43

CACREP.2016. 5. C.3.b.	B37	Employs judgment in the timing and use of different techniques	4.00	0.00	3.40	0.66	3.25	0.43	3.58	0.49
CACREP.2016. 2. F.5.i.	B38	Initiates periodic evaluation of goals, action-steps, and process during counseling	4.00	0.00	3.45	0.67	3.33	0.47	3.67	0.47
CACREP.20 2.F.6.a.	B39	Demonstrates an understanding of the dynamics associated with group process and development	4.00	0.00	3.64	0.48	3.25	0.43	3.64	0.48
CACREP.20 2.F.6.c.	B40	Demonstrates an understanding of therapeutic factors and how they contribute to group effectiveness.	4.00	0.00	3.53	0.50	3.00	0.71	3.64	0.48
CACREP.20 2.F.4.b.	B41	Demonstrates an understanding of the interrelationships among and between work, mental, well-being, relationships, and other life roles and factors.	4.00	0.00	3.43	0.66	3.25	0.43	3.75	0.43
CACREP.20 2.F4.h.	B42	Demonstrates an understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management.	4.00	0.00	3.43	0.58	3.33	0.47	3.64	0.48

Standard	Code	Description								
CACREP.2016. 5. C.1.e.	B43	Explains, administers, and interprets tests/assessments correctly	4.00	0.00	3.47	0.50	3.00	0.00	3.44	0.50
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.g.	B44	Terminates the interview/session smoothly	4.00	0.00	3.42	0.49	3.33	0.47	3.64	0.48
CACREP.2016. 2. F.5.m.; CACREP.2016. 5. C.2.f.	C45	Has the ability to manage crisis situations when they arise	4.00	0.00	3.20	0.68	2.67	0.94	3.73	0.45
CACREP.2016. 5. C.3.b.	C46	Focuses on specific behaviors and their consequences, implications, and contingencies	4.00	0.00	3.30	0.64	3.33	0.47	3.67	0.47
CACREP.2016. 2. F.5.g.	C47	Recognizes and pursues discrepancies and meaning of inconsistent information	3.00	0.00	3.25	0.62	3.25	0.43	3.45	0.66
CACREP.2016. 5. C.3.b.	C48	Uses relevant case data in planning both immediate and long-range goals	4.00	0.00	3.53	0.60	3.33	0.47	3.75	0.43
CACREP.2016. 2. F.7.e. 2.F.7.i; CACREP.2016. 5. C.3.b.	C49	Uses relevant case data in considering various strategies and their implications	4.00	0.00	3.45	0.67	3.33	0.47	3.67	0.47
CACREP.2016. 5. C.1.b	C50	Bases decisions on a theoretically	4.00	0.00	3.50	0.59	3.00	0.00	3.50	0.50

CACREP Standard			Mean/Range	S.D.	Mean/Range	S.D.	Mean/Range	S.D.	Mean/Range	S.D.
		sound and consistent rationale of human behavior								
CACREP.2016. 2. F.1.k.	C51	Is perceptive in evaluating the effects of own counseling techniques	4.00	0.00	3.40	0.66	3.33	0.47	3.58	0.49
CACREP.2016. 2.F. 1.i.; CACREP.2016. 5. C.2.l.	C52	Demonstrates ethical behavior in the counseling activity and case management	4.00	0.00	3.67	0.47	3.50	0.50	3.75	0.43
CACREP.2016. 2. F.5.d.	C53	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	4.00	0.00	3.52	0.50	3.33	0.47	3.67	0.62
CACREP.2016. 5.C.2.a-d, h, m	C54	Develops a working understanding of the policies and procedures of the internship site.	4.00	0.00	3.67	0.47	3.00	0.71	3.75	0.43
CACREP.2016. 2. F.1.j. CACREP 2016 2 F.5.e	C55	Develops competency in utilizing the professional technologies available at the internship site.	4.00	0.00	3.71	0.45	3.00	0.82	3.83	0.37

Gender Analysis

CACREP Standard	Internship II		Female 2023-24 N=11		Male 2023-24 N= 4	
			Mean/ Range	S.D.	Mean/ Range	S.D.

CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.f.	A1	Invests time and energy in becoming a counselor/therapist	3.73	0.62	4.00	0.00
CACREP.2016.2. F.1.k.; CACREP.2016.2. F.1.m.	A2	Accepts and uses constructive criticism to enhance self-development and counseling skills	3.90	0.30	4.00	0.00
CACREP.2016.2. F.1.m.	A3	Engages in open, comfortable, and clear communication with peers and supervisors	3.55	0.66	3.75	0.43
CACREP.2016.2. F.1.k.	A4	Recognizes own competencies and skills and shares these with peers and supervisors.	3.70	0.46	3.75	0.43
CACREP.2016.2. F.1.m.	A5	Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	3.60	0.49	3.50	0.50
CACREP.2016.5. C.2.m.	A6	Completes case reports and records punctually and conscientiously.	3.60	0.49	3.75	0.43
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	A7	Understands and maintains confidentiality of client information at appropriate times.	3.82	0.39	4.00	0.00
CACREP.2016.2. F.1.i.	A8	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics	3.64	0.48	4.00	0.00
CACREP.2016.2. F.1.k.	A9	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work.	3.55	0.66	3.75	0.43
CACREP.2016.2. F.1.a. CACREP 2016 2 F.5.a	A10	Articulates personal theoretical orientation towards counseling/therapy.	3.50	0.50	3.50	0.50
CACREP.2016.2. F.1.k.	A11	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	3.60	0.49	3.75	0.43
CACREP.2016.2.F. 2.d.; CACREP.2016.2. F.2.c.	A12	Makes efforts to become aware of issues of diversity and culture in the setting of the site	3.55	0.50	3.25	0.43

CACREP.2016.5. C.2.a.; CACREP.2016.2. F.2.h.	A13	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	3.82	0.39	3.75	0.43
CACREP.2016.5. C.1.b.; CACREP.2016.5. C.2.d.	A14	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	3.40	0.49	3.50	0.50
CACREP.2016.5. C.2.m.	A15	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	3.60	0.49	3.50	0.50
CACREP.2016.2. F.1.l.	A16	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling	3.36	0.48	3.50	0.50
CACREP.2016.5. C.3.e.	A17	Advocates for and protects the rights of clients	3.55	0.50	3.50	0.50
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.1.m.; CACREP.2016.5. C.3.d.	A18	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	3.64	0.64	3.50	0.50
CACREP.2016.2. F.5.g.	B19	Researches the referral prior to the first interview/session	3.67	0.47	3.00	0.71
CACREP.2016.2. F.1.b.	B20	Keeps appointments on time	3.70	0.46	3.50	0.50
CACREP.2016.2. F.1.b.	B21	Begins the interview/session smoothly	3.70	0.46	3.75	0.43
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	B22	Explains the nature and objectives of counseling/therapy when appropriate	3.70	0.46	3.75	0.43
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.f.	B23	Is relaxed and comfortable in the interview/session	3.60	0.49	3.75	0.43
CACREP.2016.5. C.2.j.	B24	Communicates interest in and acceptance of the client	3.55	0.50	3.75	0.43
CACREP.2016.2. F.5.g.	B25	Facilitates client expression of concerns and feelings	3.45	0.50	3.75	0.43
CACREP.2016.5. C.3.b.	B26	Focuses on the processes driving the client's presenting problem	3.50	0.50	3.50	0.50

CACREP.2016.2. F.5.g.	B27	Recognizes and responds appropriately to resistant behaviors by the client.	3.36	0.48	4.00	0.00
CACREP.2016.2. F.5.g.	B28	Recognizes and deals with positive affect of the client	3.64	0.48	3.75	0.43
CACREP.2016.2. F.5.g.	B29	Recognizes and deals with negative affect of the client	3.45	0.50	3.75	0.43
CACREP.2016.2. F.5.f.	B30	Demonstrates flexibility in the interview/session	3.60	0.49	3.75	0.43
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	B31	Uses silence effectively in the interview/session	3.33	0.67	3.33	0.47
CACREP.2016.2. F.1.k.	B32	Is aware of own feelings in the counseling session	3.60	0.49	3.67	0.47
CACREP.2016.2. F.1.b.	B33	Communicates own feelings to the client when appropriate	3.38	0.48	3.50	0.50
CACREP.2016.5. C.3.b.	B34	Recognizes and skillfully interprets the client's covert messages	3.33	0.47	3.25	0.83
CACREP.2016.2. F.5.i.	B35	Facilitates realistic goal setting with the client	3.70	0.46	3.50	0.50
CACREP.2016.5. C.3.b.	B36	Encourages appropriate action-step planning with the client	3.60	0.49	3.75	0.43
CACREP.2016.5. C.3.b.	B37	Employs judgment in the timing and use of different techniques	3.45	0.50	3.50	0.50
CACREP.2016.2. F.5.i.	B38	Initiates periodic evaluation of goals, action-steps, and process during counseling	3.60	0.49	3.50	0.50
CACREP.20 2.F.6.a.	B39	Demonstrates an understanding of the dynamics associated with group process and development	3.60	0.49	3.25	0.43
CACREP.20 2.F.6.c.	B40	Demonstrates an understanding of therapeutic factors and how they contribute to group effectiveness.	3.40	0.66	3.50	0.50
CACREP.20 2.F.4.b.	B41	Demonstrates an understanding of the interrelationships among and between work, mental, well-being, relationships, and other life roles and factors.	3.64	0.48	3.50	0.50
CACREP.20	B42	Demonstrates an understanding of strategies for facilitating client skill	3.56	0.50	3.50	0.50

2.F4.h.		development for career, educational, and life-work planning and management.				
CACREP.2016.5. C.1.e.	B43	Explains, administers, and interprets tests/assessments correctly	3.38	0.48	3.33	0.47
CACREP.2016.2. F.1.b.; **CACREP.2016.2. F.5.g.**	B44	Terminates the interview/session smoothly	3.56	0.50	3.50	0.50
CACREP.2016.2. F.5.m.; **CACREP.2016.5. C.2.f.**	C45	Has the ability to manage crisis situations when they arise	3.40	0.80	3.67	0.47
CACREP.2016.5. C.3.b.	C46	Focuses on specific behaviors and their consequences, implications, and contingencies	3.60	0.49	3.50	0.50
CACREP.2016.2. F.5.g.	C47	Recognizes and pursues discrepancies and meaning of inconsistent information	3.40	0.49	3.25	0.83
CACREP.2016.5. C.3.b.	C48	Uses relevant case data in planning both immediate and long-range goals	3.70	0.46	3.50	0.50
CACREP.2016.2. F.7.e. **2.F.7.i;** **CACREP.2016.5. C.3.b.**	C49	Uses relevant case data in considering various strategies and their implications	3.60	0.49	3.50	0.50
CACREP.2016.5. C.1.b	C50	Bases decisions on a theoretically sound and consistent rationale of human behavior	3.40	0.49	3.50	0.50
CACREP.2016.2. F.1.k.	C51	Is perceptive in evaluating the effects of own counseling techniques	3.60	0.49	3.25	0.43
CACREP.2016.2.F. 1.i.; **CACREP.2016.5. C.2.l.**	C52	Demonstrates ethical behavior in the counseling activity and case management	3.73	0.45	3.50	0.50
CACREP.2016.2. F.5.d.	C53	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	3.70	0.46	3.25	0.83
CACREP.2016.5.C.2.a-d, h, m	C54	Develops a working understanding of the policies and procedures of the internship site.	3.55	0.66	3.50	0.50

| CACREP.2016.2. F.1.j. CACREP 2016 2 F.5.e | C55 | Develops competency in utilizing the professional technologies available at the internship site. | 3.70 | | 0.64 | | 3.50 | | 0.50 |

Clinical Mental Health Counseling – Internship III Results

CACREP Standard		Internship III	2021-22 N= 8						2022-23 N=26						2023-24 N= 19					
			Mean/ Range	S.D.	Unacceptable %	Emerging %	Proficient %	Advanced %	Mean/ Range	S.D.	Unacceptable %	Emerging %	Proficient %	Advanced %	Mean/ Range	S.D.	Unacceptable %	Emerging %	Proficient %	Advanced %
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.f.	A1	Invests time and energy in becoming a counselor/therapist	3.88	0.33	0%	0%	13%	88%	4.00	0.00	0	0	0	100	3.84	0.36	0	0	16	84
CACREP.2016.2. F.1.k.; CACREP.2016.2. F.1.m.	A2	Accepts and uses constructive criticism to enhance self-development and	3.88	0.33	0%	0%	13%	88%	4.00	0.00	0	0	0	100	3.89	0.31	0	0	11	89

		counseling skills																		
CACREP.2016.2. F.1.m.	A3	Engages in open, comfortable, and clear communication with peers and supervisors	3.88	0.33	0%	0%	13%	88%	3.96	0.19	0	0	4	96	3.89	0.31	0	0	11	89
CACREP.2016.2. F.1.k.	A4	Recognizes own competencies and skills and shares these with peers and supervisors.	3.75	0.43	0%	0%	25%	75%	3.85	0.36	0	0	15	85	3.68	0.46	0	0	32	68
CACREP.2016.2. F.1.m.	A5	Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	3.63	0.48	0%	0%	38%	63%	3.85	0.36	0	0	15	85	3.74	0.44	0	0	26	74
CACREP.2016.5. C.2.m.	A6	Completes case reports and records punctually and conscientiously.	3.88	0.33	0%	0%	13%	88%	3.92	0.27	0	0	8	92	3.74	0.55	0	5	16	79
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	A7	Understands and maintains confidentiality of client information at appropriate times.	3.88	0.33	0%	0%	13%	88%	4.00	0.00	0	0	0	100	3.89	0.31	0	0	11	89
CACREP.2016.2. F.1.i.	A8	Demonstrates knowledge and understanding	3.71	0.45	0%	0%	29%	71%	4.00	0.00	0	0	0	100	3.84	0.36	0	0	16	84

		of the American Counseling Association (ACA) Code of Ethics																		
CACREP.2016.2. F.1.k.	A9	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work.	3.75	0.43	0%	0%	25%	75%	3.92	0.27	0	0	8	92	3.84	0.36	0	0	16	84
CACREP.2016.2. F.1.a. CACREP 2016 2 F.5.a	A10	Articulates personal theoretical orientation towards counseling/therapy.	3.86	0.35	0%	0%	14%	86%	3.73	0.44	0	0	27	73	3.63	0.48	0	0	37	63
CACREP.2016.2. F.1.k.	A11	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	3.88	0.33	0%	0%	13%	88%	3.88	0.32	0	0	12	88	3.68	0.46	0	0	32	68
CACREP.2016.2.F. 2.d.; CACREP.2016.2. F.2.c.	A12	Makes efforts to become aware of issues of diversity and culture in the setting of the site	3.86	0.35	0%	0%	14%	86%	3.85	0.36	0	0	15	85	3.79	0.41	0	0	21	79

CACREP Standard	Item	Description																		
CACREP.2016.5. C.2.a.; CACREP.2016.2. F.2.h.	A13	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	4.00	0.00	0%	0%	0%	100%	3.96	0.19	0	0	4	96	3.89	0.31	0	0	11	89
CACREP.2016.5. C.1.b.; CACREP.2016.5. C.2.d.	A14	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	3.63	0.70	0%	13%	13%	75%	3.77	0.42	0	0	23	77	3.74	0.44	0	0	26	74
CACREP.2016.5. C.2.m.	A15	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	3.88	0.33	0%	0%	13%	88%	3.96	0.19	0	0	4	96	3.79	0.41	0	0	21	79
CACREP.2016.2. F.1.l.	A16	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental	3.88	0.33	0%	0%	13%	88%	3.73	0.52	0	4	19	77	3.74	0.44	0	0	26	74

CACREP Code	Item	Description																		
		health counseling																		
CACREP.2016.5. C.3.e.	A17	Advocates for and protects the rights of clients	3.57	0.49	0%	0%	43%	57%	3.96	0.20	0	0	4	96	3.74	0.44	0	0	26	74
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.1.m.; CACREP.2016.5. C.3.d.	A18	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	3.88	0.33	0%	0%	13%	88%	3.96	0.19	0	0	4	96	3.89	0.31	0	0	11	89
CACREP.2016.2. F.5.g.	B19	Researches the referral prior to the first interview/session	3.71	0.45	0%	0%	29%	71%	3.84	0.37	0	0	16	84	3.67	0.47	0	0	33	67
CACREP.2016.2. F.1.b.	B20	Keeps appointments on time	3.71	0.45	0%	0%	29%	71%	3.88	0.32	0	0	12	88	3.84	0.36	0	0	16	84
CACREP.2016.2. F.1.b.	B21	Begins the interview/session smoothly	3.75	0.43	0%	0%	25%	75%	3.92	0.27	0	0	8	92	3.83	0.37	0	0	17	83
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	B22	Explains the nature and objectives of counseling/therapy when appropriate	3.75	0.43	0%	0%	25%	75%	3.92	0.27	0	0	8	92	3.79	0.41	0	0	21	79
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.f.	B23	Is relaxed and comfortable in the interview/session	3.88	0.33	0%	0%	13%	88%	3.85	0.36	0	0	15	85	3.79	0.41	0	0	21	79
CACREP.2016.5. C.2.j.	B24	Communicates interest in and acceptance of the client	3.88	0.33	0%	0%	13%	88%	3.92	0.27	0	0	8	92	3.84	0.36	0	0	16	84

CACREP.2016.2. F.5.g.	B25	Facilitates client expression of concerns and feelings	3.75	0.43	0%	0%	25%	75%	3.88	0.32	0	0	12	88	3.84	0.36	0	0	16	84
CACREP.2016.5. C.3.b.	B26	Focuses on the processes driving the client's presenting problem	3.75	0.43	0%	0%	25%	75%	3.81	0.39	0	0	19	81	3.79	0.41	0	0	21	79
CACREP.2016.2. F.5.g.	B27	Recognizes and responds appropriately to resistant behaviors by the client.	3.86	0.35	0%	0%	14%	86%	3.65	0.48	0	0	35	65	3.58	0.49	0	0	42	58
CACREP.2016.2. F.5.g.	B28	Recognizes and deals with positive affect of the client	3.75	0.43	0%	0%	25%	75%	3.85	0.36	0	0	15	85	3.74	0.44	0	0	26	74
CACREP.2016.2. F.5.g.	B29	Recognizes and deals with negative affect of the client	3.75	0.43	0%	0%	25%	75%	3.72	0.45	0	0	28	72	3.63	0.58	0	5	26	68
CACREP.2016.2. F.5.f.	B30	Demonstrates flexibility in the interview/session	3.75	0.43	0%	0%	25%	75%	3.85	0.36	0	0	15	85	3.79	0.41	0	0	21	79
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	B31	Uses silence effectively in the interview/session	3.63	0.48	0%	0%	38%	63%	3.69	0.46	0	0	31	69	3.53	0.50	0	0	47	53
CACREP.2016.2. F.1.k.	B32	Is aware of own feelings in the counseling session	3.75	0.43	0%	0%	25%	75%	3.88	0.32	0	0	12	88	3.68	0.46	0	0	32	68
CACREP.2016.2. F.1.b.	B33	Communicates own feelings to	3.63	0.70	0%	13%	13%	75%	3.77	0.42	0	0	23	77	3.59	0.49	0	0	41	59

		the client when appropriate																		
CACREP.2016.5. C.3.b.	B34	Recognizes and skillfully interprets the client's covert messages	3.75	0.43	0%	0%	25%	75%	3.62	0.49	0	0	38	62	3.53	0.60	0	5	37	58
CACREP.2016.2. F.5.i.	B35	Facilitates realistic goal setting with the client	3.63	0.48	0%	0%	38%	63%	3.88	0.32	0	0	12	88	3.79	0.41	0	0	21	79
CACREP.2016.5. C.3.b.	B36	Encourages appropriate action-step planning with the client	3.63	0.48	0%	0%	38%	63%	3.96	0.19	0	0	4	96	3.79	0.41	0	0	21	79
CACREP.2016.5. C.3.b.	B37	Employs judgment in the timing and use of different techniques	3.75	0.43	0%	0%	25%	75%	3.81	0.39	0	0	19	81	3.84	0.49	0	5	6	89
CACREP.2016.2. F.5.i.	B38	Initiates periodic evaluation of goals, action-steps, and process during counseling	3.57	0.49	0%	0%	43%	57%	3.80	0.40	0	0	20	80	3.84	0.36	0	0	16	84
CACREP.2016 2.F.6.a.	B39	Demonstrates an understanding of the dynamics associated with group process and development	3.80	0.40	05	0%	20%	80%	3.79	0.41	0	0	21	79	3.81	0.39	0	0	19	81
CACREP.2016 2.F.6.c.	B40	Demonstrates an understanding	3.60	0.49	0%	0%	40%	60%	3.74	0.44	0	0	26	74	3.81	0.39	0	0	19	81

Standard	Code	Description																		
		of therapeutic factors and how they contribute to group effectiveness.																		
CACREP.2016 2.F.4.b.	B4 1	Demonstrates an understanding of the interrelationships among and between work, mental, well-being, relationships, and other life roles and factors.	3.57	0.49	0%	0%	43%	57%	3.85	0.36	0	0	15	85	3.84	0.36	0	0	16	84
CACREP.2016 2.F4.h.	B4 2	Demonstrates an understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management.	3.60	0.49	0%	0%	40%	60%	3.83	0.37	0	0	17	83	3.79	0.41	0	0	21	79
CACREP.2016.5. C.1.e.	B4 3	Explains, administers, and interprets tests/assessments correctly	3.33	0.75	0%	17%	33%	50%	3.80	0.40	0	0	20	80	3.71	0.46	0	0	29	71
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	B4 4	Terminates the interview/session smoothly	3.75	0.43	0%	0%	25%	75%	3.77	0.42	0	0	23	77	3.79	0.41	0	0	21	79
CACREP.2016.2. F.5.m.;	C4 5	Has the ability to manage	3.80	0.40	0%	0%	20%	80%	3.75	0.43	0	0	25	75	3.67	0.47	0	0	33	67

CACREP	Code	Description																	
CACREP.2016.5. C.2.f.		crisis situations when they arise																	
CACREP.2016.5. C.3.b.	C46	Focuses on specific behaviors and their consequences, implications, and contingencies	3.50	0.71	0%	13%	25%	63%	3.85	0.36	0	0	15	85	3.68	0.46	0	0	32	68
CACREP.2016.2. F.5.g.	C47	Recognizes and pursues discrepancies and meaning of inconsistent information	3.86	0.35	0%	0%	14%	86%	3.77	0.42	0	0	23	77	3.63	0.48	0	0	37	63
CACREP.2016.5. C.3.b.	C48	Uses relevant case data in planning both immediate and long-range goals	3.57	0.49	0%	0%	43%	57%	3.81	0.39	0	0	19	81	3.63	0.48	0	0	37	63
CACREP.2016.2. F.7.e. 2.F.7.i; CACREP.2016.5. C.3.b.	C49	Uses relevant case data in considering various strategies and their implications	3.71	0.45	0%	0%	29%	71%	3.81	0.39	0	0	19	81	3.68	0.46	0	0	32	68
CACREP.2016.5. C.1.b	C50	Bases decisions on a theoretically sound and consistent rationale of human behavior	3.63	0.70	0%	13%	13%	75%	3.85	0.36	0	0	15	85	3.74	0.44	0	0	26	74
CACREP.2016.2. F.1.k.	C51	Is perceptive in evaluating the	3.63	0.48	0%	0%	38%	63%	3.81	0.39	0	0	19	81	3.63	0.48	0	0	37	63

CACREP Standard		Description																		
		effects of own counseling techniques																		
CACREP.2016.2.F. 1.i.; CACREP.2016.5. C.2.l.	C52	Demonstrates ethical behavior in the counseling activity and case management	3.88	0.33	0%	0%	13%	88%	3.88	0.32	0	0	12	88	3.84	0.36	0	0	16	84
CACREP.2016.2. F.5.d.	C53	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	3.63	0.70	0%	13%	13%	75%	3.92	0.27	0	0	8	92	3.74	0.44	0	0	26	74
CACREP.2016.5.C.2.a-d, h, m	C54	Develops a working understanding of the policies and procedures of the internship site.	3.75	0.43	0%	0%	25%	75%	3.96	0.19	0	0	4	96	3.74	0.44	0	0	26	74
CACREP.2016.2. F.1.j. CACREP 2016 2 F.5.e	C55	Develops competency in utilizing the professional technologies available at the internship site.	3.75	0.43	0%	0%	25%	75%	3.88	0.32	0	0	12	88	3.84	0.36	0	0	16	84

Race/Ethnicity Analysis

Demographics					
CACREP Standard	Internship III	BIPOC 2022-23	White 2022-23	BIPOC 2023-24	White 2023-24

			N=1		N=23		N= 5		N= 13	
			Mean/ Range	S.D.	Mean/ Range	S.D.	Mean/ Range	S.D.	Mean/ Range	S.D.
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.f.	A1	Invests time and energy in becoming a counselor/therapist	4.00	0.00	4.00	0.00	3.40	0.49	4.00	0.00
CACREP.2016. 2. F.1.k.; CACREP.2016. 2. F.1.m.	A2	Accepts and uses constructive criticism to enhance self-development and counseling skills	4.00	0.00	4.00	0.00	3.80	0.40	3.92	0.27
CACREP.2016. 2. F.1.m.	A3	Engages in open, comfortable, and clear communication with peers and supervisors	4.00	0.00	3.96	0.20	3.60	0.49	4.00	0.00
CACREP.2016. 2. F.1.k.	A4	Recognizes own competencies and skills and shares these with peers and supervisors.	4.00	0.00	3.83	0.38	3.20	0.40	3.85	0.36
CACREP.2016. 2. F.1.m.	A5	Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	3.00	0.00	3.87	0.34	3.40	0.49	3.85	0.36
CACREP.2016. 5. C.2.m.	A6	Completes case reports and records punctually and conscientiously.	4.00	0.00	3.91	0.28	3.40	0.80	3.85	0.36
CACREP.2016. 2. F.1.b.;	A7	Understands and maintains confidentiality of client information	4.00	0.00	4.00	0.00	3.80	0.40	3.92	0.27

CACREP.2016. 2. F.5.g.		at appropriate times.								
CACREP.2016. 2. F.1.i.	A8	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics	4.00	0.00	4.00	0.00	3.40	0.49	4.00	0.00
CACREP.2016. 2. F.1.k.	A9	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work.	4.00	0.00	3.91	0.28	3.40	0.49	4.00	0.00
CACREP.2016. 2. F.1.a. CACREP 2016 2 F.5.a	A10	Articulates personal theoretical orientation towards counseling/therapy.	4.00	0.00	3.70	0.46	3.40	0.49	3.69	0.46
CACREP.2016. 2. F.1.k.	A11	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	4.00	0.00	3.87	0.34	3.40	0.49	3.77	0.42
CACREP.2016. 2.F. 2.d.; CACREP.2016. 2. F.2.c.	A12	Makes efforts to become aware of issues of diversity and culture in the setting of the site	4.00	0.00	3.83	0.38	3.60	0.49	3.85	0.36
CACREP.2016. 5. C.2.a.;	A13	Demonstrates respect for and acceptance of clients, peers,	4.00	0.00	3.96	0.20	3.60	0.49	4.00	0.00

CACREP Standard	Code	Competency								
CACREP.2016. 2. F.2.h.		supervisors, and community members from diverse backgrounds								
CACREP.2016. 5. C.1.b.; CACREP.2016. 5. C.2.d.	A14	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	4.00	0.00	3.74	0.44	3.40	0.49	3.85	0.36
CACREP.2016. 5. C.2.m.	A15	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	4.00	0.00	3.96	0.20	3.60	0.49	3.85	0.36
CACREP.2016. 2. F.1.l.	A16	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling	4.00	0.00	3.70	0.55	3.60	0.49	3.77	0.42
CACREP.2016. 5. C.3.e.	A17	Advocates for and protects the rights of clients	4.00	0.00	3.95	0.21	3.60	0.49	3.77	0.42
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.1.m.; CACREP.2016. 5. C.3.d.	A18	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	4.00	0.00	3.96	0.20	3.60	0.49	4.00	0.00

CACREP.2016. 2. F.5.g.	B19	Researches the referral prior to the first interview/session	4.00	0.00	3.82	0.39	3.25	0.43	3.77	0.42
CACREP.2016. 2. F.1.b.	B20	Keeps appointments on time	4.00	0.00	3.87	0.34	3.60	0.49	3.92	0.27
CACREP.2016. 2. F.1.b.	B21	Begins the interview/session smoothly	4.00	0.00	3.91	0.28	3.50	0.50	3.92	0.27
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.g.	B22	Explains the nature and objectives of counseling/therapy when appropriate	4.00	0.00	3.91	0.28	3.40	0.49	3.92	0.27
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.f.	B23	Is relaxed and comfortable in the interview/session	4.00	0.00	3.83	0.38	3.60	0.49	3.85	0.36
CACREP.2016. 5. C.2.j.	B24	Communicates interest in and acceptance of the client	4.00	0.00	3.91	0.28	3.60	0.49	3.92	0.27
CACREP.2016. 2. F.5.g.	B25	Facilitates client expression of concerns and feelings	4.00	0.00	3.87	0.34	3.60	0.49	3.92	0.27
CACREP.2016. 5. C.3.b.	B26	Focuses on the processes driving the client's presenting problem	4.00	0.00	3.78	0.41	3.60	0.49	3.85	0.36
CACREP.2016. 2. F.5.g.	B27	Recognizes and responds appropriately to resistant behaviors by the client.	4.00	0.00	3.65	0.48	3.20	0.40	3.62	0.49
CACREP.2016. 2. F.5.g.	B28	Recognizes and deals with positive affect of the client	4.00	0.00	3.83	0.38	3.60	0.49	3.77	0.42

CACREP		Description								
CACREP.2016. 2. F.5.g.	B29	Recognizes and deals with negative affect of the client	4.00	0.00	3.73	0.45	3.20	0.75	3.77	0.42
CACREP.2016. 2. F.5.f.	B30	Demonstrates flexibility in the interview/session	4.00	0.00	3.83	0.38	3.40	0.49	3.92	0.27
CACREP.2016. 2. F.1.b.; CACREP.2016. 2. F.5.g.	B31	Uses silence effectively in the interview/session	4.00	0.00	3.65	0.48	3.40	0.49	3.54	0.50
CACREP.2016. 2. F.1.k.	B32	Is aware of own feelings in the counseling session	4.00	0.00	3.87	0.34	3.40	0.49	3.77	0.42
CACREP.2016. 2. F.1.b.	B33	Communicates own feelings to the client when appropriate	4.00	0.00	3.78	0.41	3.25	0.43	3.58	0.49
CACREP.2016. 5. C.3.b.	B34	Recognizes and skillfully interprets the client's covert messages	4.00	0.00	3.61	0.49	3.20	0.75	3.54	0.50
CACREP.2016. 2. F.5.i.	B35	Facilitates realistic goal setting with the client	4.00	0.00	3.87	0.34	3.40	0.49	3.92	0.27
CACREP.2016. 5. C.3.b.	B36	Encourages appropriate action-step planning with the client	4.00	0.00	3.96	0.20	3.60	0.49	3.85	0.36
CACREP.2016. 5. C.3.b.	B37	Employs judgment in the timing and use of different techniques	4.00	0.00	3.78	0.41	3.40	0.49	4.00	0.00
CACREP.2016. 2. F.5.i.	B38	Initiates periodic evaluation of goals, action-steps, and process during counseling	4.00	0.00	3.77	0.42	3.60	0.49	3.92	0.27
CACREP.20	B39	Demonstrates an understanding of	N/A		3.76	0.42	3.50	0.50	3.92	0.29

2.F.6.a.		the dynamics associated with group process and development								
CACREP.20 **2.F.6.c.**	B40	Demonstrates an understanding of therapeutic factors and how they contribute to group effectiveness.	NA		3.71	0.46	3.50	0.50	3.91	0.29
CACREP.20 **2.F.4.b.**	B41	Demonstrates an understanding of the interrelationships among and between work, mental, well-being, relationships, and other life roles and factors.	4.00	0.00	3.83	0.38	3.60	0.49	3.92	0.27
CACREP.20 **2.F4.h.**	B42	Demonstrates an understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management.	4.00	0.00	3.81	0.39	3.60	0.49	3.85	0.36
CACREP.2016. **5. C.1.e.**	B43	Explains, administers, and interprets tests/assessments correctly	3.00	0.00	3.82	0.39	3.25	0.43	3.85	0.36
CACREP.2016. **2. F.1.b.;** **CACREP.2016.** **2. F.5.g.**	B44	Terminates the interview/session smoothly	4.00	0.00	3.74	0.44	3.60	0.49	3.85	0.36

Standard	Code	Description								
CACREP.2016. 2. F.5.m.; CACREP.2016. 5. C.2.f.	C45	Has the ability to manage crisis situations when they arise	N/A		3.73	0.45	3.25	0.43	3.69	0.46
CACREP.2016. 5. C.3.b.	C46	Focuses on specific behaviors and their consequences, implications, and contingencies	4.00	0.00	3.83	0.38	3.40	0.49	3.77	0.42
CACREP.2016. 2. F.5.g.	C47	Recognizes and pursues discrepancies and meaning of inconsistent information	3.00	0.00	3.78	0.41	3.40	0.49	3.69	0.46
CACREP.2016. 5. C.3.b.	C48	Uses relevant case data in planning both immediate and long-range goals	4.00	0.00	3.78	0.41	3.20	0.40	3.69	0.46
CACREP.2016. 2. F.7.e. 2.F.7.i; CACREP.2016. 5. C.3.b.	C49	Uses relevant case data in considering various strategies and their implications	4.00	0.00	3.78	0.41	3.40	0.49	3.69	0.46
CACREP.2016. 5. C.1.b	C50	Bases decisions on a theoretically sound and consistent rationale of human behavior	4.00	0.00	3.83	0.38	3.40	0.49	3.85	0.36
CACREP.2016. 2. F.1.k.	C51	Is perceptive in evaluating the effects of own counseling techniques	4.00	0.00	3.78	0.41	3.40	0.49	3.69	0.46

CACREP Standard	Code	Description								
CACREP.2016. 2.F. 1.i.; CACREP.2016. 5. C.2.l.	C52	Demonstrates ethical behavior in the counseling activity and case management	4.00	0.00	3.87	0.34	3.60	0.49	3.92	0.27
CACREP.2016. 2. F.5.d.	C53	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	4.00	0.00	3.91	0.29	3.40	0.49	3.85	0.36
CACREP.2016. 5.C.2.a-d, h, m	C54	Develops a working understanding of the policies and procedures of the internship site.	4.00	0.00	3.96	0.20	3.40	0.49	3.85	0.36
CACREP.2016. 2. F.1.j. CACREP 2016 2 F.5.e	C55	Develops competency in utilizing the professional technologies available at the internship site.	4.00	0.00	3.87	0.34	3.60	0.49	3.92	0.27

Gender Analysis

CACREP Standard		Internship III	Female 2023-24 N= 13		Male 2023-24 N= 4	
			Mean/ Range	S.D.	Mean/ Range	S.D.
CACREP.2016.2 . F.1.b.; CACREP.2016.2 . F.5.f.	A 1	Invests time and energy in becoming a counselor/therapist	3.77	0.42	4.00	0.00
CACREP.2016.2 . F.1.k.;	A 2	Accepts and uses constructive criticism to enhance	3.92	0.27	3.75	0.43

CACREP.2016.2. F.1.m.		self-development and counseling skills				
CACREP.2016.2. F.1.m.	A 3	Engages in open, comfortable, and clear communication with peers and supervisors	3.85	0.36	4.00	0.00
CACREP.2016.2. F.1.k.	A 4	Recognizes own competencies and skills and shares these with peers and supervisors.	3.62	0.49	3.75	0.43
CACREP.2016.2. F.1.m.	A 5	Recognizes own deficiencies and actively works to overcome them with peers and supervisors.	3.69	0.46	3.75	0.43
CACREP.2016.5. C.2.m.	A 6	Completes case reports and records punctually and conscientiously.	3.77	0.58	3.50	0.50
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	A 7	Understands and maintains confidentiality of client information at appropriate times.	3.92	0.27	3.75	0.43
CACREP.2016.2. F.1.i.	A 8	Demonstrates knowledge and understanding of the American Counseling Association (ACA) Code of Ethics	3.77	0.42	4.00	0.00
CACREP.2016.2. F.1.k.	A 9	Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work.	3.77	0.42	4.00	0.00
CACREP.2016.2. F.1.a. CACREP 2016 2 F.5.a	A 1 0	Articulates personal theoretical orientation towards counseling/therapy.	3.54	0.50	3.75	0.43
CACREP.2016.2. F.1.k.	A 1 1	Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities	3.69	0.46	3.50	0.50
CACREP.2016.2. F. 2.d.; CACREP.2016.2. F.2.c.	A 1 2	Makes efforts to become aware of issues of diversity and culture in the setting of the site	3.85	0.36	3.50	0.50

CACREP.2016.5. C.2.a.; CACREP.2016.2. F.2.h.	A 1 3	Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds	3.85	0.36	4.00	0 00
CACREP.2016.5. C.1.b.; CACREP.2016.5. C.2.d.	A 1 4	Has necessary knowledge base to perform clinical mental health counseling duties (e.g., counseling theory, diagnosis, treatment, etc.)	3.62	0.49	4.00	0.00
CACREP.2016.5. C.2.m.	A 1 5	Maintains appropriate records and documentation in accordance with state/provincial and federal laws	3.85	0.36	3.50	0.50
CACREP.2016.2. F.1.l.	A 1 6	Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling	3.69	0.46	3.75	0.43
CACREP.2016.5. C.3.e.	A 1 7	Advocates for and protects the rights of clients	3.69	0.46	3.75	0.43
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.1.m.; CACREP.2016.5. C.3.d.	A 1 8	Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed	3.85	0.36	4.00	0.00
CACREP.2016.2. F.5.g.	B 1 9	Researches the referral prior to the first interview/session	3.67	0.47	3.50	0.50
CACREP.2016.2. F.1.b.	B 2 0	Keeps appointments on time	3.85	0.36	3.75	0.43
CACREP.2016.2. F.1.b.	B 2 1	Begins the interview/session smoothly	3.83	0.37	3.75	0.43
CACREP.2016.2. F.1.b.;	B 2 2	Explains the nature and objectives of counseling/therapy when appropriate	3.69	0.46	4.00	0.00

CACREP.2016.2. F.5.g.						
CACREP.2016.2. F.1.b.; **CACREP.2016.2. F.5.f.**	B 2 3	Is relaxed and comfortable in the interview/session	3.69	0.46	4.00	0.00
CACREP.2016.5. C.2.j.	B 2 4	Communicates interest in and acceptance of the client	3.77	0.42	4.00	0.00
CACREP.2016.2. F.5.g.	B 2 5	Facilitates client expression of concerns and feelings	3.85	0.36	3.75	0.43
CACREP.2016.5. C.3.b.	B 2 6	Focuses on the processes driving the client's presenting problem	3.77	0.42	3.75	0.43
CACREP.2016.2. F.5.g.	B 2 7	Recognizes and responds appropriately to resistant behaviors by the client.	3.54	0.50	3.50	0.50
CACREP.2016.2. F.5.g.	B 2 8	Recognizes and deals with positive affect of the client	3.77	0.42	3.50	0.50
CACREP.2016.2. F.5.g.	B 2 9	Recognizes and deals with negative affect of the client	3.62	0.62	3.50	0.50
CACREP.2016.2. F.5.f.	B 3 0	Demonstrates flexibility in the interview/session	3.77	0.42	3.75	0.43
CACREP.2016.2. F.1.b.; **CACREP.2016.2. F.5.g.**	B 3 1	Uses silence effectively in the interview/session	3.46	0.50	3.50	0.50
CACREP.2016.2. F.1.k.	B 3 2	Is aware of own feelings in the counseling session	3.62	0.49	3.75	0.43
CACREP.2016.2. F.1.b.	B 3 3	Communicates own feelings to the client when appropriate	3.55	0.50	3.50	0.50

CACREP.2016.5. C.3.b.	B34	Recognizes and skillfully interprets the client's covert messages	3.38	0.62	3.75	0.43
CACREP.2016.2. F.5.i.	B35	Facilitates realistic goal setting with the client	3.77	0.42	3.75	0.43
CACREP.2016.5. C.3.b.	B36	Encourages appropriate action-step planning with the client	3.85	0.36	3.50	0.50
CACREP.2016.5. C.3.b.	B37	Employs judgment in the timing and use of different techniques	3.77	0.58	4.00	0.00
CACREP.2016.2. F.5.i.	B38	Initiates periodic evaluation of goals, action-steps, and process during counseling	3.85	0.36	3.75	0.43
CACREP.2016.2.F.6.a.	B39	Demonstrates an understanding of the dynamics associated with group process and development	3.80	0.40	3.75	0.43
CACREP.2016.2.F.6.c.	B40	Demonstrates an understanding of therapeutic factors and how they contribute to group effectiveness.	3.80	0.40	3.75	0.43
CACREP.2016.2.F.4.b.	B41	Demonstrates an understanding of the interrelationships among and between work, mental, well-being, relationships, and other life roles and factors.	3.85	0.36	3.75	0.43
CACREP.2016.2.F4.h.	B42	Demonstrates an understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management.	3.77	0.42	3.75	0.43
CACREP.2016.5. C.1.e.	B43	Explains, administers, and interprets tests/assessments correctly	3.67	0.47	3.75	0.43
CACREP.2016.2. F.1.b.; CACREP.2016.2. F.5.g.	B44	Terminates the interview/session smoothly	3.77	0.42	3.75	0.43

CACREP.2016.2. F.5.m.; **CACREP.2016.5. C.2.f.**	C 4 5	Has the ability to manage crisis situations when they arise	3.67	0.47	3.50	0.50
CACREP.2016.5. C.3.b.	C 4 6	Focuses on specific behaviors and their consequences, implications, and contingencies	3.69	0.46	3.50	0.50
CACREP.2016.2. F.5.g.	C 4 7	Recognizes and pursues discrepancies and meaning of inconsistent information	3.62	0.49	3.50	0.50
CACREP.2016.5. C.3.b.	C 4 8	Uses relevant case data in planning both immediate and long-range goals	3.54	0.50	3.75	0.43
CACREP.2016.2. F.7.e. **2.F.7.i;** **CACREP.2016.5. C.3.b.**	C 4 9	Uses relevant case data in considering various strategies and their implications	3.62	0.49	3.75	0.43
CACREP.2016.5. C.1.b	C 5 0	Bases decisions on a theoretically sound and consistent rationale of human behavior	3.69	0.46	3.75	0.43
CACREP.2016.2. F.1.k.	C 5 1	Is perceptive in evaluating the effects of own counseling techniques	3.62	0.49	3.50	0.50
CACREP.2016.2.F. 1.i.; **CACREP.2016.5. C.2.l.**	C 5 2	Demonstrates ethical behavior in the counseling activity and case management	3.85	0.36	3.75	0.43
CACREP.2016.2. F.5.d.	C 5 3	Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions	3.69	0.46	3.75	0.43
CACREP.2016.5.C.2.a-d, h, m	C 5 4	Develops a working understanding of the policies and procedures of the internship site.	3.69	0.46	3.75	0.43

CACREP.2016.2. F.1.j. CACREP 2016 2 F.5.e	C 5 5	Develops competency in utilizing the professional technologies available at the internship site.	3.85	0.36	3.75	0.43

Program Goal

For Internship I program strengths will be evident with three years of more than 70% of candidates achieving ratings of "Advanced", and one or fewer ratings of less than "Proficient" on a single criterion. Areas for improvement will be evident when two or more candidates receive ratings of less than "Proficient" in at least two of the three years.

For Internship II program strengths will be evident with three years of more than 70% of candidates achieving ratings of "Advanced", and one or fewer ratings of less than "Proficient" on a single criterion. Areas for improvement will be evident when two or more candidates receive ratings of less than "Proficient" in at least two of the three years.

For Internship III program strengths will be evident with three years of more than 85% of candidates achieving ratings of "Advanced", and one or fewer ratings of less than "Proficient" on a single criterion. Areas for improvement will be evident when two or more candidates receive ratings of less than "Proficient" in at least two of the three years.

 With the addition of the race/ethnicity and gender analyses, we've established a goal that BIPOC, female, and non-binary mean scores will be within one standard deviation of White and male man scores. When the mean scores are more than one standard deviation below for two cycles, an analysis of the assessment rubric will be conducted for possible bias.

Pre-2023 Actions as a result of data:

During the 2020-21 academic year faculty met with the Advisory Council to discuss the issues related to each of the Not Observable areas and to determine if certain criteria should not be included in the earlier phase of the practicum. The internship evaluation form was revised with input from the advisory council, and it was aligned to the 2016 CACREP standards.

During the pandemic, we had challenges with internship supervisors failing to return final internship evaluations, or submitting only partially completed work. We therefore decided to transition to gathering the results using the Anthology portfolio system.

During the fall of 2022 a survey of candidate race/ethnicity was conducted to determine potential bias in the assessment.

2023-24 Actions as a result of 2020-23 data:

In the fall of 2023 we added a survey item related to gender identity to help determine potential bias in the assessment.

We noted improvement on C53 Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions (2.F.5.d) as it was no longer an area of concern. This is likely due to the focus on eco-webbing skills infused in EDU652 Multicultural Counseling.

Analysis of 2022-2024:

Internship I- 70%

   Strengths

   A1 Invests time and energy in becoming a counselor/therapist (2.F.1.b; 2.F.5.f)
   A7 Understands and maintains confidentiality of client information at appropriate time (2.F.1.b)
   A9 Demonstrates a commitment to professional development and continually makes efforts to increase skills and abilities relative to professional work. (2.F.1.k)
   A18 Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed (2.F.1.b, 2.F.1.m, 5.C.3.d)
   B24Communicates interest in and acceptance of the client (5.c.2.J)

   No Areas for Improvement were identified and the following prior area for improvement was no longer apparent:

C53 Considers issues of racial, ethnic, and cultural diversity when developing, implementing, and evaluating sessions (2.F.5.d)

There was no clear evidence of bias based on race/ethnicity or gender, although the sample sizes for BIPOC, male, and non-binary students were extremely low.   Additional cycles will be monitored.

Internship II-

Strengths

A2 Accepts and uses constructive criticism to enhance self-development and counseling skills (2.F.1.K, 2.F.1.m)
A7 Understands and maintains confidentiality of client information at appropriate times. (2.F.1.b, 2.F.5.g)

Areas for Improvement-

A16 Demonstrates and models effective stress management and coping skills when dealing with emotional and physical demands of clinical mental health counseling (2.F.1.l)
B34 Recognizes and skillfully interprets the client's covert messages (5.C.3.b)
B38 Initiates periodic evaluation of goals, action-steps, and process during counseling (2.F.5.i)
C45 Has the ability to manage crisis situations when they arise (2.F.5.m, 5.C.2.f)

There was no clear evidence of bias based on race/ethnicity or gender, although the sample sizes for BIPOC, male, and non-binary students were extremely low.   Additional cycles will be monitored.

Internship III-

Strengths

A2 Accepts and uses constructive criticism to enhance self-development and counseling skills (2.F.1.k, 2.F.1.m)
A3 Engages in open, comfortable, and clear communication with peers and supervisors (2.F.1.m)
A7 Understands and maintains confidentiality of client information at appropriate times. (2.F.1.bm 2.F.5.g)
A11 Demonstrates an awareness of personal values, attitudes, and beliefs as they affect professional activities (2.F.1.k)
A13 Demonstrates respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds (5.C.2.a, 2.F.2.h)
A18 Asks for consultation, collaboration, assistance, and advice from colleagues and supervisors when needed (2.F.1.b, 2.F.1.m, 5.C.3.d)

No Areas for Improvement were identified

There was no clear evidence of bias based on race/ethnicity or gender, although the sample sizes for BIPOC, male, and non-binary students were extremely low.   Additional cycles

Aggregate Analysis

In general, the results indicate that candidates have adequate skills to move forward in, and complete the program. They also show that candidates are gaining strengths and reducing areas for improvement over the course of the three internships. A7 Understands and maintains confidentiality of client information at appropriate times. (2.F.1.b, 2.F.5.g) appears to be a

program strength across all levels of the internship. It is necessary to collect consistent three-year data to determine if there is bias inherent in the assessment.

Plans for 2024-2025 as a result of 2021-2024 data:

An analysis will be conducted to establish inter-rater agreement on the assessment so that appropriate decisions can be made about candidate progression and program improvement.   Faculty will conduct double reviews of three submissions to establish inter-rater agreement. The Internship Instructor and Field Placement Coordinator will consult to provide a second rating to be compared with the site supervisor rating to determine where there might be potentials for inconsistency or misunderstanding of the language or expectations.

Clinical Mental Health Counseling
Therapeutic Impact Project
To be completed in EDU 687 Internship III
(approved by Program Area 5/1/2020)

A) Problem Formulation:

In working with their client, candidates will detail/describe the nature of the presenting problem, via the following:

- Conduct a complete psychosocial history with the client, and when appropriate, the client's parent(s)/guardian(s) to detail salient findings (including social, cultural, and developmental factors) in relation to the presenting concerns. (2016 CACREP Standards 2c; 3e, f;
- Consult with other relevant informants including field supervisor, previous therapists, other medical professionals and other stakeholders (e.g., in the case of school age client's – teachers, school officials, etc.) to collaboratively formulate initial hypotheses and inform their next steps in the assessment and intervention process. (2016 CACREP Standards 1m; 3f; 5b, c, d,)
- In combination with information from section b, assessment, operationally define the nature of the client's challenges and strengths. (2016 CACREP Standard 5g)

Assessment:

Assessment procedures and processes are contingent upon the nature of a client's needs as reflected by one or more of the following:

- Client goals
- Client's subjective reports of distress
- Suspected areas of functional impairment
- Behavioral concerns presented by parent(s)/guardian(s), etc.
- Clinical hypothesis regarding need for differential diagnosis

Assessment procedures and findings should be fully detailed, and should focus on the documentation of the following:

- Client presentation across multiple settings (e.g., in session, home, work, social settings, school, etc.) Quantitative data should be provided wherever possible. Appropriate methods of quantifying behavioral concerns, in accordance with best practice, must be used. (2016 CACREP Standards 7e, j)
- Structured, semi-structured or standardized interviews with multiple informants if appropriate. Client reports of subjective units of distress (SUDs) or scaling may be used. Quantitative data and interpretations should be provided. (2016 CACREP Standards 5g; 7b,)
- Published, standardized, norm referenced assessment data relevant to case conceptualization and intervention planning should be utilized if accessible to the candidate. Assessments must be culturally and developmentally valid. If an appropriate published, norm referenced instrument (PNR) is available on the market, but not accessible to the candidate. The candidate should reference the instrument(s) and describe best-practice use in assessment, intervention planning, and progress monitoring. (2016 CACREP Standards 7e, f, h, m)
- The candidate must provide a well-defended DSM-5 diagnosis / diagnoses, including two conditions that were considered as possible diagnoses but ultimately ruled-out. (2016 CACREP Standards 7 L)
- Assessment data must be translated into utilitarian baseline data (client need) and subsequently presented in a user-friendly and largely non-narrative format (e.g., graphs, charts, progress monitoring comparisons). Narratives

may be used to provide qualitative descriptions of client change / progress and / or therapeutic efficacy to enhance interpretation of charting or graphing. (2016 CACREP Standards 8c, e, i)

5. **Treatment:**

A critical analysis which details the following:
- Efforts and challenges in forming a therapeutic relationship with the client. (2016 CACREP Standard 5a)
- Efforts and challenges in forming collaborative relationships with parent(s)/guardian(s) or other stakeholders, if applicable. (2016 CACREP Standard 5c)
- Discussion of how assessment results and treatment recommendations were delivered to the client, and if applicable stakeholders. (With feedback from site supervisor, candidate will write a brief critique of their strengths and weaknesses in this consultative process). (2016 CACREP Standards 1m; 7b, e)
- The specific goals/objectives of the treatment (e.g., SMART goals). (2016 CACREP Standard 5i)
- A detailed description of the intervention program including a discussion of the individual interventions; descriptions of how the interventions were collaboratively designed. (2016 CACREP Standard 5h)
- The research base and theoretical rationale that supports the use of particular interventions. (2016 CACREP Standards 8b)
- Detailed description of recommended strategies to ensure treatment plan integrity.

Evaluation of Impact:
- A description of methods used to assess progress, including hard data from treatment implementation and progress monitoring in graphical format. (2016 CACREP Standards 8d)
- A discussion of any ethical issues or threats to treatment validity encountered in the process, including possible counselor behaviors and characteristics. (2016 CACREP Standards 5f; 8j)
- Other limitations of the treatment process, if applicable.

Review of Treatment Progress with Clients and stakeholders if applicable: (2016 CACREP Standards 5c; 8i, j)
- Discussion of the results/outcome data of intervention (changes in skills, behavior, symptom severity as measured by PNRs and or self-reports of distress/satisfaction, etc.).
- Discussion of generalization of gains to other domains/environments.
- Discussion of plans for follow-up.
- If necessary, reformulation of hypothesis, goals, expectations, etc. OR
- If appropriate, appropriate plan for case closure / termination.

Therapeutic Impact Project Rubric

CACREP 2016 Standard	Problem Formation	Unsatisfactory=1	Satisfactory=2	Outstanding=3
2.F.2.c, 2.F.3.e, 2.F.3.f, 2.F.5.b, 2.F.5.c, 2.F.5.e, 2.F.5.f	**Problem Formation** CMHC candidates effectively identify, detail, and describe the nature of a presenting problem.	The Problem Formation Statement lacks any of the following components: 1. a complete psychosocial history with the client, and when appropriate, the client's parent(s)/guardian(s) to detail salient findings (including social, cultural, and developmental factors) in relation to the presenting concerns. 2. evidence that the statement is informed by collaborative engagement with multiple stakeholders including individuals such as field supervisor, previous therapists, other medical professionals and other stakeholders (e.g., in the case of school age client's – teachers, school officials, etc.) 3. an operational definition of the nature of the client's challenges and strengths.	The Problem Formation Statement includes all of the following although some components may be vague or lack the detail of a novice counselor: 1. a complete psychosocial history with the client, and when appropriate, the client's parent(s)/guardian(s) to detail salient findings (including social, cultural, and developmental factors) in relation to the presenting concerns. 2. evidence that the statement is informed by collaborative engagement with multiple stakeholders including individuals such as field supervisor, previous therapists, other medical professionals and other stakeholders (e.g., in the case of school age client's – teachers, school officials, etc.) 3. an operational definition of the nature of the client's challenges and strengths.	The Problem Formation Statement, clearly and with appropriate detail includes: 1. a complete psychosocial history with the client, and when appropriate, the client's parent(s)/guardian(s) to detail salient findings (including social, cultural, and developmental factors) in relation to the presenting concerns. 2. evidence that the statement is informed by collaborative engagement with multiple stakeholders including individuals such as field supervisor, previous therapists, other medical professionals and other stakeholders (e.g., in the case of school age client's – teachers, school officials, etc.) 3. an operational definition of the nature of the client's challenges and strengths.
2.F.5.b, 2.F.5.g, 2.F.7.b, 2.F.7.e, 2.F.7.f, 2.F.7.h, 2.F.7.j, 2.F.7.l, 2.F.7.m, 2.F.8.c, 2.F.8.e, 2.F.8.i	**Assessment Procedures and Processes** CMHC candidates select and conduct assessments contingent upon the nature of a client's needs and document the methods and settings under which their findings were obtained.	The Assessment Report lacks any of the following components: 6. client presentation across multiple settings (e.g., in session, home, work, social settings, school, etc.). Quantitative data wherever possible. Appropriate methods of quantifying behavioral concerns, in accordance with best practice. 2. assessment strategies used such as structured, semi-structured or standardized interviews with multiple	The Assessment Report includes all of the following although some components may be vague or lack the detail of a novice counselor: 7. describes client presentation across multiple settings (e.g., in session, home, work, social settings, school, etc.). Quantitative data is provided wherever possible. Appropriate	The Assessment Report clearly and with appropriate detail: 8. describes client presentation across multiple settings (e.g., in session, home, work, social settings, school, etc.). Quantitative data is provided wherever possible. Appropriate methods of quantifying behavioral concerns, in

| | | informants and/or subjective units of distress (SUDs) or scaling. Quantitative data and interpretations.
3. published, standardized, norm referenced assessment data relevant to case conceptualization and intervention planning if accessible to the candidate. If an appropriate published, norm referenced instrument (PNR) is available on the market, but not accessible to the candidate, the report references the instrument(s) and describes best-practice use in assessment, intervention planning, and progress monitoring. Assessments are culturally and developmentally valid.
4. a DSM-5 diagnosis / diagnoses, including another condition that was considered as possible diagnoses but ultimately ruled-out.
5. assessment data as utilitarian baseline data (client need) in a user friendly and largely non-narrative format (e.g., graphs, charts, progress monitoring comparisons). Narratives may be used to provide qualitative descriptions of client change / progress and / or therapeutic efficacy to enhance interpretation of charting or graphing | methods of quantifying behavioral concerns, in accordance with best practice, are used.
2. presents assessment strategies used such as structured, semi-structured or standardized interviews with multiple informants and/or subjective units of distress (SUDs) or scaling. Quantitative data and interpretations are provided.
3. includes published, standardized, norm referenced assessment data relevant to case conceptualization and intervention planning if accessible to the candidate. If an appropriate published, norm referenced instrument (PNR) is available on the market, but not accessible to the candidate, the report references the instrument(s) and describes best-practice use in assessment, intervention planning, and progress monitoring. Assessments are culturally and developmentally valid.
4. provides an accurate DSM-5 diagnosis / diagnoses, including another condition that was | accordance with best practice, are used.
2. presents assessment strategies used such as structured, semi-structured or standardized interviews with multiple informants and/or subjective units of distress (SUDs) or scaling. Quantitative data and interpretations are provided.
3. includes published, standardized, norm referenced assessment data relevant to case conceptualization and intervention planning if accessible to the candidate. If an appropriate published, norm referenced instrument (PNR) is available on the market, but not accessible to the candidate, the report references the instrument(s) and describes best-practice use in assessment, intervention planning, and progress monitoring. Assessments are culturally and developmentally valid.
4. provides a well-defended DSM-5 diagnosis / diagnoses, including two conditions that were considered as possible diagnoses but ultimately ruled-out. |

			considered as possible diagnoses but ultimately ruled-out. 5. translates assessment data into utilitarian baseline data (client need) and subsequently presents it in a user friendly and largely non-narrative format (e.g., graphs, charts, progress monitoring comparisons). Narratives may be used to provide qualitative descriptions of client change / progress and / or therapeutic efficacy to enhance interpretation of charting or graphing	5. translates assessment data into utilitarian baseline data (client need) and subsequently presents it in a user friendly and largely non-narrative format (e.g., graphs, charts, progress monitoring comparisons). Narratives may be used to provide qualitative descriptions of client change / progress and / or therapeutic efficacy to enhance interpretation of charting or graphing.
2.F.1.m, 2.F.5.a, 2.F.5.c, 2.F.5.h, 2.F.5.i, 2.F.7.b, 2.F.7.e, 2.F.8.b	**Treatment** CMHC candidates conduct an effective treatment/intervention program.	The treatment report critical analysis lacks any of the following components: 1. efforts and challenges in forming a therapeutic relationship with the client. 2. efforts and challenges in forming collaborative relationships with parent(s)/guardian(s) or other stakeholders, if applicable. 3. presentation of how assessment results and treatment recommendations were delivered to the client, and if applicable stakeholders. (With feedback from site supervisor, candidate writes a brief critique of their strengths and weaknesses in this consultative process). 4. specific goals/objectives of the treatment (e.g., SMART goals).	The treatment report critical analysis includes all of the following although some components may be vague or lack the detail of a novice counselor: 1. efforts and challenges in forming a therapeutic relationship with the client. 2. efforts and challenges in forming collaborative relationships with parent(s)/guardian(s) or other stakeholders, if applicable. 3. discussion of how assessment results and treatment recommendations were delivered to the client, and if applicable stakeholders. (With feedback	The treatment report critical analysis details the following: 1. efforts and challenges in forming a therapeutic relationship with the client. 2. efforts and challenges in forming collaborative relationships with parent(s)/guardian(s) or other stakeholders, if applicable. 3. discussion of how assessment results and treatment recommendations were delivered to the client, and if applicable stakeholders. (With feedback from site supervisor, candidate writes a brief critique of their strengths and

		5. description of the intervention program including a discussion of the individual interventions; descriptions of how the interventions were collaboratively designed. 6. research base and theoretical rationale that supports the use of particular interventions. 7. description of recommended strategies to ensure treatment plan integrity.	from site supervisor, candidate writes a brief critique of their strengths and weaknesses in this consultative process). 4. the specific goals/objectives of the treatment (e.g., SMART goals). 5. a detailed description of the intervention program including a discussion of the individual interventions; descriptions of how the interventions were collaboratively designed. 6. the research base and theoretical rationale that supports the use of particular interventions. 7. detailed description of recommended strategies to ensure treatment plan integrity.	weaknesses in this consultative process). 4. the specific goals/objectives of the treatment (e.g., SMART goals). 5. a detailed description of the intervention program including a discussion of the individual interventions; descriptions of how the interventions were collaboratively designed. 6. the research base and theoretical rationale that supports the use of particular interventions. 7. detailed description of recommended strategies to ensure treatment plan integrity.
2.F.5.f, 2.F.8.d, 2.F.8.j	**Evaluation of Impact** CMHC candidates evaluate their impact on clients.	The evaluation impact statement lacks any of the following components: 1. methods used to assess progress, including hard data from treatment implementation and progress monitoring in graphical format. 2. any ethical issues or threats to treatment validity encountered in the process, including possible counselor behaviors and characteristics. 3. other limitations of the treatment process, if applicable.	The evaluation impact statement includes all of the following although some components may be vague or lack the detail of a novice counselor: 1. methods used to assess progress, including hard data from treatment implementation and progress monitoring in graphical format. 2. any ethical issues or threats to treatment validity encountered in the process, including possible	The evaluation of impact statement describes the following clearly and with appropriate detail: 1. methods used to assess progress, including hard data from treatment implementation and progress monitoring in graphical format. 2. any ethical issues or threats to treatment validity encountered in the process, including possible

			counselor behaviors and characteristics. 3. other limitations of the treatment process, if applicable.	counselor behaviors and characteristics. 3. other limitations of the treatment process, if applicable.
2.F.5.c 2.F.8.i, 2.F.8.j	**Review of Client Treatment Progress** CMHC candidates reflect on their own practice and review progress with clients and appropriate stakeholders and develop new plans based on results.	The review of progress statement lacks any of the following components: 1. the results/outcome data of intervention (changes in skills, behavior, symptom severity as measured by PNRs and or self-reports of distress/satisfaction, etc.). 2. generalization of gains to other domains/environments. 3. plans for follow-up. 4. If necessary, reformulation of hypothesis, goals, expectations, etc. OR 5. If appropriate, plan for case closure/ termination.	The review of progress statement includes all of the following although some components may be vague or lack the detail of a novice counselor: 1. the results/outcome data of intervention (changes in skills, behavior, symptom severity as measured by PNRs and or self-reports of distress/satisfaction, etc.). 2. generalization of gains to other domains/environments. 3. plans for follow-up. 4. If necessary, reformulation of hypothesis, goals, expectations, etc. OR 5. If appropriate, plan for case closure/ termination.	The review of progress statement describes the following clearly and with appropriate detail: 1. the results/outcome data of intervention (changes in skills, behavior, symptom severity as measured by PNRs and or self-reports of distress/satisfaction, etc.). 2. generalization of gains to other domains/ environments. 3. plans for follow-up. 4. If necessary, reformulation of hypothesis, goals, expectations, etc. OR 5. If appropriate, plan for case closure/ termination.

Therapeutic Impact Project Results

Therapeutic Project	CACREP Standard	Spring 2022 N = 18					Spring 2023 N=24					Spring 2024 N=11				
		Mean	SD	1 %	2 %	3 %	Mean	SD	1 %	2 %	3 %	Mean	SD	1 %	2 %	3 %
CMHC candidates effectively identify, detail, and describe the nature of a presenting problem	2.F.2.c, 2.F.3.e, 2.F.3.f, 2.F.5.b, 2.F.5.c, 2.F.5.e, 2.F.5.f	2.89	0.31	0	11	89	2.92	0.28	0	8	92	2.45	0.66	9	36	55
CMHC candidates select and conduct assessments contingent upon the nature of a client's needs and document the methods and settings under which their findings were obtained	2.F.5.b, 2.F.5.g, 2.F.7.b, 2.F.7.e, 2.F.7.f, 2.F.7.h, 2.F.7.j, 2.F.7.l, 2.F.7.m, 2.F.8.c, 2.F.8.e, 2.F.8.i	2.89	0.31	0	11	89	2.79	0.50	4	13	83	2.73	0.62	9	9	82
CMHC candidates conduct an effective treatment/intervention program	2.F.1.m, 2.F.5.a, 2.F.5.c, 2.F.5.h, 2.F.5.i, 2.F.7.b, 2.F.7.e, 2.F.8.b	3.00	0.00	0	0	100%	2.58	0.57	4	33	63	2.55	0.66	9	27	64
CMHC candidates evaluate their impact on clients	2.F.5.f, 2.F.8.d, 2.F.8.j	2.83	0.37	0	17	83	2.75	0.52	4	17	79	2.55	0.66	9	27	64
CMHC candidates reflect on their own practice and review progress with clients and appropriate stakeholders and develop new plans based on results	2.F.5.c 2.F.8.i, 2.F.8.j	2.94	0.23	0	6	94	2.75	0.52	4	17	79	2.55	0.66	9	27	64

Race/Ethnicity Analysis

#	Therapeutic Project	CACREP Standard	Demographics							
			BIPOC 2022-23 N = 1		White Spring 2022-23 N=22		BIPOC 2023-24 N=2		White 2023-24 N= 9	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD
1	CMHC candidates effectively identify, detail, and describe the nature of a presenting problem	2.F.2.c, 2.F.3.e, 2.F.3.f, 2.F.5.b, 2.F.5.c, 2.F.5.e, 2.F.5.f	3.00	0.00	2.91	0.29	2.50	0.50	2.44	0.68
2	CMHC candidates select and conduct assessments contingent upon the nature of a client's needs and document the methods and settings under which their findings were obtained	2.F.5.b, 2.F.5.g, 2.F.7.b, 2.F.7.e, 2.F.7.f, 2.F.7.h, 2.F.7.j, 2.F.7.l, 2.F.7.m, 2.F.8.c, 2.F.8.e, 2.F.8.i	3.00	0.00	2.77	0.52	2.50	0.50	2.78	0.63
3	CMHC candidates conduct an effective treatment/intervention program	2.F.1.m, 2.F.5.a, 2.F.5.c, 2.F.5.h, 2.F.5.i, 2.F.7.b, 2.F.7.e, 2.F.8.b	2.00	0.00	2.59	0.58	2.50	0.50	2.56	0.68
4	CMHC candidates evaluate their impact on clients	2.F.5.f, 2.F.8.d,	1.00	0.00	2.82	0.39	2.00	0.00	2.67	0.67

#	Therapeutic Project	CACREP Standard								
		2.F.8.j								
5	CMHC candidates reflect on their own practice and review progress with clients and appropriate stakeholders and develop new plans based on results	2.F.5.c 2.F.8.i, 2.F.8.j	3.00	0.00	2.73	0.54	2.00	0.00	2.67	0.67

Gender Analysis

Therapeutic Project	CACREP Standard	Female 2022-23 N = 0		Male 2022-23 N= 0		NB 2022-23 N=0		Female 2023-24 N= 9		Male 2023-24 N= 2		NB 2023-24 N=0	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
CMHC candidates effectively identify, detail, and describe the nature of a presenting problem	2.F.2.c, 2.F.3.e, 2.F.3.f, 2.F.5.b, 2.F.5.c, 2.F.5.e, 2.F.5.f							2.33	0.67	3.00	0.00		
CMHC candidates select and conduct assessments contingent upon the nature of a client's needs and document the methods and settings under which their findings were obtained	2.F.5.b, 2.F.5.g, 2.F.7.b, 2.F.7.e, 2.F.7.f, 2.F.7.h, 2.F.7.j, 2.F.7.l, 2.F.7.m, 2.F.8.c, 2.F.8.e, 2.F.8.i							2.67	0.67	3.00	0.00		
CMHC candidates conduct an effective	2.F.1.m, 2.F.5.a,							2.44	0.68	3.00	0.00		

treatment/interventi on program	2.F.5.c, 2.F.5.h, 2.F.5.i, 2.F.7.b, 2.F.7.e, 2.F.8.b											
CMHC candidates evaluate their impact on clients	2.F.5.f, 2.F.8.d, 2.F.8.j						2.44	0.68	3.00	0.00		
CMHC candidates reflect on their own practice and review progress with clients and appropriate stakeholders and develop new plans based on results	2.F.5.c 2.F.8.i, 2.F.8.j						2.44	0.68	3.00	0.00		

Goals

The faculty have set the standard that strengths will be evident with three years of more than 70% of candidates achieving ratings of "Outstanding" and one or fewer ratings of less than "Satisfactory" on a single criterion. Areas for improvement will be evident when two or more candidates receive ratings of less than "Satisfactory" in at least two of the three years.

   With the addition of the race/ethnicity and gender analyses, we've established a goal that BIPOC, female, and non-binary mean scores will be within one standard deviation of White and male man scores. When the mean scores are more than one standard deviation below for two cycles, an analysis of the assessment rubric will be conducted for possible bias.

Pre-2023 Actions as a result of data:

The project was approved by the program for implementation in Internship III in May of 2020, based on relatively lower scores in assessment on the CPCE and an effort to align with CACREP 2016 standards. It was first implemented in the spring of 2021. We added a survey in 2022 to determine race/ethnicity of candidates.

2023-24 Actions as a result of 2021-23 data:

Other than adding gender to the demographic survey to determine potential bias in the assessment, no actions were taken while we awaited three cycles of data.

Analysis of 2022-2024:

Strengths were observed in:
   ● CMHC candidates select and conduct assessments contingent upon the nature of a client's needs and document the methods and settings under which their findings were obtained 2.F.5.b, 2.F.5.g, 2.F.7.b, 2.F.7.e, 2.F.7.f, 2.F.7.h, 2.F.7.j, 2.F.7.l, 2.F.7.m, 2.F.8.c, 2.F.8.e, 2.F.8.i),

There were no clear areas for concern, overall.

There was slight evidence of bias based on race/ethnicity on the following item(s):

   ● CMHC candidates evaluate their impact on clients 2.F.5.f, 2.F.8.d, 2.F.8.j
There was no clear evidence of gender bias, although the sample sizes for BIPOC, male, and non-binary students were extremely low.   Additional cycles will be monitored.

Plans for 2024-2025 as a results of 2021-2024 data:

A follow-up analysis of reliability in scoring will be conducted in the 2024-25 academic year along with a review of the following item for bias:

   ● CMHC candidates evaluate their impact on clients 2.F.5.f, 2.F.8.d, 2.F.8.j.

Clinical Mental Health Counseling (CMHC) Comprehensive Assessment

Oral Defense

This comprehensive assessment is administered in the last three weeks of the final semester of study.

The clinical mental health counseling candidate participates in an oral defense in which each conducts a PowerPoint presentation on questions pertaining to the field of clinical mental health counseling. The oral defense is evaluated by the candidate's faculty advisor and an additional full-time faculty member(s) on the basis of the following grading rubric.

The clinical mental health counseling Oral Defense assesses the candidate's proficiencies across several CACREP standards and key domains of practice, as indicated below.

Question 1: Explain your theoretical orientation(s) to actual practice.

CACREP Standards: 2.F.5.a, 5.C.1.a

Score: Question 1

Superior	Student gives a detailed description of preferred counseling theories, including an in depth explanation as to why they are the preferred theories. Student describes in detail all or most associated strategies and techniques and gives examples of how she/he has put them into practice.
Above Average	Student gives a detailed description of preferred counseling theories, including an explanation as to why they are the preferred theories. Student describes several associated strategies and techniques and gives examples of how she/he has put them into practice.
Average	Student gives an adequate description of preferred counseling theories, including a limited explanation as to why they are the preferred theories. Student describes a few associated strategies and techniques and gives examples of how she/he has put them into practice.
Unsatisfactory	Student is unable to describe preferred counseling theories and/or unable to explain why they are the preferred theories. Student is unable to identify and describe associated strategies and techniques. Student cannot give examples on how these theories and associated strategies and techniques have been put into practice.

Question 2: Discuss strategies you would use for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

CACREP Standards: 2.F.2.h, 5.C.2.j, 5.C.2.l

Score: Question 2

Superior	Students identify and discuss more than **three strategies** that help eliminate barriers, prejudices, and processes of intentional and unintentional oppression and

	discrimination. The student is able to describe strategies and barriers in detail and gives examples of how they put them into practice.
Above Average	Students identify and discuss more than **two strategies** that help eliminate barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Student describes several associated strategies and techniques and gives examples of how she/he has put them into practice.
Average	Students identify and discuss **one or more strategies** that help eliminate barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Student describes a few associated strategies and techniques and gives examples of how she/he has put them into practice.
Unsatisfactory	Student is unable to identify or discuss **any strategies** that help eliminate barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Student cannot give examples on how these strategies and techniques have been put into practice.

Question 3: How would you integrate evidence-based practice into your clinical work?

CACREP Standards: 2.F.8.b, 5.C.3.a-e

Score: Question 3

Superior	Students identify **three or more elements/criterion** for evidenced based practices. The student is able to describe the integration of EBP strategies and gives examples of how they put them into practice.
Above Average	Students identify **two or more elements/criterion** for evidenced based practices. The student is able to describe the integration of EBP strategies and gives examples of how they put them into practice.
Average	Students identify **one or more elements/criterion** for evidenced based practices. The student is able to describe the integration of EBP strategies and gives examples of how they put them into practice.
Unsatisfactory	Student is unable to identify **any elements/criterion** for evidenced based practices. The student is unable to describe the integration of EBP strategies and gives examples of how they put them into practice.

Question 4: Scoring of the ethical vignette (to be presented at defense).

CACREP Standards: 2.F.1.i, 5.C.2.l

Score: Question 4

Superior	Student provides an exemplary description of actions to be taken in the situation presented in the ethical vignette. Description outlines ethical and culturally relevant strategies in alignment with best practices.
Above Average	Description of actions to be taken in the ethical vignette include most ethical and culturally relevant strategies that would be implemented with best practices.

Average	Description of actions to be taken in the ethical vignette adequately covers ethical and culturally relevant strategies in such a way that the situation would be resolved satisfactorily.
Unsatisfactory	Student fails to describe ethical and culturally relevant strategies that would satisfactorily resolve the ethical dilemma.

Question 5: Scoring of the professional practice ethical vignette (to be presented at defense).

CACREP Standards: 2.F.1.i, 5.C.2.l

Score: Question 5

Superior	Student provides an exemplary description of actions to be taken in the situation presented in the ethical vignette. Description outlines ethical and culturally relevant strategies in alignment with best practices.
Above Average	Description of actions to be taken in the ethical vignette include most ethical and culturally relevant strategies that would be implemented with best practices.
Average	Description of actions to be taken in the ethical vignette adequately covers ethical and culturally relevant strategies in such a way that the situation would be resolved satisfactorily.
Unsatisfactory	Student fails to describe ethical and culturally relevant strategies that would satisfactorily resolve the ethical dilemma.

Question 6: Explain the most formative experience(s) in your development as a Counselor-in-Training at Niagara University.

2016 CACREP Standards: Varies depending on response.

Score: Question 6

Superior	Student describes in detail how and why specific experiences at NU that have had a profound and lasting influences on her/his development as a counselor. Student reflects on courses, professors, internship experiences and any other areas that have been most meaningful. Student's reflection demonstrates a keen awareness of knowledge gained, as well as personal growth that has taken place while attending NU.
Above Average	Student provides a very good description of formative experiences at NU including courses, professors, internship experiences and any other areas that have been most meaningful, with thoughtful reflection on why she/he chose these experiences.
Average	Student adequately identifies and describes courses, professors, internship experiences and/or any other formative experiences that have impacted his/her learning experience at NU. Reflection on how and why she/he chose these experiences is limited but sufficient.

Unsatisfactory	Student is not able to identify and describe formative experiences at NU.

SUBSCORES:

Question	Superior	Above Average	Average	Unsatisfactory
1				
2				
3				
4				
5				
6				

OVERALL ORAL DEFENSE GRADE:

	Pass
	Pass with Revision(s) needed
	Fail

Recommendations

Upon completion of the oral defense, the reviewers will determine the outcome of the candidate's defense by making one of three recommendations.

1. A recommendation of **pass** will be made when the candidate earns either an **average, above average** or **superior** on the six questions, which comprise the oral defense.

2. A recommendation of **pass with revision** will be made when the candidate earns an "average" rating on the six questions, which comprise the oral defense, but no scores of **above average** or **superior**. This score requires the candidate to submit further evidence to the faculty to demonstrate an acceptable achievement in the revised component(s) prior to receiving the recommendation of pass.

3. A recommendation of **failure** will be made if a candidate earns an **"unsatisfactory" rating one of the six questions.** Candidates who receive a rating of failure must reapply for oral evaluation and submit further evidence for meeting each of the unsatisfactory components.

Comprehensive Portfolio Assessment – Oral Defense Results

CACREP 2016 Standards	Question	Spring 2022 N = 16						Spring 2023 N=24						Spring 2024 N=14					
		Mean	SD	Unsatisfactory (1)	Average (2)	Above Average (3)	Superior (4)	Mean	SD	Unsatisfactory (1)	Average (2)	Above Average (3)	Superior (4)	Mean	SD	Unsatisfactory (1)	Average (2)	Above Average (3)	Superior (4)
	Explain your theoretical orientation(s) to actual practice	3.62	0.49	0	0	38	62	3.50	0.72	0	13	23	63	3.43	0.62	0	7	43	50
2.F.2.h 5.C.2.j 5.C.2.l	Discuss strategies you would use for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	3.23	0.70	0	15	46	38	3.47	0.76	0	17	20	63	3.43	0.73	0	14	29	57
2.F.8.b 5.C.3.a-e	How would you integrate evidenced based practice into your clinical work?	3.38	0.62	0	8	46	46	3.67	0.60	0	7	20	73	2.79	0.86	0	50	21	29
2.F.1.i 5.C.2.l	Scoring of the ethical vignette (to be presented at defense).	2.92	0.92	8	23	38	31	3.20	0.95	7	17	27	50	3.64	0.72	0	14	7	79
2.F.1.i 5.C.2.l	Scoring of the professional practice ethical vignette (to be presented at defense).	2.62	0.74	0	54	31	15	2.83	0.82	3	33	40	23	2.50	0.63	0	57	36	7

Varies	Explain the most formative experience(s) in your development as a Counselor-in-Training at Niagara University.	3.92	0.27	0	0	8	92	3.93	0.25	0	0	7	93	3.29	1.03	7	21	7	64

Race/Ethnicity Analysis

CACREP 2016 Standards	Question	BIPOC 2022-23 N = 1		White 2022-23 N = 20		BIPOC 2023-24 N=1		White 2023-24 N= 11	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
2.F.5.a 5.C.1.a	Explain your theoretical orientation(s) to actual practice	2.00	0.00	3.50	0.74	3.00	0.00	3.45	0.50
2.F.2.h 5.C.2.j 5.C.2.l	Discuss strategies you would use for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	4.00	0.00	3.50	0.81	3.00	0.00	3.27	0.75

CACREP 2016 Standards	Question								
2.F.8.b 5.C.3.a-e	How would you integrate evidenced based practice into your clinical work?	3.00	0.00	3.65	0.65	2.00	0.00	3.09	0.79
2.F.1.i 5.C.2.l	Scoring of the ethical vignette (to be presented at defense).	1.00	0.00	3.45	0.74	2.00	0.00	3.27	0.86
2.F.1.i 5.C.2.l	Scoring of the professional practice ethical vignette (to be presented at defense).	1.00	0.00	3.00	0.77	3.00	0.00	2.36	0.64
Varies	Explain the most formative experience(s) in your development as a Counselor-in-Training at Niagara University.	4.00	0.00	3.95	0.22	4.00	0.00	3.36	0.88

Gender Analysis

CACREP 2016 Standards	Question	Female 2023-24 N = 7		Male 2023-24 N = 2		NB 2023-24 N= 0	
		Mean	SD	Mean	SD	Mean	SD
2.F.5.a 5.C.1.a	Explain your theoretical orientation(s) to actual practice	3.29	0.45	4.00	0.00		

2.F.2.h **5.C.2.j** **5.C.2.l**	Discuss strategies you would use for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.	3.14	0.83	4.00	0.00	
2.F.8.b **5.C.3.a-e**	How would you integrate evidenced based practice into your clinical work?	2.57	0.73	4.00	0.00	
2.F.1.i **5.C.2.l**	Scoring of the ethical vignette (to be presented at defense).	3.57	0.73	3.00	1.00	
2.F.1.i **5.C.2.l**	Scoring of the professional practice ethical vignette (to be presented at defense).	2.29	0.45	3.00	1.00	
Varies	Explain the most formative experience(s) in your development as a Counselor-in-Training at Niagara University.	3.00	0.93	4.00	0.00	

Goals

Strengths are tracked with mean ratings of 3.5 for at least 2 of 3 years, and areas for improvement are tracked with ratings of 2.5 or lower for at least 2 of 3 years. In instances where strengths and weaknesses are identified across the same criteria, no trends will be noted.

With the addition of the race/ethnicity and gender analyses, we've established a goal that BIPOC, female, and non-binary mean scores will be within one standard deviation of White and male man scores. When the mean scores are more than one standard deviation below for two cycles, an analysis of the assessment rubric will be conducted for possible bias.

Pre-2023 Actions as a result of data:

 We added a survey in 2022 for candidates to self-identify race/ethnicity in an effort to look for potential demographic biases in the assessment.

2023-24 Actions as a result of 2021-23 data:

In the fall of 2023 we added a student survey to the program for candidates to self-identify gender so we could determine if there is potential gender biases in the assessment.

Results on the 21-23 data revealed lower scores on the ethical vignettes (2.F.1.i and 5.C.2.l). These findings suggested the need for more authentic, case-based exercises to highlight the use of ACA code of ethics.   As a result of this trend, we integrated more experiential learning opportunities to examine ethical dilemmas in EDU 673: Foundations and Ethics of CMHC. Strengths included theoretical orientation to practice (2.F.5.a, 5.C.1.a) and discussion on their formative experiences that highlights a culmination of student perceptions of the quality of their training and readiness for the field.

Analysis of 2022-2024:

Strengths were observed in:
- theoretical orientation(s) to actual practice (2.F.5.a
  5.C.1.a)
- Explain the most formative experience(s) in your development as a Counselor-in-Training at Niagara University. (varied CACREP standards)

There were no clear areas for concern, overall.

The sample sizes for BIPOC, male, and non-binary students were extremely low making it difficult to determine if there are biases within the assessment.   There was slight evidence of bias based on race/ethnicity on the following item(s):

- How would you integrate evidence-based practice into your clinical work? **2.F.8.b,5.C.3.a-e**
- Scoring of the ethical vignette (to be presented at defense). **2.F.1.i, 5.C.2.l**

Plans for 2024-2025 as a result of 2022-2024 data:

A follow-up analysis of reliability in scoring will be conducted in the 2024-25 academic year along with a review of the following item for bias:

- How would you integrate evidence-based practice into your clinical work? **2.F.8.b,5.C.3.a-e**
- Scoring of the ethical vignette (to be presented at defense). **2.F.1.i, 5.C.2.l**

CACREP	Question	May 2022 N=10					May 2023 N= 9					May 2024 N=5				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	1. How available were the courses when you needed them?	0%	0%	20%	40%	40%	0%	0%	22%	44%	33%	0%	0%	60%	20%	20%
	2. How well did the content area courses prepare you for practicum and internships?	0%	0%	30%	30%	40%	0%	0%	33%	33%	33%	0%	0%	20%	60%	20%
	3. How well did practicum prepare you for internship?	0%	10%	10%	30%	50%	0%	11%	11%	33%	44%	0%	0%	20%	40%	40%
	4. How well did your courses prepare you in knowledge, skills, and practice in the following areas:															
2.F.1	a. Understanding of ethical issues	0%	0%	20%	30%	50%	0%	0%	22%	33%	44%	0%	0%	0%	60%	40%
2.F.5.	b. Treatment planning	0%	0%	40%	40%	20%	0%	0%	44%	33%	22%	0%	0%	20%	60%	20%
	c. Clinical documentation	0%	10%	10%	50%	30%	0%	11%	11%	44%	33%	0%	0%	20%	60%	20%
2.F.2	d. Understanding and respect for social and cultural diversity	0%	0%	20%	40%	40%	0%	0%	22%	33%	44%	0%	0%	0%	60%	40%
2.F.5	e. Ability to provide individual counseling	0%	0%	10%	50%	40%	0%	0%	11%	56%	33%	0%	0%	20%	40%	40%
2.F.3	f. Understanding the effect of crises and trauma on client behavior	0%	0%	30%	20%	50%	0%	0%	33%	22%	44%	0%	0%	20%	60%	20%
2.F.3	g. Appreciation and understanding of how to promote resilience and client wellness	0%	0%	20%	30%	50%	0%	0%	22%	33%	44%	0%	0%	0%	60%	40%
2.F.6	h. Ability in providing group counseling	0%	10%	30%	30%	30%	0%	11%	33%	33%	22%	0%	0%	40%	40%	20%
2.F.7	i. Understanding of assessment (use	0%	0%	30%	40%	30%	0%	0%	33%	33%	33%	0%	0%	20%	60%	20%

		of standardized testing, basic knowledge of statistics, etc.)															
2.F.5	j.	Case conceptualization skills	0%	0%	20%	30%	50%	0%	0%	22%	22%	56%	0%	0%	0%	60%	40%
2.F.5	k.	Family / couples counseling skills	0%	0%	30%	40%	30%	0%	0	33%	44%	22%	0%	0%	40%	40%	20%
2.F.5	l.	Crisis counseling skills	0%	0%	50%	20%	30%	0%	0%	56%	22%	22%	0%	20%	20%	40%	20%
2.F.5	m.	Knowledge and skills regarding evidence-based therapies for children, adolescents, and/or adults	0%	10%	30%	10%	50%	0%	11%	33%	11%	44%	0%	0%	20%	40%	40%
2.F.8	n.	Research and program evaluation	0%	0%	30%	50%	20%	0%	0%	33%	44%	22%	0%	0%	20%	40%	40%
2.F.4	o.	Career counseling	0%	0%	60%	40%	0%	0	0%	67%	33%	0%	0%	0%	20%	60%	20%
2.F.1	p.	Attitude toward supervision and consultation (e.g. accepting feedback, approaching colleagues, willingness to listen to co-workers concerns, etc.)	0%	0%	10%	50%	40%	0%	0%	11%	56%	33%	0%	0%	0%	60%	40%
2.F.1	q.	Self-care strategies (i.e. ability to manage stress and physical and emotional health)	0%	0%	10%	50%	40%	0%	0%	11%	56%	33%	0%	0%	0%	60%	40%

		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5.	How effective was your internship experience in developing the autonomy necessary as a future professional counselor?	0%	0%	10%	50%	40%	0%	0%	11%	56%	33%	0%	0%	0%	40%	60%
6.	How available was your core faculty?	0%	0%	10%	20%	70%	0%	0%	11%	22%	67%	0%	0%	0%	60%	40%
7.	How beneficial was advising and mentorship in your academic experience?	0%	0%	10%	40%	50%	0%	0%	11%	44%	44%	0%	0%	20%	60%	20%
8.	How beneficial were smaller class sizes in facilitating learning?	0%	0%	10%	20%	70%	0%	0%	11%	22%	67%	0%	0%	0%	40%	60%
9.	How useful was the technology to your success in the counseling program?	0%	0%	10%	50%	40%	0%	0%	11%	44%	44%	0%	0%	20%	40%	40%
10.	How well does the library meet your academic needs?	0%	10%	60%	10%	20%	0%	11%	56%	11%	22%	0%	0%	40%	40%	20%
11.	How would you rate the preparatory experiences of Niagara University's Clinical Mental Health Counseling program?	0%	0%	10%	30%	60%	0%	0%	11%	33%	56%	0%	0%	0%	60%	40%

Program Goal

In reviewing the annual graduate survey results program strengths will be evident with three years of more than 80% of candidate ratings of "4" or "5" on a single criterion. Areas for improvement will be evident when 3 or more candidate ratings of "1" or "2" on a single criterion over two or more years.

2023-24 Actions as a result of 2020-22 data:

Treatment planning is now addressed in both EDU 658 and EDU 687 to offer more opportunities for learning. Assignments focused on clinical documentation have been added to EDU 658, EDU 679, EDU 685, 686, and 687. A common course assignment (CCA) has been added to the Career Counseling course to enhance students' knowledge and resources related to career counseling.

Additionally, due to the low response rate, we integrated the Exit Survey into a course assignment for <u>EDU 687: CMHC Internship III</u> in the Anthology (platform) via anonymous survey.

Analysis of 2022-2024:

The results indicate that candidates felt positively about the following over the 3 years:

- Ability to provide individual counseling (2.F.5)

None of the exit survey responses rose to the level of an area for concern.

Plans for 2024-2025 as a result of 2021-2024 data:

The response rate has decreased since the survey was delivered in Anthology. The faculty have agreed to provide time in class for candidates to complete the survey, still using Anthology, in an attempt to increase the response rate.

The assessment coordinator has been asked to provide mean scores on future reports to make analysis more straightforward.   Demographic breakout may also be useful.

Employment Statistics

The program coordinator maintains contact with alumni and annually seeks updates on employment status beginning one year following graduation. (2.F.1.h)

Program Completion Year	Number of Respondents	Percentage Employed in Counseling and/or Continuing Education
2024	14	100%
2023	21	100%
2022	12	100%
2021	14	85.71%
2020	16	100%
2019	15	100%
2018	11	100%
2017	18	95%
2016	20	95%
2015	17	100%
2014	8	88%
2013	13	92%

Analysis

There has been 100% placement rate in employment within one year of program completion for the last three years. Overall data indicated the desirability of candidates in the job market.

Plans for 2024-25 as a result of these assessment results:

We will implement a three year follow up survey so that candidates with more experience can provide feedback and recommendations for program improvements. Faculty members also plan to identify a platform to house contact information to collect updated employment statistics as a priority of the program.

Stakeholder Feedback

A group of stakeholders—including current students, alumni, adjunct faculty, and field supervisors—received a draft of the Annual Report on December 1, 2024. On December 9, 2024, these stakeholders convened to provide input and feedback on the draft.

During the discussion, participants commented on the CPCE exam, raising concerns about its alignment with the program and clinical mental health counseling needs, and the technological issues experienced by candidates attempting to take the exam over the last three cycles of administration.   They suggested considering an alternative exam to better assess competencies in comparison to a norm group. Additionally, they recommended excluding certain areas of concern identified in the Practicum Evaluation, as these items were deemed not developmentally appropriate for candidates at this stage. Lastly, they proposed a review of the evaluation criteria and communication strategies for Internship I, II, and III. Supervisors in the field expressed hesitancy to assign "Advanced" ratings to candidates still in the early stages of development, while candidates voiced concerns about being rated as merely "Emerging" or "Satisfactory." Improved clarity in expectations and rating practices was recommended to address these issues.

Annual Report Summary

NU's CMHC program develops candidates with a high degree of professionalism and communication skills. Evidence for this includes evaluation results in practicum and internship indicating that candidates maintain confidentiality, and practicum scores suggesting candidates effectively engage in open and clear communication with peers and supervisors.

The Research Proposal (EDU 595) and Therapeutic Impact (Internship III) project demonstrate improvements in CACREP standard 2.F.7 Assessment and Testing, and 2.F.8 Research and Program Evaluation.   Spring 2024 CPCE results also document program improvement in this domain.

The program has focused on improvements in the area of social and cultural diversity over the last few years. The EDU 652 Multicultural Counseling was transitioned back to face to face delivery. The Common Course Assessment in this course demonstrates that candidates currently have a clear understanding of cultural identity development (2.F.2.b/5.C.2.j), and in their practicum candidates demonstrate respect for and acceptance of clients, peers, supervisors, and community members from diverse backgrounds (2.f.2.h/5.C.2.a). We are hopeful that candidates who have completed this course and practicum will achieve higher Social and Cultural Diversity scores on the CPCE compared to national peers in future administrative cycles.

The faculty are considering repositioning EDU 664 Career Counseling to an earlier point in the program to address lower scores on the CPCE relative to national peers in the career domain. It is currently offered in the last semester, after students take the CPCE.   The faculty have analyzed the program courses aligned to these areas and developed a Common Course Assessment in EDU 664 Career Counseling to better track progress on 2.F.4.

The program foci for 2024-25 will be on:

- Examining the alignment between the CPCE domain VI Group Counseling and Group Work Domain and the EDU 669 Group Counseling Student Learning Objectives (SLOs) to determine if there need to be course adjustments.
- Assessing the reliability and consistency of scoring in each of our program-developed assessments.
- Improving the response rates on the exit survey.

- Reviewing the items on the practicum where candidates have not been as successful to determine if a program change or assessment change needs to take place.

- Reviewing the evaluation criteria and communication strategies for Internship (emerging, satisfactory, advanced).

- Reviewing the CPCE as the selected norm-referenced exam for the program, and evaluating when in the program such an exam should be taken.