

# Assessment of Student Learning Plan (ASLP): Academic Programs

2016-17 Academic Year

University of Southern Maine

## A. College, Department, Date

*College* COLLEGE OF MANAGEMENT AND HUMAN SERVICE/ School of Education and Human Development  
*Department* COUNSELING, ADULT & HIGHER EDUCATION  
*Program* COUNSELING  
*Date* June 27, 2017

## B. Contact Person for the Assessment Plan

*Name and title* DR. ADELE BARUCH, Associate Professor and Department Chair

## C. Degree Program

*Name of Degree Program* M.S. IN COUNSELING (COUNSELOR EDUCATION)

## D. Assessment of Student Learning: Program Assessment

### Step 1: Identify the Student Learning Outcomes (SLO's)

a. Do you have your student learning outcomes published on your department's website? **Yes**

i. If yes, please indicate the url:

**<https://usm.maine.edu/counselor-education/overview>**

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

*Assessment Resources link: scroll down and select, "Objectives & Outcomes Guidelines" <https://usm.maine.edu/assessment/assessment-resources>*

b. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

Please see chart of measures/indicators for "Eight Core Areas of Competence (attachment #1). This shows the basic expectations for student competencies along with the assessments used to indicate growth or learning on these.

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? **Yes**
- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

Assessment Resources link, scroll down to the assessment information list to see examples on “Curriculum Map templates, Curriculum Map SLO’s example, and Curriculum Map Embedded Assignments”

<https://usm.maine.edu/assessment/assessment-resources>

Please see “Evaluation of Program Objectives (attachment #2) and how these objectives Are assessed.

This is not currently posted on our website – it is a part of our current self study (2017) For an upcoming CACREP review (2018).

## **Step 2: Assessment Methods Selected and Implemented**

- d. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

Assessment Resources link: scroll down and select, “Direct and Indirect Measures-Strategies for Assessing Learning”, or “Creating & Using Rubrics, and Rubric Grading & Examples”

<https://usm.maine.edu/assessment/assessment-resources>

**CPCE scores, national licensing exam scores (NCE), national certification results, Practicum Candidacy Scale, Practicum Performance Criteria, Portfolios (and rubric)**

*Please note: Generally, the goal of grading is to evaluate individual students’ learning and performance. The goal of assessment is to systematically examine patterns of student learning across courses and programs for purposes of improving educational practices. Grades may be the basis of assessment--for example, when a program agrees on a common assignment and rubric for assessment purposes, and grades are aggregated to develop a picture of average student performance. However, by themselves grades awarded in an individual course do not constitute assessment data.*

- e. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

Please see chart for “Eight Core Areas” (attachment #1). Assessment rubrics have been designed for all of the required assessments for our core courses, and they are posted on TK20.

Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the \_\_\_ course. Case studies were graded on a rubric by two faculty members.

Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

### **Step 3: Using the Assessment results to Improve Student Learning**

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

**We have a comprehensive assessment and evaluation plan, revised in 2009 and 2017 (see attachment #3).**

- b. *What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?*

**Recently created Dispositional Scale (2016-17) to track students' dispositional growth and maturity (attachment #4); continued work on TK20 for a tool to enable the track of trends in student learning.**

- c. *Date of most recent program review/self-study?*      **June 2017**

**E. Course Assessment Activities:** *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc.)? Please briefly explain any assessment projects.*

- **Created Dispositional Scale – especially relevant for assessment for readiness for practicum**
- **Created Practicum Candidacy Scale**
- **Revised the Hanna Rubric for field evaluation**

### **F. Community Engagement Activities in your departmental curriculum:**

a. *Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.*

b. *Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.*

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	O
Student-Faculty Community Research Project	<b><u>R</u></b>	O
Internship, or a Field Experience	<b><u>R</u></b>	O
Independent Study (community-related project)	R	O
Capstone Course (community-related project)	R	O
Service-Learning (course-based)	<b><u>R</u></b>	O
Study Abroad, or an International Program	R	O
Interdisciplinary Collaborative Project (community related)	R	O
Student Leadership Activities (related to a team project)	<b><u>R</u></b>	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	R	O
Other Activities (not mentioned above):		

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: **HCE 612**

Mid-level courses: **HCE 640, 690, 691**

Upper-level courses: **HCE 686, 627**

**G. Additional Comments (Optional):** Please feel free to give suggestions or feedback on what would help you with the program assessment process.

The faculty has agreed that we need to streamline our alumni survey – however, we were not able to agree on how to do so for our 2016 survey. We will seek support with this process for the next survey year.

6/2017

## Eight Core Areas of Competence

### 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

Standard	Course(s) and Key Indicators
a. <i>History and philosophy of the counseling profession</i>	HCE 500 Orientation to the Counseling Profession -Midterm Exam; CT Review (also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)
b. <i>the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation</i>	HCE 500 Orientation to the Counseling Profession -Midterm Exam; CT Review; Ethics Quiz HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference
c. <i>counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</i>	HCE 500 Orientation to the Counseling Profession - Ethics Quiz; Ethics Assignment HCE 644 Crisis Intervention -Crisis Intervention Paper/Experience; Crisis Service Visit Essay; Final Exam
d. <i>the role and process of the professional counselor advocating on behalf of the profession</i>	HCE 500 Orientation to the Counseling Profession -Midterm Exam; CT Review (also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)
e. <i>advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</i>	HCE 500 Orientation to the Counseling Profession -Midterm Exam; Ethics Assignment HCE 612 Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families -Weekly Reflections; Chapter Presentation; Autobiography; Learning Experience; Journal; Life Story (also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)
f. <i>professional counseling organizations, including membership benefits, activities, services to members, and current issues</i>	HCE 500 Orientation to the Counseling Profession -Midterm Exam; Handbook Quiz (also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)
g. <i>professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</i>	HCE 500 Orientation to the Counseling Profession -Midterm Exam; Handbook Quiz HCE 686 Internship –case conferencing (also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)
h. <i>current labor market information relevant to opportunities for practice within the counseling profession</i>	HCE 604 Career Development-Examination; Reflection Paper; Career Assessment Interpretation; Group Project – Paper and Presentations HCE 686 Internship –case conferencing
i. <i>ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</i>	HCE 500 Orientation to the Counseling Profession -Ethics Quiz; Ethics Assignment HCE 686 Internship –case conferencing (also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)
j. <i>technology's impact on the counseling profession</i>	HCE 500 Orientation to the Counseling Profession -Midterm Exam; CT Assignment; Ethics Quiz HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference

<p>k. <i>strategies for personal and professional self-evaluation and implications for practice</i></p>	<p>HCE 500 Orientation to the Counseling Profession -Midterm Exam; CT Assignment HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 691 Individual Counseling Practicum Lab -Reflection Questions; Hanna Rubric HCE 686 Internship-Case Conference</p>
<p>l. <i>self-care strategies appropriate to the counselor role</i></p>	<p>HCE 500 Orientation to the Counseling Profession -Midterm Exam; CT Review HCE 690 Individual Counseling Practicum Seminar -Self-care Plan</p>
<p>m. <i>the role of counseling supervision in the profession</i></p>	<p>HCE 690 Individual Counseling Practicum Seminar -Case Conference; Process Analysis HCE 691 Individual Counseling Practicum Lab -Reflection Questions; Hanna Rubric HCE 686 Internship-Case Conference (also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)</p>

## 2. SOCIAL AND CULTURAL DIVERSITY

Standard	Course(s) and Key Indicators
<p>a. <i>multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</i></p>	<p>HCE 612 Multicultural Counseling: Social &amp; Cultural Foundations of Helping Diverse Families -Weekly Reflections; Chapter Presentation; Autobiography; Learning Experience; Journal; Life Story HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 691 Individual Counseling Practicum Lab -Reflection Questions; Hanna Rubric HCE 686 Internship-Case Conference (also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)</p>
<p>b. <i>theories and models of multicultural counseling, cultural identity development, and social justice and advocacy</i></p>	<p>HCE 612 Multicultural Counseling: Social &amp; Cultural Foundations of Helping Diverse Families -Weekly Reflections; Chapter Presentation HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 691 Individual Counseling Practicum Lab -Reflection Questions; Hanna Rubric HCE 686 Internship-Case Conference (also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)</p>
<p>c. <i>multicultural counseling competencies</i></p>	<p>HCE 612 Multicultural Counseling: Social &amp; Cultural Foundations of Helping Diverse Families -Weekly Reflections; Chapter Presentation HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 691 Individual Counseling Practicum Lab -Reflection Questions; Hanna Rubric HCE 686 Internship-Case Conference (also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)</p>
<p>d. <i>the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others</i></p>	<p>HCE 612 Multicultural Counseling: Social &amp; Cultural Foundations of Helping Diverse Families -Weekly Reflections; Chapter Presentation; Autobiography; Learning Experience; Journal; Life Story HCE 690 Individual Counseling Practicum Seminar</p>

	<p><i>-Case Conference</i>  <i>HCE 691 Individual Counseling Practicum Lab</i>  <i>-Reflection Questions; Hanna Rubric</i>  <i>HCE 686 Internship-Case Conference</i>  <i>(also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)</i></p>
<i>e. the effects of power and privilege for counselors and clients</i>	<p><i>HCE 612 Multicultural Counseling: Social &amp; Cultural Foundations of Helping Diverse Families -Weekly Reflections; Chapter Presentation; Autobiography; Learning Experience; Journal; Life Story</i>  <i>HCE 690 Individual Counseling Practicum Seminar</i>  <i>-Case Conference</i>  <i>HCE 691 Individual Counseling Practicum Lab</i>  <i>-Reflection Questions; Hanna Rubric</i>  <i>HCE 686 Internship-Case Conference</i>  <i>(also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)</i></p>
<i>f. help-seeking behaviors of diverse clients</i>	<p><i>HCE 612 Multicultural Counseling: Social &amp; Cultural Foundations of Helping Diverse Families -Weekly Reflections; Chapter Presentation; Learning Experience; Life Story</i>  <i>HCE 690 Individual Counseling Practicum Seminar</i>  <i>-Case Conference</i>  <i>HCE 686 Internship-Case Conference</i>  <i>(also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)</i></p>
<i>g. the impact of spiritual beliefs on clients' and counselors' worldviews</i>	<p><i>HCE 612 Multicultural Counseling: Social &amp; Cultural Foundations of Helping Diverse Families -Weekly Reflections; Chapter Presentation; Autobiography; Learning Experience; Journal; Life Story</i>  <i>HCE 690 Individual Counseling Practicum Seminar</i>  <i>-Case Conference</i>  <i>HCE 686 Internship-Case Conference</i>  <i>(also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)</i></p>
<i>h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</i>	<p><i>HCE 612 Multicultural Counseling: Social &amp; Cultural Foundations of Helping Diverse Families -Weekly Reflections; Chapter Presentation; Learning Experience; Life Story</i>  <i>HCE 690 Individual Counseling Practicum Seminar</i>  <i>-Case Conference</i>  <i>HCE 691 Individual Counseling Practicum Lab</i>  <i>-Reflection Questions; Hanna Rubric</i>  <i>HCE 686 Internship-Case Conference</i>  <i>(also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)</i></p>

### 3. HUMAN GROWTH AND DEVELOPMENT

Standard	Course(s) and Key Indicators
<i>a. theories of individual and family development across the lifespan</i>	<p><i>HCE 668 Human Development -Autobiography; Learning Project; Journal; Teaching Presentation</i>  <i>HCE 690 Individual Counseling Practicum Seminar</i>  <i>-Case Conference</i>  <i>HCE 691 Individual Counseling Practicum Lab</i>  <i>-Intakes; Case Proposals</i>  <i>HCE 686 Internship-Case Conference</i></p>

<p>b. theories of learning</p>	<p>HCE 668 Human Development -Autobiography; Learning Project; Journal; Teaching Presentation  HCE 690 Individual Counseling Practicum Seminar -Case Conference  HCE 691 Individual Counseling Practicum Lab -Intakes; Case Proposals  HCE 686 Internship-Case Conference</p>
<p>c. theories of normal and abnormal personality development</p>	<p>HCE 668 Human Development -Autobiography; Learning Project; Journal; Teaching Presentation  HCE 690 Individual Counseling Practicum Seminar -Case Conference  HCE 691 Individual Counseling Practicum Lab -Intakes; Case Proposals  HCE 686 Internship-Case Conference</p>
<p>d. theories and etiology of addictions and addictive behaviors</p>	<p>HCE 642 Perspectives in Chemical Dependency -Twelve Step Activity; Twelve Step Recovery Meeting Response Paper; Term Paper; Drug Teaching Presentation/Report  HCE 690 Individual Counseling Practicum Seminar -Case Conference  HCE 691 Individual Counseling Practicum Lab -Intakes; Case Proposals  HCE 686 Internship-Case Conference</p>
<p>e. biological, neurological, and physiological factors that affect human development, functioning, and behavior</p>	<p>HCE 668 Human Development -Autobiography; Learning Project; Journal; Teaching Presentation  HCE 690 Individual Counseling Practicum Seminar -Case Conference  HCE 686 Internship-Case Conference</p>
<p>f. systemic and environmental factors that affect human development, functioning, and behavior</p>	<p>HCE 668 Human Development -Autobiography; Learning Project; Journal; Teaching Presentation  HCE 690 Individual Counseling Practicum Seminar -Case Conference  HCE 691 Individual Counseling Practicum Lab -Intakes; Case Proposals; Reflection Questions; Hanna Rubric  HCE 686 Internship-Case Conference</p>
<p>g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan</p>	<p>HCE 644 Crisis Intervention -Crisis Intervention Paper/Experience; Crisis Service Visit Essay; Final Exam  HCE 690 Individual Counseling Practicum Seminar -Case Conference  HCE 691 Individual Counseling Practicum Lab -Intakes; Case Proposals  HCE 686 Internship-Case Conference</p>
<p>h. a general framework for understanding differing abilities and strategies for differentiated interventions</p>	<p>HCE 612 Multicultural Counseling: Social &amp; Cultural Foundations of Helping Diverse Families -Weekly Reflections; Chapter Presentation; Learning Experience; Life Story  HCE 690 Individual Counseling Practicum Seminar -Case Conference  HCE 691 Individual Counseling Practicum Lab -Intakes; Case Proposals; Reflection Questions; Hanna Rubric  HCE 686 Internship-Case Conference</p>
<p>i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p>	<p>HCE 612 Multicultural Counseling: Social &amp; Cultural Foundations of Helping Diverse Families -Weekly Reflections; Chapter Presentation; Learning Experience; Life Story  HCE 690 Individual Counseling Practicum Seminar -Case Conference  HCE 691 Individual Counseling Practicum Lab -Case Proposals; Reflection Questions; Hanna Rubric  HCE 686 Internship-Case Conference</p>



#### 4. CAREER DEVELOPMENT

Standard	Course(s) and Key Indicators
<p>a. theories and models of career development, counseling, and decision making</p>	<p>HCE 604 Career Development-Examination; Reflection Paper; Career Assessment Interpretation; Group Project – Paper and Presentations  HCE 615 Vocational Counseling and Placement in Rehabilitation -Weekly Reflections; Quizzes; Career Exploration Assignment  HCE 690 Individual Counseling Practicum Seminar -Case Conference  HCE 686 Internship-Case Conference</p>
<p>b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</p>	<p>HCE 604 Career Development-Examination; Reflection Paper; Career Assessment Interpretation; Group Project – Paper and Presentations  HCE 615 Vocational Counseling and Placement in Rehabilitation -Weekly Reflections; Quizzes; Career Exploration Assignment; Job Accommodation Assignment  HCE 690 Individual Counseling Practicum Seminar -Case Conference  HCE 686 Internship-Case Conference</p>
<p>c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems</p>	<p>HCE 604 Career Development-Examination; Reflection Paper; Career Assessment Interpretation; Group Project – Paper and Presentations; Resume; Cover Letter; LinkedIn Profile  HCE 615 Vocational Counseling and Placement in Rehabilitation -Weekly Reflections; Quizzes; Career Center Paper; Career Exploration Assignment; Job Accommodation Assignment  HCE 690 Individual Counseling Practicum Seminar -Case Conference  HCE 686 Internship-Case Conference</p>
<p>d. approaches for assessing the conditions of the work environment on clients’ life experiences</p>	<p>HCE 604 Career Development-Examination; Reflection Paper; Career Assessment Interpretation; Group Project – Paper and Presentations  HCE 615 Vocational Counseling and Placement in Rehabilitation -Weekly Reflections; Quizzes; Career Center Paper; Career Exploration Assignment; Job Accommodation Assignment  HCE 690 Individual Counseling Practicum Seminar -Case Conference  HCE 686 Internship-Case Conference</p>
<p>e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development</p>	<p>HCE 604 Career Development-Examination; Reflection Paper; Career Assessment Interpretation; Group Project – Paper and Presentations; Resume; Cover Letter; LinkedIn Profile  HCE 615 Vocational Counseling and Placement in Rehabilitation -Weekly Reflections; Quizzes; Career Center Paper; Career Exploration Assignment; Job Accommodation Assignment  HCE 690 Individual Counseling Practicum Seminar -Case Conference  HCE 686 Internship-Case Conference</p>
<p>f. strategies for career development program planning, organization, implementation, administration, and evaluation</p>	<p>HCE 604 Career Development-Examination; Reflection Paper; Career Assessment Interpretation; Group Project – Paper and Presentations; Resume; Cover Letter; LinkedIn Profile  HCE 615 Vocational Counseling and Placement in Rehabilitation -Weekly Reflections; Quizzes; Career Center Paper; Career Exploration Assignment; Job Accommodation Assignment  HCE 686 Internship-Case Conference</p>

<p>g. <i>strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy</i></p>	<p>HCE 604 Career Development-Examination; Reflection Paper; Career Assessment Interpretation; Group Project – Paper and Presentations; Resume; Cover Letter; LinkedIn Profile HCE 615 Vocational Counseling and Placement in Rehabilitation-Weekly Reflections; Quizzes; Career Center Paper; Career Exploration Assignment; Job Accommodation Assignment HCE 686 Internship-Case Conference</p>
<p>h. <i>strategies for facilitating client skill development for career, educational, and life-work planning and management</i></p>	<p>HCE 604 Career Development-Examination; Reflection Paper; Career Assessment Interpretation; Group Project – Paper and Presentations; Resume; Cover Letter; LinkedIn Profile HCE 615 Vocational Counseling and Placement in Rehabilitation -Weekly Reflections; Quizzes; Career Center Paper; Career Exploration Assignment; Job Accommodation Assignment HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</p>
<p>i. <i>methods of identifying and using assessment tools and techniques relevant to career planning and decision making</i></p>	<p>HCE 604 Career Development-Examination; Reflection Paper; Career Assessment Interpretation; Group Project – Paper and Presentations; Resume; Cover Letter; LinkedIn Profile HCE 615 Vocational Counseling and Placement in Rehabilitation -Weekly Reflections; Quizzes; Career Center Paper; Career Exploration Assignment; Job Accommodation Assignment HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</p>
<p>j. <i>ethical and culturally relevant strategies for addressing career development</i></p>	<p>HCE 604 Career Development-Examination; Reflection Paper; Career Assessment Interpretation; Group Project – Paper and Presentations; Resume; Cover Letter; LinkedIn Profile HCE 615 Vocational Counseling and Placement in Rehabilitation -Weekly Reflections; Quizzes; Career Center Paper; Career Exploration Assignment; Job Accommodation Assignment HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</p>

## 5. COUNSELING AND HELPING RELATIONSHIPS

Standard	Course(s) and Key Indicators
<p>a. <i>theories and models of counseling</i></p>	<p>HCE 620 Fundamentals of Counseling Theories -Theoretical Case Analysis; Media Portrayals; Theory Study Guide HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 691 Individual Counseling Practicum Lab -Intakes; Case Proposals; Reflections; Hanna Rubric HCE 686 Internship-Case Conference</p>
<p>b. <i>a systems approach to conceptualizing clients</i></p>	<p>HCE 620 Fundamentals of Counseling Theories -Theoretical Case Analysis HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 691 Individual Counseling Practicum Lab -Intakes; Case Proposals HCE 686 Internship-Case Conference</p>
<p>c. <i>theories, models, and strategies for understanding and practicing consultation</i></p>	<p>HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 691 Individual Counseling Practicum Lab -Hanna Rubric</p>

	<p><i>HCE 686 Internship-Case Conference</i>  <i>(also revisited in concentration-specific courses: HCE 607, HCE 609, HCE 640, etc...)</i></p>
<p>d. <i>ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships</i></p>	<p><i>HCE 500 Orientation to the Counseling Profession -Ethics Quiz; CT Assignment</i>  <i>HCE 612 Multicultural Counseling: Social &amp; Cultural Foundations of Helping Diverse Families -Weekly Reflections; Chapter Presentation; Learning Experience; Life Story</i>  <i>HCE 690 Individual Counseling Practicum Seminar -Case Conference</i>  <i>HCE 686 Internship-Case Conference</i></p>
<p>e. <i>the impact of technology on the counseling process</i></p>	<p><i>HCE 500 Orientation to the Counseling Profession - CT Assignment</i>  <i>HCE 690 Individual Counseling Practicum Seminar -Case Conference</i>  <i>HCE 686 Internship-Case Conference</i></p>
<p>f. <i>counselor characteristics and behaviors that influence the counseling process</i></p>	<p><i>HCE 620 Fundamentals of Counseling Theories -Theoretical Case Analysis; Self-reflection Paper</i>  <i>HCE 621 Fundamentals of Counseling Skills -Video Evaluation</i>  <i>HCE 690 Individual Counseling Practicum Seminar -Case Conference</i>  <i>HCE 691 Individual Counseling Practicum Lab -Reflection Questions; Hanna Rubric</i>  <i>HCE 686 Internship-Case Conference</i></p>
<p>g. <i>essential interviewing, counseling, and case conceptualization skills</i></p>	<p><i>HCE 620 Fundamentals of Counseling Theories -Theoretical Case Analysis</i>  <i>HCE 621 Fundamentals of Counseling Skills -Video Evaluation</i>  <i>HCE 690 Individual Counseling Practicum Seminar -Case Conference</i>  <i>HCE 691 Individual Counseling Practicum Lab -Reflection Questions; Hanna Rubric</i>  <i>HCE 686 Internship-Case Conference</i></p>
<p>h. <i>developmentally relevant counseling treatment or intervention plans</i></p>	<p><i>HCE 620 Fundamentals of Counseling Theories -Theoretical Case Analysis</i>  <i>HCE 621 Fundamentals of Counseling Skills -Video Evaluation</i>  <i>HCE 690 Individual Counseling Practicum Seminar -Case Conference</i>  <i>HCE 691 Individual Counseling Practicum Lab -Reflection Questions; Hanna Rubric</i>  <i>HCE 686 Internship-Case Conference</i></p>
<p>i. <i>development of measurable outcomes for clients</i></p>	<p><i>HCE 621 Fundamentals of Counseling Skills -Video Summaries</i>  <i>HCE 690 Individual Counseling Practicum Seminar -Case Conference</i>  <i>HCE 686 Internship-Case Conference</i></p>
<p>j. <i>evidence-based counseling strategies and techniques for prevention and intervention</i></p>	<p><i>HCE 620 Fundamentals of Counseling Theories -Theoretical Case Analysis; Theory Study Guide</i>  <i>HCE 621 Fundamentals of Counseling Skills -Video Evaluation</i>  <i>HCE 690 Individual Counseling Practicum Seminar -Case Conference</i>  <i>HCE 691 Individual Counseling Practicum Lab -Reflection Questions; Hanna Rubric</i>  <i>HCE 686 Internship-Case Conference</i></p>

k. strategies to promote client understanding of and access to a variety of community-based resources	HCE 500 Orientation to the Counseling Profession -Midterm Exam HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 691 Individual Counseling Practicum Lab -Reflection Questions; Hanna Rubric HCE 686 Internship-Case Conference
l. suicide prevention models and strategies	HCE 644 Crisis Intervention -Crisis Intervention Paper/Experience; Crisis Service Visit Essay; Final Exam HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 691 Individual Counseling Practicum Lab -Intakes, Hanna Rubric HCE 686 Internship-Case Conference
m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	HCE 644 Crisis Intervention -Crisis Intervention Paper/Experience; Crisis Service Visit Essay; Final Exam HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 691 Individual Counseling Practicum Lab -Intakes; Case Proposals HCE 686 Internship-Case Conference
n. processes for aiding students in developing a personal model of counseling	HCE 500 Orientation to the Counseling Profession -Final Exam HCE 620 Fundamentals of Counseling Theories -Theoretical Case Analysis; Theory Study Guide HCE 690 Individual Counseling Practicum Seminar -Case Conference; Process Analysis HCE 691 Individual Counseling Practicum Lab -Reflection Questions; Hanna Rubric HCE 686 Internship-Case Conference

## 6. GROUP COUNSELING AND GROUP WORK

Standard	Course(s) and Key Indicators
a. theoretical foundations of group counseling and group work	HCE 626 Group Process and Procedures -Exam HCE 627 Group Counseling Practicum -Process Notes; Transcripts; Theory Paper/Presentation; Midterm Exam; Final Project
b. dynamics associated with group process and development	HCE 626 Group Process and Procedures -Lead A Group; Group Project; Exam HCE 627 Group Counseling Practicum -Process Notes; Transcripts; Case Presentation
c. therapeutic factors and how they contribute to group effectiveness	HCE 626 Group Process and Procedures -Lead A Group; Exam HCE 627 Group Counseling Practicum -Process Notes; Transcripts; Case Presentation
d. characteristics and functions of effective group leaders	HCE 626 Group Process and Procedures -Lead A Group; Exam HCE 627 Group Counseling Practicum -Process Notes; Transcripts; Journal Summary; Final Project
e. approaches to group formation, including recruiting, screening, and selecting members	HCE 626 Group Process and Procedures -Exam HCE 627 Group Counseling Practicum -Process Notes; Transcripts; Case Presentation
f. types of groups and other considerations that affect conducting groups in varied settings	HCE 626 Group Process and Procedures -Exam HCE 627 Group Counseling Practicum -Process Notes; Transcripts; Case Presentation

g. <i>ethical and culturally relevant strategies for designing and facilitating groups</i>	HCE 626 Group Process and Procedures -Exam HCE 627 Group Counseling Practicum -Process Notes; Transcripts; Theory Paper/Presentation; Midterm Exam; Final Project
h. <i>direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term</i>	HCE 626 Group Process and Procedures -Lead A Group HCE 627 Group Counseling Practicum -Process Notes; Transcripts; Midterm Exam; Final Project

## 7. ASSESSMENT AND TESTING

Standard	Course(s) and Key Indicators
a. <i>historical perspectives concerning the nature and meaning of assessment and testing in counseling</i>	HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference
b. <i>methods of effectively preparing for and conducting initial assessment meetings</i>	HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference
c. <i>procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</i>	HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 691 Individual Counseling Practicum Lab -Intakes; Case Proposals HCE 686 Internship-Case Conference
d. <i>procedures for identifying trauma and abuse and for reporting abuse</i>	HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference
e. <i>use of assessments for diagnostic and intervention planning purposes</i>	HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference
f. <i>basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments</i>	HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review HCE 686 Internship-Case Conference
g. <i>statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations</i>	EDU 600 Research -Online Discussion; Learning Log; Research Study Summaries; Research Article Summary; Interpretive Review HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review
h. <i>reliability and validity in the use of assessments</i>	EDU 600 Research -Online Discussion; Learning Log; Research Study Summaries; Research Article Summary; Interpretive Review HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review
i. <i>use of assessments relevant to academic/educational, career, personal, and social development</i>	HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review HCE 604 Career Development-Examination; Reflection

	<i>Paper; Career Assessment Interpretation; Group Project – Paper and Presentations HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</i>
<i>j. use of environmental assessments and systematic behavioral observations</i>	<i>HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</i>
<i>k. use of symptom checklists, and personality and psychological testing</i>	<i>HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</i>
<i>l. use of assessment results to diagnose developmental, behavioral, and mental disorders</i>	<i>HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</i>
<i>m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results</i>	<i>HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</i>

## 8. RESEARCH AND PROGRAM EVALUATION

Standard	Course(s) and Key Indicators
<i>a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice</i>	<i>EDU 600 Research Methods and Techniques -Online Discussion; Learning Log; Research Study Summaries; Research Article Summary; Interpretive Review HCE 620 Fundamentals of Counseling Theories -Theoretical Case Analysis; Media Portrayals; Theory Study Guide HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</i>
<i>b. identification of evidence-based counseling practices</i>	<i>EDU 600 Research Methods and Techniques -Online Discussion; Learning Log; Research Study Summaries; Research Article Summary; Interpretive Review HCE 620 Fundamentals of Counseling Theories -Theoretical Case Analysis; Theory Study Guide HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</i>
<i>c. needs assessments</i>	<i>EDU 600 Research Methods and Techniques -Online Discussion; Learning Log; Research Study Summaries; Research Article Summary; Interpretive Review HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</i>
<i>d. development of outcome measures for counseling programs</i>	<i>EDU 600 Research Methods and Techniques -Online Discussion; Learning Log; Research Study Summaries; Research Article Summary; Interpretive Review 620 Fundamentals of Counseling Theories -Theoretical Case Analysis; Media Portrayals; Theory Study Guide HCE 690 Individual Counseling Practicum Seminar -Case Conference</i>

	<i>HCE 686 Internship-Case Conference</i>
<i>e. evaluation of counseling interventions and programs</i>	<i>EDU 600 Research Methods and Techniques -Online Discussion; Learning Log; Research Study Summaries; Research Article Summary; Interpretive Review HCE 620 Fundamentals of Counseling Theories -Theoretical Case Analysis; Media Portrayals; Theory Study Guide HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</i>
<i>f. qualitative, quantitative, and mixed research methods</i>	<i>EDU 600 Research Methods and Techniques -Online Discussion; Learning Log; Research Study Summaries; Research Article Summary; Interpretive Review (ongoing use of this learning each time student is asked to write a research paper in other courses)</i>
<i>g. designs used in research and program evaluation</i>	<i>EDU 600 Research Methods and Techniques -Online Discussion; Learning Log; Research Study Summaries; Research Article Summary; Interpretive Review (ongoing use of this learning each time student is asked to write a research paper in other courses)</i>
<i>h. statistical methods used in conducting research and program evaluation</i>	<i>EDU 600 Research Methods and Techniques -Online Discussion; Learning Log; Research Study Summaries; Research Article Summary; Interpretive Review (ongoing use of this learning each time student is asked to write a research paper in other courses)</i>
<i>i. analysis and use of data in counseling</i>	<i>EDU 600 Research Methods and Techniques -Online Discussion; Learning Log; Research Study Summaries; Research Article Summary; Interpretive Review HCE 605 Psychological Measurement and Evaluation -Self-study Booklet; Exam/Analysis; Assessment Tool Review HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</i>
<i>j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation</i>	<i>EDU 600 Research Methods and Techniques -Online Discussion; Learning Log; Research Study Summaries; Research Article Summary; Interpretive Review HCE 690 Individual Counseling Practicum Seminar -Case Conference HCE 686 Internship-Case Conference</i>

Evaluation of Program Objectives

CE Program Students will be able to competently:

Program Objectives	Knowledge	Skills	Dispositions
demonstrate knowledge of core curriculum	-course grades -TK20 Trends -CPCE scores -national exam scores -survey results	-grades in skills and field placement courses -Practicum Candidacy Scale -individual practicum assessments -internship assessments	-Dispositional Rating Scale (also infused in some courses)
demonstrate an integration and application of their knowledge and skills in the concentration areas in counseling (school, clinical mental health, and rehabilitation).	-grades in foundational courses for each concentration --clinical MH (HCE 640, HCE 645) ---clinical Rehab (HCE 514, HCE 519, HCE 611) ---school (HCE 607, HCE 609)  -grades in HCE 622, HCE 627, HCE 690/1, HCE 686 -individual practicum assessments -internship assessments	-grades in concentration specific foundational courses -grades in HCE 622, HCE 627, HCE 690/1, HCE 686 -individual practicum assessments -internship assessments	-Dispositional Rating Scale (also infused in some courses)
demonstrate knowledge and skills in addressing issues of diversity	-grades in HCE 612, HCE 622, HCE 627, HCE 690/1, HCE 686 -individual practicum assessments -internship assessments	-grades in HCE 612, HCE 622, HCE 627, HCE 690/1, HCE 686 -individual practicum assessments -internship assessments	-Dispositional Rating Scale (also infused in some courses)
apply individual and group counseling skills and techniques	-grades in HCE 621, HCE 622, HCE 627, HCE 690/1, HCE 686 -individual practicum assessments -internship assessments	-grades in HCE 621, HCE 622, HCE 627, HCE 690/1, HCE 686 -individual practicum assessments -internship assessments	-Dispositional Rating Scale (also infused in some courses)
reflect on their personal and professional strengths, weaknesses, abilities, and challenges to identify professional development needs.	-various course assignments in various classes -individual practicum assessments -internship assessments -portfolio presentation	-individual practicum assessments -internship assessments -portfolio presentation	-Dispositional Rating Scale (also infused in some courses)
analyze and apply relevant technologies for the growth and practice of counseling and rehabilitation.	-grades in foundational courses for each concentration -grades in HCE 690/1 and HCE 686	-grades in foundational courses for each concentration -grades in HCE 690/1 and HCE 686 -individual practicum assessments -internship assessments	-Dispositional Rating Scale (also infused in some courses)
apply ethical decision-making in counseling situations.	-grades in HCE 500, HCE 510, HCE 627, HCE 640, HCE 690/1 and HCE 686	-grades in HCE 500, HCE 510, HCE 627, HCE 640, HCE 690/1 and HCE 686 -individual practicum assessments -internship assessments	-Dispositional Rating Scale (also infused in some courses)
articulate how their professional identity is grounded in their personal identification with the standards and ethical practices of the counseling profession	-grades in HCE 500, HCE 510, HCE 640 -portfolio presentation	-grades in HCE 500, HCE 510, HCE 640 -portfolio presentation	-Dispositional Rating Scale (also infused in some courses)



**University of Southern Maine  
Counselor Education Program**

**Assessment & Evaluation Plan**

The following document provides both a contextual overview of systemic policies about assessment as well as specific information about the required assessment and evaluation procedures for the USM Counselor Education Program. The plan is framed by the School of Education and Human Development (SEHD) Assessment Plan that was approved in 2001 (revised in 2014 and again in 2017).

Many years ago, a set of Guiding Principles was established that direct SEHD programs in the selection, creation, use, and/or review of assessment and evaluation practices. These guiding principles suggest a unit-wide dedication to valid and informed practices related to the assessment and evaluation process. The SEHD Guiding Principles state:

- The stated program goals, standards, and outcomes are clearly stated and measurable
- The admissions criteria represent the program's philosophy and goals
- There should be multiple sources of evidence for meeting standards
- Programs should monitor courses to make sure course activities are aligned with program standards and goals, and in keeping with the College's Conceptual Framework
- Criteria for major assessments and projects are clear and valid
- Procedures are in place for providing feedback to candidates about their progress and standing
- Appeals and review processes are in place for programmatic judgments and decisions

In keeping with these principles, the Counselor Education Program generated an Assessment Plan to include the following six components:

- I. Context Statements
- II. Program Mission, Objectives, Curriculum, and Standards
- III. Summary of Current Student Performance Assessments
- IV. Summary of Current Program Evaluations
- V. Appeal and Review Process
- VI. Reflections (Provides the opportunity for the Counselor Education Program to identify current issues and projected activities related to Assessment and Evaluation)

**I. CONTEXT STATEMENTS**

These context statements are intended to provide the reader with some points of reference regarding the Counselor Education Program.

***Name of Program:*** Counselor Education

The Counselor Education program is one of two programs in the Counseling, Adult & Higher Education Department, which, in turn, is one of five departments in the School of Education & Human Development.

***Degree(s) Awarded, Credits Required:*** Master of Science in Counseling, with concentrations in Mental Health (63 credits), Rehabilitation (Clinical 63 credits; Vocational 54 credits), and School Counseling (60 credits). Also offered through the Counselor Education Program are the Mental Health Rehabilitation Technician (MHRT) certification (12 credits) and a Certificate of Advanced Studies (CAS) which is a 30 credits post-Master's certificate.

***Number of Candidates:*** Annually admit (and graduate) approximately 47 students. Currently there are approximately 150 students matriculated in the three concentrations.

***Ages/Grades of Students/Clients Candidates Will Serve:*** Students and/or clients range from as young as 3 or 4 to seniors in their 70s and 80s.

***Accreditation:*** USM's Counselor Education program maintains the highest professional standards through program accreditation, meeting state requirements for licensure and/or certification, as well as through professional development and involvement with national and state organizations. The Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling concentrations are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Rehabilitation Counseling concentration is accredited by the Council on Rehabilitation Counseling (CORE).

## **II. PROGRAM MISSION, OBJECTIVES, CURRICULUM, AND STANDARDS**

To provide additional context for the Counselor Education Program, this section will discuss the program's mission statement and program objectives. Program curriculum is also outlined, as are various standards considered for successful progression through the program and beyond.

### **Overview and Mission**

The basic belief of the USM Counselor Education program is that people often need assistance in addressing typical developmental transitions as well as difficult life situations. Mental health, rehabilitation, and school counselors are trained to help people with these challenges.

The M.S. in counseling degree prepares its graduates to act as facilitators of change in the lives of individuals at all developmental levels. By modeling high standards of professionalism and offering a foundation of knowledge, skills, self-awareness, and practice, the program prepares counselors of the highest quality to work in schools, mental health agencies, businesses, hospitals, rehabilitation organizations, private practice, and other settings.

Students study human development and behavior, individual counseling theory, group theory and dynamics, research methodology, and psychological measurement and evaluation, in addition to courses in individual concentrations—school counseling, clinical mental health counseling, and

rehabilitation counseling. The Mental Health Rehabilitation Technician/Community (MHRT/C) post-bachelor's certificate program may be taken independently of the master's degree. The certificate of advanced study in counseling is a post-master's program for current counselors who are interested in pursuing advanced coursework.

The primary mission of the counselor education program is to prepare counselors for ethical practice through high quality, nationally accredited graduate level training. The basic beliefs of the USM Counselor Education Program are (1) People often need assistance, including support and treatment, in addressing typical developmental transitions as well as difficult life situations. (2) Mental health, rehabilitation, and school counselors are trained to help people with these challenges. The program prepares its graduates to act as facilitators of change in the lives of individuals at all developmental levels. By modeling high standards of professionalism and offering a foundation of knowledge, skills, self-awareness, and practice, the program aspires to prepare counselors of the highest quality to work in schools, mental health agencies, businesses, hospitals, rehabilitation organizations, private practice, and other settings.

### **Program Objectives**

Students in the Counselor Education Program will be able to competently:

- demonstrate knowledge of core curriculum.
- demonstrate an integration and application of their knowledge and skills in the concentration areas in counseling (school, clinical mental health, and rehabilitation).
- demonstrate knowledge and skills in addressing issues of diversity.
- apply individual and group counseling skills and techniques.
- reflect on their personal and professional strengths, weaknesses, abilities, and challenges to identify professional development needs.
- analyze and apply relevant technologies for the growth and practice of counseling and rehabilitation.
- apply ethical decision-making in counseling situations.
- articulate how their professional identity is grounded in their personal identification with the standards and ethical practices of the counseling profession.

### **Program Curriculum**

The Counselor Education Program has three counseling concentrations: Clinical Mental Health, Rehabilitation (Including Clinical and Vocational Rehabilitation), and School. Below details the course requirements for each concentration

#### ***Clinical Mental Health and School Counseling Concentrations***

##### Core Courses (36 credits)

EDU 600 Research Methods and Techniques

HCE 500 Orientation to the Counseling Profession

HCE 604 Career Development

HCE 605 Psychological Measurement and Evaluation

HCE 612 Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families

HCE 620 Fundamentals of Counseling Theories

HCE 621 Fundamentals of Counseling Skills

HCE 626 Group Process and Procedures

HCE 627 Group Counseling Practicum  
HCE 668 Human Development  
HCE 690 Individual Counseling Practicum Seminar  
HCE 691 Individual Counseling Practicum Laboratory

Required Concentration Courses – Clinical Mental Health Counseling (21 credits)

HCE 640 Professional Issues for Mental Health Counselors  
HCE 642 Perspectives in Chemical Dependency  
HCE 644 Crisis Intervention  
HCE 645 Diagnosis and Treatment Planning  
HCE 686 Internship in Counselor Education (9 credits - 900 hours)  
Electives (6 credits)  
TOTAL CREDITS = 63 CREDITS

Required Concentration Courses - School Counseling (21 credits)

HCE 607 School Guidance Programs and Services  
HCE 609 The Practice of School Counseling  
HCE 622 Counseling Children and Adolescents  
HCE 642 Perspectives in Chemical Dependency  
HCE 644 Crisis Intervention  
HCE 686 Internship in Counselor Education (6 credits - 600 hours)  
Electives (3 credits)  
TOTAL CREDITS = 60 CREDITS

***Rehabilitation Counseling Concentration***

Core Courses (27 credits)

EDU 600 Research Methods and Techniques  
HCE 605 Psychological Measurement and Evaluation  
HCE 620 Fundamentals of Counseling Theories  
HCE 621 Fundamentals of Counseling Skills  
HCE 626 Group Process and Procedures  
HCE 627 Group Counseling Practicum  
HCE 668 Human Development  
HCE 690 Individual Counseling Practicum Seminar  
HCE 691 Individual Counseling Practicum Laboratory

Required Concentration Courses – Vocational Rehabilitation Counseling (24 credits)

HCE 510 Introduction to Rehabilitation Counseling and Service  
HCE 514 Psychiatric Rehabilitation: Evidence-based Practices and Treatment  
HCE 611 Medical and Psychological Aspects of Disability and Rehabilitation  
HCE 612 Multicultural Counseling: Social & Cultural Foundations of Helping Diverse Families  
HCE 615 Vocational Counseling and Placement in Rehabilitation  
HCE 619 Recovery-Oriented Origins of Psychiatric Rehabilitation Practice  
HCE 686 Internship in Counselor Education (6 credits - 600 hours)  
Electives (3 credits)

TOTAL CREDITS = 54 CREDITS

Required Concentration Courses – Clinical Rehabilitation Counseling (12 credits)  
[In addition to the above required core (27 credits) and concentration (24 credits) courses]

HCE 640 Professional Issues in Mental Health Counseling

HCE 643 Psychopharmacology, Substance-Related Disorders & Integrated Co-Occurring Treatment

HCE 645 Diagnosis & Treatment Planning

HCE 686 Internship in Counselor Education (3 credits = 300 clock hours)

TOTAL CREDITS = 63 CREDITS

### **Areas of Expertise**

The Counselor Education Program currently has two areas of expertise students may choose to pursue.

### **Family Systems**

For those persons interested in working in the area of family systems, the counselor education program offers coursework with a focus on counseling families, and in incorporating systemic perspectives even when counseling individuals. This area of expertise is available for master's and CAS students.

### **Substance Abuse**

For those students interested in working in the area of substance abuse, the counselor education program offers coursework which will enable students to obtain a Substance Abuse Counseling expertise area within their master's degree. This expertise certificate area is available as part of the clinical mental health counseling specialty. Leads to LADC.

### **Program Standards**

The Counselor Education Program has certain expectations of matriculated students for successful completion of their program of study, and subsequent pursuit of licensure and/or certification.

### **Relevant Policies & Practices**

1. All Counselor Education students must pass the Counselor Preparation Comprehensive Examination (CPCE) before entering their Internship.
2. Students seeking Maine certification as School Counselors must have a written recommendation for certification from the Counselor Education submitted to the Maine Department of Education certification office and pass the PRAXIS II Examination.
3. Students seeking licensure as Licensed Clinical Mental Health Counselors (LCPC) in Maine must pass the National Counseling Exam (NCE) and have their credentials reviewed by the Maine State Licensing Board.
4. Other policies and practices related to enrollment, admission credit, leaves of absence, minimum GPA, etc. are outlined in the on-line Student Handbook.

## **Connection of Program to External Standards and Guidelines**

*Alignment of Program Goals with State and National Standards:* The goals of the Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling concentrations align with the standards of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The goals of the Rehabilitation Counseling concentration are aligned with the standards of the Council on Rehabilitation Education (CORE). The goals of the School Counseling concentration are also aligned with the standards of the Maine Department of Education.

*Partnerships with Professional Community:* The practica and internships, in particular, rely on formal partnerships with local schools and agencies. The partnerships are legitimized through signed contracts or Memos of Understanding.

*Alignment of Program Goals, Courses, and Assessments with SEHD Mission and Values:* All course blueprints have been reviewed to identify the multiple ways that courses and student outcomes align with the School of Education and Human Development core mission and values.

### **III. SUMMARY OF CURRENT PERFORMANCE ASSESSMENTS**

The Counselor Education Program has several methods to assess students' performance through their program of study. This section will entail those methods currently in use by the program.

#### **Pre-Admission Requirements**

MAT or GRE scores are used as part of the screening device for the admissions process; scoring criteria are also used for assessing application narratives, recommendations, and writing samples.

In addition to the general requirements of SEHD, candidates to the Counseling master's program should provide a narrative, preferably typed, in the form of an autobiography that relates the applicant's experiences that have led to an interest in counseling and application to the counselor education program. It should be limited to three typewritten, double-spaced pages which will be evaluated in terms of clarity of expression, grammatical construction, and other facets of English composition, as well as the quality of responses.

The admissions process requires a formal interview. Candidates to be interviewed will be rated on three areas of personal criteria: a) understanding of and commitment to the counseling field; b) self-awareness; and c) thinking skills/decision making ability.

As part of the interview, applicants will be required to provide a brief, spontaneous writing sample.

The Counselor Education program uses a rating scale to assess the various components of the Admissions process, and uses the ratings to help determine which candidates will be invited for

interviews, and which ones will eventually be admitted into the program. Please see Appendix A for the rating form and Appendix B for an explanation of the scoring criteria.

### **Dispositional Assessment**

The Counselor Education Program has developed a process for the ongoing evaluation of each student's dispositional performance throughout the program. This process is based on an evaluation process in place within the counselor education program at Syracuse University, and the CAEP (Council for the Accreditation of Educator Preparation) standards. Please see Appendix C for this policy.

### **Candidacy Criteria (prior to Practicum and Internship)**

Several factors are considered by Counselor Education Program faculty as students progress toward practicum and internship.

### Individualized Faculty Assessments

In all academic courses, faculty are given the freedom to assess the attainment of content knowledge, skills, and dispositions through a variety of assessment formats. These assessments typically include in-class tests, projects, research papers, observations, and journals. Many faculty use scoring rubrics to assess group and individual projects and skill-based observations.

### USM Policy on Disposition of Written, Graded Material

The following USM policy is printed in the Student Handbook so that students can identify the expectations for grading:

1. Faculty members giving students any type of test, quiz, exam, research or other type of paper or any type of written proficiency exam which affects the student's final (cumulative) grade shall be required to:
  - a. Return the written, graded material to the student within fifteen (15) days (including the day which the faculty member receives the material) in which the University has classes; or
  - b. Hold the written, graded material for the period of thirty (30) days in which the University has classes. The material must be available for inspection by the students who did the work on the material. The day on which the material is due is included in the 30-day period.
2. In the case of final (end-of-semester) written, graded material, the instructor shall:
  - a. Offer to mail the corrected (graded) material to the student provided the student supplies the instructor with a stamped, self-addressed envelope. Exams that are to be mailed must be postmarked within fifteen (15) calendar days of the last day of the semester. The day all classes and exams cease is the last day of the semester. This day shall be included in the 15-day mailing period.
  - b. Instructors who do not wish to mail the graded material or who cannot return the material because of standardized testing shall make the graded material available for inspection by the student who did the work for a period no shorter than thirty (30) days into the next semester in which the University has classes.

## Assessment of Students' Counseling Skills

Although many courses in the Counselor Education program rely on content knowledge and demonstration of skills through projects, several of the courses are what we refer to as *Skill Intensive*. Such courses are designed to help students develop critical skills that will be needed and applied in higher level courses, or more importantly, in one's future work as a professional counselor. Students are regularly engaged in hands-on opportunities in these courses so that they are initially introduced to new skills, then they gradually move toward further refinement of those skills. Learning experiences in such courses often include skill-based assignments, checklists and protocols, journaling, reflection papers, observations, and individualized qualitative critique of student work. Learning activities are carefully sequenced and students are provided with regular feedback to foster growth and development. These classes also regularly involve small group role-playing and peer feedback activities.

Assessment in these skill-intensive courses is usually more qualitative, as it focuses primarily on levels of attainment, depth of reflection and understanding, and overall facility in the use of the counseling skills. The final grade is determined by qualitatively assessing the student's appropriate use of counseling micro-skills and the facility with which those skills are used in an integrated way to create an emerging counseling style that is facilitative and helpful, while also reflecting the statements students have made in their papers about their philosophical and/or theoretical frameworks.

A grade of "A" means that the student has performed at an outstanding level of skill, integration, and competence. The instructor has full confidence that the student has mastered the essential skills so that he or she is ready to practice those skills at the next developmental level in the program.

A grade of "B" means that the student has sufficiently and satisfactorily performed the required skills, but is still experiencing challenges that need attention and/or refinement. The B grade may also reflect a need for a deeper understanding of the counseling process, a greater awareness of self in the counseling process, and/or deeper reflection and insight about the needs of those being counseled. Earning a grade of "A" or "B" means the student is doing good work, and it should *not* be considered a poor grade for this course.

A grade of "C" means that the student has done the required work for the course but his or her skills are not at an obvious level of minimum competence and/or he or she is having difficulty fully integrating those skills according to the standards of the profession. Students receiving a grade of "C" in the Counseling Skills course may *not* proceed into the Practicum classes. The course must be repeated.

### Practicum Candidacy

All students must complete all procedures and assessments for candidacy into the Counseling Practicum. The Practicum Application verifies that the student has completed all prerequisites for the Practicum course. The Practicum Candidacy Rating Scale (see Appendix D) is used as an



assessment tool by the Counseling Skills course instructor to assess each student's skill readiness for entering into the Counseling Practicum course.

### **Scheduled Assessments and Reviews**

Throughout a student's program of study, there are certain points of evaluation as outlined below.

#### Mid-Program Assessments & Reviews

The Counselor Education faculty conducts semi-annual reviews of all Counselor Education students to determine satisfactory progress or the need for review, focused advising, remediation, probation, or termination.

#### Portfolios

All program concentrations use a comprehensive portfolio to engage students in a process of collecting, reflecting upon, and refining a compilation of materials and personal statements that synthesize the knowledge, skills, and dispositions that help to comprise their professional identities. The portfolio is introduced in the HCE 500 Orientation to the Counseling Profession (HCE 510 for Rehabilitation Counseling) course. A scoring rubric is used for assessing the various components of the portfolio, and they are reviewed in the HCE 607 and HCE 609 courses for the School Counseling concentration and HCE 640 for the Clinical Mental Health concentration (and HCE 615 for Rehabilitation Counseling) as part of the Mid-Program review process. (Please see Appendix E outlining the expectations for the portfolio and Appendix F for the scoring rubric.)

#### Evidence of Mastery in the Content Areas

All students in the Counselor Education program must pass the Counselor Preparation Competency Exam (CPCE). The examination covers all domains and areas included in the Master's-level program and it provides students with the opportunity to demonstrate their mastery of the major content knowledge areas.

#### *Results of state or national licensure examinations:*

USM's Counselor Education students have consistently scored approximately one standard deviation above the national mean on the Counselor Preparation Competency Examination (CPCE) and the National Counseling Examination (NCE).

#### *Assessment of Practicum Experience*

In the Practicum class, students are provided both individual and group supervision. The Practicum Performance Criteria are provided through the program web pages under Practicum information for Current Students ( <https://usm.maine.edu/counselor-education/hce690691->

[individual-counseling-practicum](#)). These criteria are the basis for assessing student competence in the Practicum.

### **Internship Candidacy Assessments**

A student must complete all course prerequisites, successfully complete the Counseling Practicum course with a grade of “B” or better, and pass the CPCE before being matriculated in HCE 686 Internship in Counselor Education. Students must also show evidence that they have liability insurance.

For the Internship, students receive both on-site and university-based supervision. The internship seminar also includes various assignments and review procedures that document student compliance and attention to service delivery. Log sheets document that students are spending a minimum of 40% of their time providing direct service to clients/constituents. Additionally, a final evaluation is collected from each student’s internship site supervisor.

### Portfolios

All concentrations use a portfolio to engage students in a process of collecting, reflecting upon, and refining a compilation of materials and personal statements that synthesize the knowledge, skills, and dispositions that help to comprise their professional identities. A scoring rubric is used for assessing the various components of the portfolio. A summative presentation and assessment of portfolios takes place in the HCE 686 Internship classes. The final presentation of the professional portfolio is one of the culminating activities in the Internship Seminar. (Please see Appendix E outlining the expectations for the portfolio and Appendix F for the scoring rubric.)

### **Comprehensive Assessment System and e-Portfolios**

As of 2012, the School of Education and Human Development instituted the use of the TK20 Assessment System. TK20 is intended to be used by faculty and students for assessment of course work, portfolio management, as well as survey dissemination and collection. Please see Appendix F for information about the TK20 Assessment System and its use by the Counselor Education Program

### **Surveys Disseminated Through TK-20**

Throughout each school year, the Counselor Education Program will disseminate several surveys at proscribed times. Here is a chart of the surveys, the intended audience, and the desired dissemination time of each.

Survey	Target Audience	Timeline
New Student Survey	Newly Admitted Students	Second Month of First Classes Taken Once Admitted
Current Student Survey	Fully Engaged Students	Every other June (odd number)
Practicum Site Survey	Current Practicum Students	Last Month of Practicum Semester

Internship Site Survey	Current Internship Students	Last Month of Internship Semester
Exit Survey	Graduating Students	Last Month of Program Just Prior to Graduation
Alumni Survey	Program Alumni	June of the year following Grad
Employer Survey	Employers of Alumni	Link from Alumni Survey

*Data from each survey will be tabulated at the end of each semester, with a yearly report being created from these calculations. This report will be provided to Counselor Education Program stake holders, as well as being made available on the Program's website. Please see Appendices G-1 through G-7 for copies of each survey.*

#### IV. SUMMARY OF CURRENT PROGRAM EVALUATIONS

Each of the following processes are in place to help stay on top of management of the Counselor Education Program.

**Annual retreats:** Each fall and spring semester the Counselor Education faculty and staff meet for a half-day retreat to address major program issues and engage in a reflective review of the qualitative issues having an impact on student and program success. It is at these retreats that the more substantive issues can be analyzed and initial action planning can evolve.

**Program Meetings:** The Counselor Education program faculty and staff meet every other week to attend to on-going needs and raise issues that need attention. Both formal and informal procedures are used to assess program needs, conduct reviews of program and course proposals, discuss data, and apply or update policies and standards.

**Curriculum Proposals:** Changes in Course Blueprints (description, goals, and outcomes) must be reviewed by the program and then the School of Education and Human Development Curriculum Committee before being sent to the Dean for final approval. Occasionally, programs are also asked to discuss their proposals with the Professional Educator Council (PEC). This thorough evaluation process examines the rationale behind the proposed changes, as well as the content and integrity of the proposal.

**Peer Review Process:** The SEHD Peer Review process is both supportive and rigorous, with program and department faculty assuming primary responsibility for the evaluation process. The School Peer Committee then reviews candidates for re-appointment, tenure, promotion, and post-tenure review, and makes recommendations to the Dean, who in most cases then makes a recommendation to the Provost/Vice President for Academic Affairs. SEHD has well-articulated standards for re-appointment, promotion, and tenure, with Scholarship being aligned with Boyer's framework for multiple perspectives related to scholarship.

**Follow-up studies:** For many years, the Center for Educational Policy, Applied Research, and Evaluation (CEPARE) conducted follow-up study of graduates and employers of graduates every five years to assess the overall quality and effectiveness of the program and its graduates. The follow-up studies provide valuable information about graduates' and employers' perceptions

about the quality of the USM Counselor Education program, its course delivery, and the students graduating from the program. Currently, this evaluation is conducted through the Counselor Education Program.

***Advisory Committees:*** The advisory groups for School Counseling, Rehabilitation Counseling and Clinical Mental Health Counseling concentrations provide significant benefits for reviewing program accomplishments and needs. The advisory committees have been instrumental in advocating for program changes and supporting critical transitions. Program data/decisions are shared annually with them

***Accreditation/Alignment with Professional Associations:*** The Counselor Education program has been accredited by CACREP since 1987 and the regular reviews have been helpful for aligning the program with national standards of excellence. The review and formative evaluation process elicits input and participation in multiple changes. The Rehabilitation Counseling concentration is accredited by the Council on Rehabilitation Education (CORE) and provides similar review, input, and support.