Georgia State University
Department of Counseling and Psychological Services
Annual Report for CACREP Accredited Programs
Program Assessment and Evaluations

Clinical Mental Health Counseling Program
School Counseling Program
Counselor Education and Practice Program

2015-2016 Academic Year
Department of Counseling and Psychological Services

The Department of Counseling and Psychological Services (CPS) at Georgia State University is part of the College of Education and Human Development (formerly the College of Education). We prepare our students to work in a variety of settings including but not limited to schools, mental health facilities, colleges and universities, governmental agencies, labor departments, correctional facilities, rehabilitation agencies, and private practice settings. Specific CACREP accredited master’s programs are available in Clinical Mental Health Counseling and School Counseling. We also offer a CACREP accredited doctoral (Ph.D.) program in Counselor Education and Practice.

Students gain skills from multi-disciplinary course work and a variety of clinical experiences, including extensive supervised practice and internships throughout the metropolitan Atlanta area. They are able to learn from faculty who are experts in fields such as trauma, multiculturalism and diversity, positive psychology, play therapy, addictions, rehabilitation, school-based intervention and advocacy, assessments, group work and more.

The educational facilities for our three CACREP-accredited programs are located within the College of Education and Human Development building. State of the art audiovisual recording equipment and innovative technologies that assist pedagogical efforts are available in our classrooms. Small group rooms, observation areas, a training room designed for the study of play therapy, and specialized classrooms were designed specifically for the department.

Mission Statement: Based on our commitment to diversity, advocacy and the belief that change is possible, the mission of the Department of Counseling and Psychological Services is to prepare competent professionals in counseling and psychological services to contribute to the body of knowledge that undergirds these professions and to provide services to the profession and the community.

For the 2015-2016 academic year, we received 251 applications for our CACREP accredited programs in Clinical Mental Health Counseling (CMH), School Counseling (SCO) and Counselor Education and Practice (CEP). Based on a comprehensive admission review process, including multiple core faculty members reviewing each application as well as an on-campus interview admissions process, we accepted 18% of the applicants for CMH, 40% of the applicants for SCO (2 did not enroll), and 14% of the applicants for CEP (1 did not enroll).
<table>
<thead>
<tr>
<th>DEGR_LEVL</th>
<th>PROGRAM_DESC</th>
<th>APPLIED</th>
<th>ADMITTED</th>
<th>ADMT_ENRLED</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORAL</td>
<td>PHD COUNSELOR EDUC &amp; PRACTICE</td>
<td>29</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>MASTERS</td>
<td>MED SCHOOL COUNSELING</td>
<td>59</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>MS MENTAL HEALTH COUNSELING</td>
<td>163</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>251</strong></td>
<td><strong>57</strong></td>
<td><strong>54</strong></td>
</tr>
</tbody>
</table>

The average grade point average (GPA) was 3.42 for our CMH applicants, 3.35 for our SCO applicants and 4.0 for our CEP applicants. Average graduate record examination (GRE) scores were 304 for CMH, 300 for SCO and 303 for CEP. Applicants in all programs were predominantly female, with a diverse range of race/ethnicity.

<table>
<thead>
<tr>
<th>DEGR_LEVL</th>
<th>PROGRAM_DESC</th>
<th>GPA</th>
<th>GRE</th>
<th>FEMALE</th>
<th>MALE</th>
<th>WHITE</th>
<th>BLACK</th>
<th>LATINA/O</th>
<th>ASIAN</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORAL</td>
<td>PHD COUNSELOR EDUC &amp; PRACTICE</td>
<td>4.0</td>
<td>303</td>
<td>100%</td>
<td>0%</td>
<td>50%</td>
<td>25%</td>
<td>0%</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>MASTERS</td>
<td>MED SCHOOL COUNSELING</td>
<td>3.35</td>
<td>300</td>
<td>90%</td>
<td>10%</td>
<td>48%</td>
<td>33%</td>
<td>0%</td>
<td>14%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>MS MENTAL HEALTH COUNSELING</td>
<td>3.42</td>
<td>304</td>
<td>83%</td>
<td>17%</td>
<td>60%</td>
<td>30%</td>
<td>3%</td>
<td>0%</td>
<td>7%</td>
</tr>
</tbody>
</table>

This report will provide details on our CACREP accredited programs and how they meet the identified standards (2009 CACREP Standards).
Mental Health Counseling

In the 2015-2016 Academic Year, the Master of Science Degree in Clinical Mental Health Counseling (CMH) program operated in its fifth year as a 60 credit hour program under the 2009 CACREP Standards. It continued to be a competitive and highly regarded program in our department as well as the College of Education and Human Development.

CMH students were admitted as full time and encouraged to remain on the Model Program schedule (see below). In 2015-2016, all students remained enrolled in the program; however, two members chose to postpone their entry into practicum and internship due to non-academic reasons. Both students remained enrolled in the program as part-time students.

Clinical Mental Health Counseling Faculty
Program Coordinator
Dr. Jonathan Orr

Dr. Jane Brack
Dr. Brian Dew
Dr. Donnie Davis
Dr. Tiffany McNary
Dr. Laura Shannonhouse
Dr. Melissa Zeligman
Mental Health Counseling Program Objectives

The counselor is prepared to:

• Work individually with clients on educational, vocational, social, emotional, or personal problems.
• Consult with other professionals and administrators concerning the client’s developmental needs.
• Participate in psychological assessment programs, including the interpretation of test results.
• Provide information and understanding to clients in the areas of educational, social, or vocational planning.
• Conduct and facilitate local research efforts.
• Practice according to the code of ethics and standards of practice of the American Counseling Association.
• Counsel individually and with groups of clients on educational, vocational, social, emotional, psychological, or personal problems. This will entail seeing clients throughout a process of counseling (several sessions per client).
• Demonstrate appropriate measurement and evaluation skills in educational, psychological, sociological, and career assessment of individuals and programs to include the interpretation of test results.
• Provide guidance in the form of information and counsel for understanding to clients in the areas of educational, social, psychological, and career planning.
• Conduct and facilitate evaluation studies through research designs for individual and program effectiveness.
• Utilize appropriate technology to assist in the prevention, interventions, and remediation with clients in educational, psychological, sociological, and career planning.
• Create and promote identity as a mental health counselor through advocacy and promotion of the profession.
• Counsel and consult in ethical and professional services to a diverse and multicultural heterogeneous society.
• Develop a professional practice of mental health counseling by establishing a firm, theoretical and clinical base upon which to build and practice and;
• Prevent and redress the psychosocial vectors of discrimination, sexism, homophobia, abuse, and inequality across the political and economic spectrum.
Master of Science Degree in Mental Health Counseling Model Program

Fall 2015 (1st Session) total hours = 12
CPS 6010 Professional Identity and Ethics in Mental Health Counseling (3)
CPS 6410 Basic Counseling Skills (3)
CPS 7340 Social and Culture Issues in Counseling and Psychological Services (3)
(must take 3 hour section of CPS 7340—cannot take multiple 2 hour sections offered for other programs!)
CPS 7500 Individual and Family Over the Lifespan (3)
EPRS 7900 Methods of Research in Education (3) (recommended to take if spots are available)

Spring 2016 (2nd Session) total hours = 15
CPS 6450 Group Counseling Systems (3) (CPS 6410 is a required prerequisite)
CPS 7000 Consultation, Advocacy, and Leadership in Mental Health Counseling (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 8430 Advanced Counseling Skills (3) (CPS 6410 is a required prerequisite)
CPS 8470 Crisis Intervention (3)

Summer 2016 (3rd Session) total hours = 12 (May 3-Week, and Regular Summer 7-Week)
CPS 7300 Career Theory, Assessment, and Intervention (3)
CPS 8100 Psychobehavioral Diagnosis (3)
CPS 8380 Family Systems and Interventions (3) (CPS 7260 is a required prerequisite)
CPS 8460 Biopsychosocial Aspects of Addiction (3)
EPRS 7900 Methods of Research in Education (3) (may take now if seats are available and not previously completed)
--may pick up MS Approved Elective if chosen course is offered in summer.

Fall 2016 (4th Session) total hours = 12
CPS 7450 Educational and Psychological Appraisal (3)
CPS 7660 Applied Practice I (3-6) Mini-semester 1
CPS 7680 Internship (3) Mini-semester 2
EPRS 7900 Methods of Research in Education (3) (Must take this now if not previously completed)
--may pick up MS Approved Elective if chosen course is offered in fall.

Spring 2017 (5th Session) total hours = 9
CPS 7680 Internship (6-9)
MS Approved Elective (3)
Throughout the 2015-2016 academic year and in accordance with the student evaluation plan we described in our CACREP-related accreditation self-study and explained in detail during our on-site assessment by three external reviewers, faculty members within the Clinical Mental Health Counseling program engaged in student assessment and evaluation activities.

**Systematic Developmental Assessment of Student Progress**

CMH faculty members met at the end of each semester (December 2015, May 2016, and August 2016) to evaluate each student in both the first and second year cohorts. The following areas were evaluated for each student: academic performance, professional growth, and personal development. Results from student outcome measures as it pertains to core and program-related standards were presented and reviewed at each of the three meetings. In situations when students did not meet minimum scores or other results as established and agreed upon by program faculty members, opportunities for the student to acquire minimum proficiency levels on particular standards were discussed. During these meetings, faculty members also shared any concerns regarding student professional and personal growth. Typically, concerns would have already been addressed by the faculty member to the Program Coordinator. However, these three meetings provided opportunities for faculty members to conduct a comprehensive 360 degree evaluation of each student and to offer insights, feedback and recommendations. Feedback from CMH program faculty members is then shared with the student in written form and/or in a face to face meeting typically within 1-2 weeks of the student review meeting.

*Academic Performance:* All CMH faculty members were responsible for tracking student academic performance for the courses they taught. In particular, all CACREP core and program-specific standards were assigned to particular courses in the CMH program of study. As provided in our self-study, evaluations of each standard were developed. Students completed the required assessments for each standard, and this work was assessed by the instructor. Faculty members kept records of these results, thereby allowing greater discernment regarding how students were meeting course-specific objectives and goals. In situations when student outcomes did not meet program goals, careful review of the course’s curriculum and/or assessment tools were conducted by program faculty members and when necessary, changes were made that would enhance student outcome in future classes.

*Professional Development:* In the 2015-2016 academic year, CMH students were exposed to a broad variety of opportunities for professional development. An array of counseling professionals was invited to the GSU campus to share their expertise with our first and second year students and faculty, including but not limited to building a private practice, adjusting to the DSM V, enhancing multicultural effectiveness, and understanding how to treat clients who present with PTSD. We also had an active chapter of Chi Sigma Iota, the Counseling profession’s honor society. Students were also able to take advantage of multiple professional development opportunities offered within the metropolitan Atlanta area. Within the students’ model program of study, the most significant professional development activity was the Practicum and Internship experience for students in their second year of the CMH program. Students gained
professional training experience in these settings and meet weekly with their site supervisor as well as their GSU supervisor. In this structure, they receive weekly evaluative feedback on their performance by both an onsite supervisor and a university-based supervisor.

Students were actively involved in multiple unique legislative advocacy activities related to licensed professional counselors (LPC) in Georgia. Specifically, legislation was passed increasing LPC scope of practice such that diagnosis is now permissible in the state of Georgia. Under the mentorship of core CMH faculty, students directly participated in the legislative process including meeting with state lawmakers, attending legislative committee meetings at the GA capital, and attending legislative voting sessions. These extracurricular activities were linked to course content specifically in CPS 6010 Professional Identity and Ethics in Mental Health Counseling, CPS 8100 Psychobehavioral Diagnosis, CPS 6410 Basic Counseling Skills, and CPS 7000 Consultation, Advocacy, and Leadership in Mental Health Counseling.

**Personal Development:** We expected our students to grow personally as well as professionally and academically. Students were encouraged to experience individual and/or group counseling while in our program. Many students have reported that they have gained incredible insight, growth and self-awareness as a result of the cohort model and the content of classes such as CPS 6450 Group Counseling Systems, CPS 7340 Social and Cultural Issues, and CPS 8380 Family Systems and Interventions.

As a result of our extensive evaluation process, students who need support in any of these three areas will work with faculty to develop a plan for improvement. Follow up meetings occur as needed, but no later than the mid-point of the semester. Georgia State University has a protocol for assisting students in transitioning out of the program and into a more appropriate fit, as necessary.

**Systematic Program Evaluation**

**Program Review:** As a result of our continuous review of CMH students in 2015-2016, program faculty members discussed the overall program including curriculum, program of study, and areas of instructional need and effectiveness. These discussions, in addition to feedback from students, have resulted in a major change in the program. Effective Summer 2017, the CMH program begin in the Summer. One semester was added to give students an opportunity to spend more time in a clinical setting, take advantage of an additional elective, and to take more time to integrate learning and practice. The Practicum will take place over 10 weeks in the Summer, and Internship will run the full Fall and Spring semesters. Another change is that students will have more options for both electives and advanced skills courses.

**Curricular Offerings:** Based on a thorough evaluation, faculty decided to make a few significant changes to curricular offerings. Beginning with the Summer 2017 cohort, CPS 7000 Consultation, Advocacy, and Leadership in Mental Health Counseling will no longer be offered as a stand-alone course. Consultation, Advocacy, and Leadership will be purposefully infused throughout the other courses in the program. We will also separate the growth group
experience from the CPS 6450 Group Counseling course. Instead, it will be included as a required 1.5 hour lab as part of CPS 6010 Professional Identity and Ethics in Mental Health Counseling. This change gives students an opportunity to experience a group process outside of the didactic element of the group course; it also provides faculty with an opportunity to observe student dispositions at the beginning of the program. When the students take the didactic group course, they will be able to reflect on and analyze the group process that they experienced.

Characteristics of Program Applicants: In 2015-2016, staff and CMH program leadership were committed to recruit and maintain diversity in our faculty, staff and students. This effort includes diversity with regard to age, race/ethnicity, religion, sexual orientation, gender, ability, national origin, life experiences, etc. In addition to program faculty members discussing the impact of a diverse learning environment at each of the student outcome meetings, the Program Coordinator met with student workers in the CPS Admissions Office in the Fall to discuss the importance of respecting diversity throughout the admissions process. CMH faculty members were successful in their efforts to assemble (first year) and maintain (second year) a diverse cohort of approximately 30 individuals who could excel in an academically rigorous program as well as contribute to the personal and professional growth and learning of others.

Graduate Survey: The survey will be conducted in Spring 2017.

Site Supervisor and Graduate Employer Survey: The survey will be conducted in Spring 2017.

Assessment of Student Learning and Performance: Program faculty members convened in December of 2015, and May and August of 2016 to evaluate student learning and performance on professional identity, professional practice, and program area standards.

Evidence for Program Modifications: Information related to systemic program evaluation is used to modify the program as needed. Specific examples from 2015-2016 include:

Student academic performance, professional development, and personal development: Program: As a result of intentional faculty review of students, some students have slowed down their program to address academic performance and/or personal development.

Curricular changes: CMH will remove CPS 7000 Consultation, Advocacy, and Leadership in Mental Health Counseling as a stand-alone course and purposefully infuse content throughout the other courses in the program. We will also separate the growth group experience from the CPS 6450 Group Counseling course, and include it as a required 1.5 hour lab as part of CPS 6010 Professional Identity and Ethics in Mental Health Counseling. Students will have additional options for elective and advanced skills courses.
Applicant characteristics: CMH continues to seek diversity in program applicants with a focus on quality students, especially those with leadership experience and global perspectives. We hope to evaluate student professional dispositions earlier in the program through the growth group experience in the first semester.

Student learning, professional identity, professional practice, and program area standards: CMH encouraged students to be involved in relevant advocacy opportunities.
School Counseling

In the 2015-2016 academic year, the Master of Education Degree in School Counseling (SCO) began its first year as a 60 credit hour program for the cohort entering summer 2016. The cohort which entered summer 2015 are completing the 48 hour program. The program continued to be successful in preparing students to enter schools as school counselors. Due to intentional marketing efforts, there was an increase in the number of applicants to this program. SCO students were admitted as full time and encouraged to remain on the Model Program schedule for either Elementary/Middle School Counseling OR Secondary School Counseling (included below).

FACULTY

School Counseling Faculty
Program Coordinator
Dr. Robert E. Rice

Dr. Jane Brack
Dr. Donnie Davis
Dr. Brian Dew
Dr. Andrea L. Dixon
Dr. Joseph Hill
Dr. Tiffany Mcnary
Dr. Laura Shannonhouse
Dr. Melissa Zeligman
PROGRAM PHILOSOPHY: In 2015-2016, the School Counseling program theme was “Developing School Counseling Skills to Maximize Students’ Potential for Learning.” This theme was selected based on the program faculty’s belief that the primary role for school counselors is to prepare students for the learning process. The academic success of children and adolescents is in large part dependent on their self-image and their ability to cope with normal developmental issues such as accepting responsibilities, making friends, and physical changes. Additionally, a large group of today’s school students face overwhelming life events such as abuse, neglect, poverty, drug and alcohol problems, and safety issues in their own neighborhoods. School counselors must be prepared to assist these students to overcome these extremely negative situations if the students are to learn and grow.

School counselors serve an integral role in the process of educating youth, and collaborate with significant people in students’ lives such as teachers, administrators, parents and community resources. In order to understand and meet student needs from a holistic perspective, the training model places great importance on systemic change through collaboration, advocacy and leadership with the goal of removing barriers to learning and encouraging student success.

GOALS:

1. Students will develop skills to enable them to provide individual counseling services, group counseling experiences, and developmentally appropriate classroom guidance lessons for children and adolescents that are consistent with the ASCA National Model for School Counseling Programs®.

2. Students will develop skills to enable them to understand children and adolescents from a holistic, developmental approach, grounded in theory that leads to appropriate strategies to enhance the adjustment and learning of all students.

3. Students will develop skills to enable them to use data to develop a comprehensive, developmentally appropriate guidance program and to evaluate the program’s effectiveness.

4. Students will develop skills to enable them to understand child and adolescent academic, career, and personal/social needs in the context of a socioculturally diverse school environment.

5. Students will develop skills to enable them to provide a career guidance program that is developmentally appropriate.

6. Students will develop skills to enable them to provide collaborative consultation services to teachers, parents, administrators, other school professionals and community resources.

7. Students will develop skills that will enable them to provide appropriate counseling and consultation services for special needs students, their families and teachers.

8. Students will develop leadership skills to enable them to advocate for students, parents, and others especially with regard to closing achievement gaps between diverse groups.
9. Students will develop skills that will enable them to work within the framework of ethical guidelines of the American Counseling Association and the American School Counselors Association.

10. Students will learn their legal responsibilities as school counselors. Students will develop skills that will enable them to work within the framework of an existing school guidance program and work in collaboration with other counseling and educational professionals to enhance learning for all students.

11. Students will develop skills that will enable them to use technology in appropriate ways with students, parent, teachers, and other school staff.

12. Students will use current school counseling research to develop, monitor, and evaluate effective counseling programs.
Master of Education Degree in Elementary/Middle School Counseling Model Program

Summer 2015 (1st Session) total hours = 8
CPS 6020 Introduction to Elementary and Middle School Counseling (3)
CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
CPS 7500 Individual and Family over the Lifespan (3)

Fall 2015 (2nd Session) total hours = 9-12
CPS 6450 Group Counseling Systems (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
EPRS 7900 Methods of Research in Education (3)
  - (option: You may take EPRS spring semester, this fall, or upcoming summer semester—this course is flexible)

Spring 2016 (3rd Session) total hours = 9-12
CPS 6410 Basic Counseling Skills (3)
CPS 7300 Career Theory, Assessment, & Intervention (3)
CPS 8400 Introduction to Play Therapy (3)
CPS 8470 Crisis Intervention (3)

Summer 2016 (4th Session) total hours = 6-9
CPS 7450 Educational and Psychological Appraisal (3)
CPS 8260 Program Evaluation, Advocacy and Leadership in School Counseling (3)
EPRS 7900 Methods of Research in Education (3) (option: You may take this in Summer or Fall and it can be taken online)

Fall 2016 (5th Session) total hours = 8-11
CPS 7550 Consultation in School Counseling (3)
CPS 7661 Applied Practice I (3-6)
CPS 7681 Internship (2)

Spring 2017 (6th Session) total hours = 2-9
CPS 7681 Internship (2-9)
Master of Education Degree in Secondary School Counseling Model Program

Summer 2015 (1st Session) total hours = 8
CPS 6030 Introduction to Secondary School Counseling (3)
CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (2)
CPS 7500 Individual and Family over the Lifespan (3)

Fall 2015 (2nd Session) total hours = 9-12
CPS 6450 Group Counseling Systems (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
EPRS 7900 Methods of Research in Education (3)
  - (option: You may take EPRS spring semester, this fall, or upcoming summer semester—this course is flexible)

Spring 2016 (3rd Session) total hours = 9-12
CPS 6410 Basic Counseling Skills (3)
CPS 7300 Career Theory, Assessment, & Intervention (3)
CPS 8470 Crisis Intervention (3)
CPS 8400 Play Therapy (3)
  for Secondary School Counseling students:
   OR CPS 8460 Biopsychosocial Aspects of Addiction
     - CPS 8460 offered in Fall -so add this course to previous fall course load
     - SEC SCO students who completed CPS 8460 in the previous fall should add EPRS 7900 this spring semester, leaving only two courses in the following summer semester.
   OR CPS 8380 Family Systems and Interventions (3)
     - (CPS 7260 is a required prerequisite for CPS 8380)
     - (CPS 8380 offered in Summer -so swap with EPRS 7900, and take EPRS 7900 this spring semester...then take CPS 8380 this coming summer semester)

Summer 2016 (4th Session) total hours = 6-9
CPS 7450 Educational and Psychological Appraisal (3)
CPS 8260 Program Evaluation, Advocacy and Leadership in School Counseling (3)
EPRS 7900 Methods of Research in Education (3)
  - (option: You may take EPRS in previous spring semester, this summer, or upcoming fall semester—this course is flexible)

Fall 2016 (5th Session) total hours = 8-11
CPS 7550 Consultation in School Counseling (3)
CPS 7661 Applied Practice I (3-6)
CPS 7681 Internship (2)

Spring 2017 (6th Session) total hours = 2-9
CPS 7681 Internship (2-9)
In accordance with the 2009 CACREP Standards, the School Counseling program in the 2015-2016 academic year consistently engaged in program assessment and evaluation activities that included the review of student outcome performance on CACREP core and School Counseling specific standards, the effectiveness of program curricula, and teaching effectiveness. The reciprocal nature of utilizing outcome-based data, evaluation of programming based on these results, and changes to program offerings, including course content and pedagogical methods, was highly effective in its program delivery.

**Systematic Developmental Assessment of Student Progress**

In 2015-2016, SCO faculty met annually at the end of the Fall and Spring semester to evaluate each student in the following areas: academic performance, professional development and personal development. It must be noted that student review meetings were used to assess student outcomes for members of the first and second year cohorts. During these meetings, faculty shared any concerns regarding students relative to these areas as well as any highlights. Typically, concerns would have already been addressed to the Program Coordinator. However, these regularly scheduled student outcome meetings were opportunities for the faculty to have a comprehensive 360 evaluation of each student and to offer insights, feedback and recommendations.

All faculty members who teach School Counseling courses to students in both the first and second year cohorts are responsible for tracking student academic performance for the courses they teach. Specific student outcomes associated with the 2009 CACREP standards were allocated for each course. Appropriate assessment instruments were developed so that students could demonstrate mastery of each core and program-specific standard. Results of these student outcomes were shared at the regularly scheduled student outcome meetings. If an instructor had a student who was struggling with academic performance, he/she was identified in these meetings and ideas for enhancing the student’s learning were discussed among program faculty. Once an agreed upon course of action was developed by the program faculty, they met with the student to voice those concerns, identified barriers to success, and worked with the student on a course of action.

**Systematic Program Evaluation**

**Program Review:** In the 2015-2016 academic year, SCO faculty met regularly to discuss the overall program including issues related to admissions and curricula. The reduction of number of applicants to the SCO program was discussed and ideas to increase the number of applicants to the program were provided by program faculty. Additionally, the move to the 60 hour program to meet the 2016 CACREP standards was reviewed to maximize the skills for today’s school counselors in Georgia. Specifically, based on student feedback, site supervisors’ feedback and suggestions from the 2015 advisory committee (composed of metropolitan area’s leading school counseling directors), adjustments were made in the 60 credit hour program and the Ed. Specialist Program.

**Curricular Offerings:** Based on the recursive student evaluation process and feedback from the alumni survey and members of the Community Advisory Board, CPS 7300 Career Theory, Assessment, and Interventions
modifications made in Fall 2014 to include components in College and Career Readiness for K-12 students was deemed a success. This change was also made in response to ongoing review of applicable professional standards in the field and aligns with the new Georgia evaluation tool for schools, the College and Career Readiness Performance Instrument (CCRPI).

In the 2015-2016 academic year, members of the School Counseling faculty launched an intensive review of its curriculum in preparation of a move from 48 credit hours to 60 credit hours. These changes were based on a diligent application of the 2016 CACREP Standards and making sure the program was in compliance with these expectations. Efforts to modify the accepted 60 program of study, including the successful navigation of adding new course adjustments through the university academic affairs structure, will remain ongoing throughout the 2015-2016 academic year. It is important to note that results from the student evaluation process, continue to be pivotal in identifying those areas of the program where students need additional focus.

After a thorough evaluation, faculty decided to make a few significant changes to curricular offerings. Beginning with the Summer 2017 cohort, we will separate the growth group experience from the CPS 6450 Group Counseling course. Instead, it will be included as a required 1.5 hour lab as part of CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services. This change gives students an opportunity to experience a group process outside of the didactic element of the group course; it also provides faculty with an opportunity to observe student dispositions at the beginning of the program. When the students take the didactic group course, they will be able to reflect on and analyze the group process that they experienced.

**Characteristics of Program Applicants:** In 2015-2016, The School Counseling faculty was committed to recruiting and maintaining diversity in our faculty, staff and students. This is inclusive of age, race/ethnicity, religion, sexual orientation, gender, ability, national origin, life experiences, etc. Our school systems in the metropolitan Atlanta area remain one of the most diverse in the nation. Thus, it is essential that our program graduate school counselors who can meet the often complex needs of today’s schools. The Program Coordinator met with members of the CPS Admissions Office in Fall 2015 to discuss how to attract diverse school counseling applicants. As part of this process, the SCO faculty were intentional in their charge to assemble a diverse cohort of approximately 20 individuals who they believed could excel in an academically rigorous program as well as contribute to the personal and professional growth and learning of others. As the needs of school counselors in the schools evolve, candidates were assessed with these needs in mind (i.e. there has been a greater emphasis for leadership qualities, as well as broader global perspectives).

**Graduate Survey:** In 2013, a questionnaire was developed and distributed to School Counseling program alumni in order to assess graduate perceptions and evaluation of major aspects of the program. Results of the follow-up studies were collected, analyzed, and disseminated to all program faculty, as well as to faculty members who did not teach in the program. Members of the School Counseling program used this information to enhance the mission, objectives and student learning outcomes of the program including curricular offerings and overall experience. Specifically, areas where additional training is needed were more emphasis on skills training, enhanced collaboration with school and community officials, and greater understanding of children/adolescent psychopathology. As a result to enhance that training, Dr.
Shannonhouse offered a two day training in the ASIST model for suicide intervention. 66% of the combined cohorts completed in the voluntary ASIST training.  See Appendix I.

The survey will be conducted again in Spring 2017.

**Site Supervisor and Graduate Employer Survey:** In 2015-2016, we provided three formal opportunities for site supervisor feedback. The first was through our opening annual orientation as students enter the sites. All school-based supervisors were invited to GSU for a 3-hour training that included practicum/internship goals, expectations of our students, and requirements for providing proficiency ratings on a variety of measures throughout the year. These site supervisors were reminded of the importance of the latter, given that their feedback helped the faculty in constructing regularly scheduled reviews of each student. The second opportunity for feedback occurred at the end of Practicum (October, 2015), and the third was our evaluation at the end of internship (May, 2016). These evaluations focused on student performance as well as our program. There were also informal assessments throughout the year as Drs. Rice and Dixon visited the sites and met with supervisors in the field. Additionally, each school district has a person who advises hiring of school counselors. That person is usually the District’s School Counseling Coordinator. CPS hosts an annual advisory meeting for the district school counseling coordinators and other relevant school partners. During the annual advisory meeting we solicited feedback on the quality of our students who have been hired and were continuing to work in the local school systems. We adjust our program’s emphasis to meet the needs of our dynamic school systems to give our students the best opportunity for employment. While we have had 100% job placement for students seeking employment since 2010-2011, this past year (2016) the job placement rate dropped to 85%.

The survey will be conducted again in Spring 2017.

**Assessment of Student Learning and Performance:** Program faculty members convened at the end of the Fall and Spring semesters to evaluate student learning and performance on professional identity, professional practice, and program area standards. We reviewed the site supervisor Practicum Evaluations and our site visits towards the end of the 10 week practicum. Students not meeting standards are either transitioned out of the program or/and given a plan for improvement. This plan is reviewed again at the end of the semester (Internship I) and adjusted as needed. Students are again evaluated no later than the mid-point of Internship II for possible further action. The faculty found one student in need of this process and the procedure was followed. The student decided to postpone her practicum (extending her program one year) and is now thriving this year in her practicum placement.

**Evidence for Program Modifications:** Information related to systemic program evaluation is used to modify the program as needed. Specific examples from 2015-2016 include:

- **Student academic performance, professional development, and personal development:**
  - **Program:** A new approach in hiring faculty was informed by faculty feedback regarding departmental needs, which resulted in CMH and SCO sharing two faculty members. In an effort to meet the 2016 CACREP Standards, SCO has moved to a 60 hour program.
Curricular changes: Based on field professional standards, SCO included additional content in a course. We will also separate the growth group experience from the CPS 6450 Group Counseling course, and include it as a required 1.5 hour lab as part of CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services. Students will have additional options for elective and advanced skills courses.

Applicant characteristics: SCO continues to seek diversity in program applicants with a focus on quality students, especially those with leadership experience and global perspectives. We hope to evaluate student professional dispositions earlier in the program through the growth group experience in the first semester.

Site supervisor and graduate employer assessment: Sites report satisfaction with student performance. Our students have had 85% job placement.

Student learning, professional identity, professional practice, and program area standards: Upon review, one student required intervention. Post intervention, the student decided to postpone her practicum (extending her program one year) and is now thriving this year in her practicum placement this year.
Counselor Education and Practice Program

In the 2015-2016 academic year, The Doctor of Philosophy Degree in Counselor Education and Practice (CEP) program continued to be successful in preparing students for roles in practice, teaching and research. It remained a competitive program with a 14% acceptance rate. The doctoral level counselor represented a "scientist-practitioner" model, while emphasizing its graduates should be both a consumer and producer of research. CEP students were admitted as full time and encouraged to remain on the Model Program schedule.

FACULTY

Core Counselor Education and Practice Faculty

Dr. Catharina Chang, Program Coordinator
  Dr. Brian Dew
  Dr. Jane Brack
  Dr. Donnie Davis
  Dr. Franco Dispenza
  Dr. Dennis Gilbride
  Dr. Tiffany McNary
  Dr. Jonathan Orr
  Dr. Robert Rice
  Dr. Laura Shannonhouse
  Dr. Melissa Zeligman

Program Objectives

To provide a theoretical and clinical base of course and internship experience to equip the student to:

- teach and supervise in university setting
- administer counseling consultation and clinical services to individuals, families, children, or groups within the context of mental, community, correctional, and school settings
- understand and become proficient in research related to the counseling profession
- become acquainted with the importance of viewing client populations within the context of ethnic, gender, and race, religion, sexual orientation and psychological/ physical disabilities
- advocate for their clients and the professional of counseling
- develop leadership skill relative to the counseling profession
- design and complete an individualized internship experience to compliment chosen career objectives
# First Year Model Program Ph.D. Counseling

## Semester One (Fall)

<table>
<thead>
<tr>
<th>Concentration Area</th>
<th>Course Name</th>
<th>Course #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Quantitative/Qualitative Statistics I</td>
<td>EPRS 8530/EPRS 8500</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Advanced Counseling Theory</td>
<td>CPS 8650</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Practicum*</td>
<td>CPS 8660</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Counseling Seminar</td>
<td>CPS 9963</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Research &amp; Publication</td>
<td>CPS 9920</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(Supervision of Counseling Services)*</td>
<td>CPS 9480</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(Supervision Internship)*</td>
<td>CPS 9661</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

*During odd years replace the supervision sequence with two courses or Practicum; CPS 9480 only during odd Fall

## Semester Two (Spring)

<table>
<thead>
<tr>
<th>Concentration Area</th>
<th>Course Name</th>
<th>Course #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Quantitative/Qualitative Statistics I</td>
<td>EPRS 8530/EPRS 8500</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Professional Decisions and Ethics or Advanced Career Counseling*</td>
<td>CPS 8530/CPS 8370</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Practicum or Supervision internship</td>
<td>CPS 9660 or 9661</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Counseling Seminar</td>
<td>CPS 9963</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Research &amp; Publication</td>
<td>CPS 9920</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Advanced Group Counseling</td>
<td>CPS 8450</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td></td>
<td>14</td>
</tr>
</tbody>
</table>

*Professional Decisions and Ethics on even years, Advanced Career Counseling on odd years;

## Semester Three (Summer)

<table>
<thead>
<tr>
<th>Concentration Area</th>
<th>Course Name</th>
<th>Course #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research</strong></td>
<td>Quantitative/Qualitative Statistics II (On track)</td>
<td>EPRS</td>
<td>3</td>
</tr>
<tr>
<td><strong>Major</strong></td>
<td>Research course</td>
<td>CPS/EPRS</td>
<td>3</td>
</tr>
<tr>
<td><strong>Core</strong></td>
<td>Elective/Cognate</td>
<td>CPS/EPRS</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

The above description of coursework for this program is intended as an aid in planning your schedule, however, the official listing of required courses and electives can be found in the College of Education Graduate Bulletin.
## Second Year Model Program Ph.D. Counseling

### Semester Four (Fall)

<table>
<thead>
<tr>
<th>Concentration Area</th>
<th>Course Name</th>
<th>Course #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Quantitative/Qualitative Statistics III</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Major</td>
<td>Cognate/Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Supervision of Counseling Services*</td>
<td>CPS 9480</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Supervision Internship*</td>
<td>CPS 9661</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Counseling Seminar</td>
<td>CPS 9963</td>
<td>1</td>
</tr>
</tbody>
</table>

*during odd years take supervision sequence your first semester.

Total Credit Hours 13

### Semester Five (Spring)

<table>
<thead>
<tr>
<th>Concentration Area</th>
<th>Course Name</th>
<th>Course #</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
<td>Cognate/Elective</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Professional Decisions and Ethics or Advanced Career Counseling*</td>
<td>CPS</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Counseling Seminar</td>
<td>CPS 9963</td>
<td>1</td>
</tr>
<tr>
<td>Core</td>
<td>Psychology of Learning Elective</td>
<td>EPY</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credit Hours 13

*Professional Decisions and Ethics on even years, Advanced Career Counseling on odd years
In accordance with the 2009 CACREP Standards, the Counselor Education and Practice program consistently engaged in program assessment and evaluation activities.

**Systematic Developmental Assessment of Student Progress**

Like the Clinical Mental Health and School Counseling programs, CEP faculty members conducted meetings once per year that involved the review of student outcomes based on CACREP core and program-specific standards. Furthermore, annual mentoring meetings between each CEP student, their program chair, and the CEP program coordinator were held in order to evaluate them in the following areas: academic performance, professional development and personal development. Students received written feedback from the Program Coordinator following these mentoring meetings, which was filed in their student files. Additionally, the CEP faculty meet annually in August to share any concerns regarding students relative to these areas as well as any highlights. This meeting, attended by all program faculty, was essential in reviewing student functioning, especially in the areas of teaching, research, and service. Deficiencies in any of these three areas were identified and methods of remediation were developed. Results from this meeting were then shared with the student either in written form or via a face to face meeting. Typically, concerns would have already been addressed to the Program Coordinator, Dr. Catharina Chang. However, this was an opportunity for the faculty to have a comprehensive 360 evaluation of each student and to offer insights, feedback and recommendations.

*Academic Performance:* All faculty members in the CEP program remained responsible for tracking student academic performance for the courses they teach. Specific core and program related standards were allocated to appropriate courses as described in the department’s self-study that was submitted in 2011. Faculty members maintained records of how students performed in meeting outcomes and then shared these results at either the annual program review in the Fall or in the individual mentoring meeting between the student and his/her program leadership team.

*Professional Development:* In order to assist students in their professional involvement and to mentor students in successfully completing the doctoral program, the CEP faculty held annual mentoring meetings with each CEP student during the 2015-2016 academic year. The purpose of these meetings was to provide concrete feedback to the students related to areas in which the student was excelling as well as to discuss areas in which the student may need additional mentoring and guidance. The outcomes of this meeting included a list of action items for the student to work on in the 2015-2016 academic year. These meetings were held in March 2016. All first, second, third year and any other students who had not defended their prospectus were required to attend the mentoring meeting.

Additionally, CEP students were exposed to a broad variety of opportunities for professional development, including numerous leadership openings in national and statewide counseling organizations. Faculty members within the CEP program, many of which have held national leadership positions, were instrumental in opening up “doors” for CEP students to become active in various divisions of the American Counseling Association, Chi Sigma, Iota, and Georgia License Professional Counseling Association.
In the 2015-2016 academic year, CEP students completed a Doctoral Competency Portfolio as part of CPS 9963 Counseling Seminar. Students included works or materials that demonstrated change, growth, or insight into practice as well as professional development. These activities were connected to the CACREP’s six competency areas (teaching, supervision, counseling, scholarship, leadership/advocacy/professional service, and professional behavior). Students presented their portfolios three times during their doctoral programs as a part of CPS 9963. The portfolios were formally evaluated by the instructor of CPS 9963 and as a part of the annual mentoring meetings with the CEP faculty. The final presentation or Summative Review of the portfolio served as a “capstone” experience and involved a presentation during the counseling seminar in the third year of the seminar.

**Personal Development:** CEP students were expected to grow in their personal as well as professional and academic development. As a part of the annual student mentoring meeting, faculty discussed with students their strengths and areas for growth. Students who needed support in any of these areas worked with faculty to develop a plan for improvement. Follow up meetings occurred as needed.

**Systematic Program Evaluation**

**Program Review:** The CEP faculty met in August 2016 to discuss our curriculum, admissions procedure, comprehensive examination, and provide a review of our CEP students. No changes were recommended at this time. We will continue to discuss and monitor the comprehensive examination structure to determine its effectiveness.

**Curricular Offerings:** Based on last year’s CEP annual faculty meeting, Dr. Dennis Gilbride created a new advanced research course, CPS 8970: Developing Comprehensive Research Designs and Grant Proposals which was offered for the first time spring 2016. The course was hugely successful and will be offered Spring of even years and will be required for all CEP students.

**Characteristics of Program Applicants:** We strive to recruit and maintain diversity in our faculty, staff and students. This is inclusive of age, race/ethnicity, religion, sexual orientation, gender, ability, national origin, life experiences, etc. Like the CMH and SCO programs, the Program Coordinator met with CPS Admissions Office staff to discuss the admissions process. As part of this process, the CEP faculty was intentional in their charge to assemble a diverse cohort of individuals who they believed could excel in our academically rigorous program as well as contribute to the personal and professional growth and learning of others.

**Graduate Survey:** The survey will be conducted again in Spring 2017.

**Site Supervisor and Graduate Employer Survey:** The survey will be conducted again in Spring 2017.

**Assessment of Student Learning and Performance:** Program faculty discussed student learning and performance on professional identity, professional practice, and program area standards as a part of the mentoring meetings as well as the annual faculty meeting and as necessary throughout the year. This assessment process was also a major component of the Doctoral Competency Portfolio.
Evidence for Program Modifications: Information related to systemic program evaluation is used to modify the program as needed. Specific examples from 2015-2016 include:

Student academic performance, professional development, and personal development: Successful outcomes are indicated by student productivity. During the 2015 calendar year, CEP students had 14 publications and 38 professional presentations. During the 2015-2016 academic year, CEP students were recognized at regional and national levels for their leadership, service, and scholarship. These awards included: ACES Emerging Leader, CSI Leadership Fellow, NBCC Minority Fellowship Grant, AARC Exemplary Research and Practice Award, AARC Emerging Leaders Program, AMCD Dr. Daya & Mrs. Usha K. Sandhu Multicultural/Diversity Student Research Award, ACA Courtland Lee Multicultural Excellence Scholarship Award, and ASGW Barbara Gazda Scholarship. In FY2016, four CEP students graduated and all four were employed at the time of graduation (Savannah School of Art and Design, Agnes Scott College, University of Northern Colorado, and Lewis and Clarke University).

Program Curricular changes: CPS 8970: Developing Comprehensive Research Designs and Grant Proposals was offered for the first time spring 2016. It will continue to be offered every other year as a required course.

Applicant characteristics: CEP continues to seek diversity in program applicants with a focus on quality students.
Summary

The department of Counseling and Psychological Services in the College of Education and Human Development is committed to teaching and training excelling professionals and practitioners in the fields of Clinical Mental Health Counseling, School Counseling, and Counselor Education and Practice in accordance with the CACREP Standards. In this report, our process and outcomes resulting from program assessment and evaluation of these three CACREP accredited programs for the 2015-2016 academic year are provided. We find great value in engaging in a recursive process to engage students, faculty, staff and community-based professional leaders in our ongoing excellence and improvement.

Report Distribution: In order to distribute this 2015-2016 annual report to our alumni, community liaisons, university officials and practicum/internship supervisors, this report was made available online at the following location: http://cps.education.gsu.edu/about/annual-cacrep-report/. A notice that this annual report was made available was sent to students, faculty and staff via email. Finally, a link to the report was promoted through an array of social media outlets such as Facebook, LinkedIn, Instagram, and Twitter. Individuals with questions or need for additional information were directed to contact Dr. Brian Dew, Chair of the CPS Department.