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

2016-2017 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. 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 2016-2017 academic year, we received 270 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 15% of the applicants for CMH (1 did not enroll), 50% of the applicants for SCO (4 did not enroll), and 17% of the applicants for CEP (1 did not enroll).
The average grade point average (GPA) was 3.38 for our CMH applicants, 3.45 for our SCO applicants and 3.87 for our CEP applicants. Average graduate record examination (GRE) scores were 299 for CMH, 297 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_LVL</th>
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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 2016-2017 Academic Year, the Master of Science Degree in Clinical Mental Health Counseling (CMH) program operated in its sixth 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 2016-2017, two students 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. One student was transitioned out of the program.

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 2016 (1st Session) total hours = 12-15
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)
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 2017 (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 2017 (3rd Session) total hours = 12-15 (May 3-Week, and Regular Summer 7-Week)
CPS 7300 Career Theory, Assessment, and Intervention (3)
CPS 8100 Psychobehavioral Diagnosis (3) Maymester
CPS 8380 Family Systems and Interventions (3) (CPS 7260 is a required prerequisite)
CPS 8460 Biopsychosocial Aspects of Addiction (3) Maymester
EPRS 7900 Methods of Research in Education (3) OR may pick up MS Approved Elective if chosen course is offered in summer

Fall 2017 (4th Session) total hours = 9-15
CPS 7450 Educational and Psychological Appraisal (3)
CPS 7660 Applied Practice I (3-6) Mini-mester 1
CPS 7680 Internship (3) Mini-mester 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 = 6-12
CPS 7680 Internship (6-9)
MS Approved Elective (3) if not already taken
Throughout the 2016-2017 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 2016, May 2017, and August 2017) 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 2016-2017 academic year, CMH students were exposed to a broad variety of opportunities for professional development. We continued to maintain 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.
**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 continue to report 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. We identified one student who was experiencing significant difficulties; program faculty engaged in the student development and retention plan described in the handbook. The process resulted in the program assisting the student to transition out of the program and department.

**Systematic Program Evaluation**

**Program Review:** As a result of our continuous review of CMH students, program faculty members discussed the overall program including curriculum, program of study, and areas of instructional need and effectiveness. As a result of these discussions and student feedback, the program made significant plans to reconfigure the program structure and course offerings. We spent the last year implementing those changes including initiating a Summer admissions, revising the program of study, and expanding course offerings to students.

**Curricular Offerings:** The program reviews instructor evaluations to assess instructor effectiveness and student satisfaction. All courses continue to be successful.

**Characteristics of Program Applicants:** In 2016-2017, 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:** See Appendix I

**Graduate Employer Survey:** The graduate employer survey will be conducted in Fall 2017.

**Site Supervisor Survey:**
Assessment of Student Learning and Performance: Program faculty members convened in December of 2016, and May and August of 2017 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 2016-2017 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. One student was transitioned out of the program.

Curricular changes:
- A CPS faculty member will teach the Methods of Research course to CMH to ensure that students received consistent instruction and training in research that is grounded in our discipline.
- The faculty decided to begin Practicum in the 10 week Summer Thru-term, then complete Internship I in the Fall semester and Internship II in the Spring semester.
- An elective was added to the program (total of 2 electives)
- Students have multiple options to choose from to satisfy the Advanced Skill requirement
- The program now admits students in the Summer

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 2016-2017 academic year, the Master of Education Degree in School Counseling (SCO) operated in its second year as a 60 credit hour program. The program continued to be successful in preparing students to enter schools as school counselors. 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. Joseph Hill
Dr. Tiffany Mcnary
Dr. Laura Shannonhouse
Dr. Melissa Zeligman

PROGRAM PHILOSOPHY: In 2016-2017, 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

EPRS 7900 Methods of Research in Education (3) (any Fall, Spring or Summer online)

Summer 2016 (1st Session) total hours = 9-12
CPS 6020 Introduction to Elementary and Middle School Counseling (3)
CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (3)
CPS 7500 Individual and Family over the Lifespan (3)
CPS 8400 Intro to Play Therapy (3)

Fall 2016 (2nd Session) total hours = 12-15
CPS 6450 Group Counseling Systems (3)
CPS 7260 Counseling Systems and Interventions (3)
CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
CPS 8380 Family Systems & Interventions (3)

Spring 2017 (3rd Session) total hours = 12
CPS 6410 Basic Counseling Skills (3)
CPS 7300 Career Theory, Assessment, & Intervention (3)
CPS 7661 Applied Practice I (3)
CPS 8470 Crisis Intervention (3)

Summer 2017 (4th Session) total hours = 6-9
CPS 7450 Educational and Psychological Appraisal (3)
CPS 8260 Program Evaluation, Advocacy and Leadership in School Counseling (3)
CPS 8400 Intro to Play Therapy (3)
Elective (3) *see handbook for options*

Fall 2017 (5th Session) total hours = 6-12
CPS 7550 Consultation in School Counseling (3)
CPS 7681 Internship (3-6)
CPS 8600 Advanced Play Therapy (3)
OR CPS 8431 Counseling Skills & Strategies for School-Aged Children (3) SP18

Spring 2018 (6th Session) total hours = 6-12
CPS 7681 Internship (3-6)
CPS 8431 Counseling Skills & Strategies for School-Aged Children (3)
OR CPS 8600 Advanced Play Therapy (3) in previous FA17
CPS 8100 Psychobehavioral Diagnosis (3)
OR CPS 8540 Child/Adolescent Psychopathology (3) *recommended electives*

EXC 4020 must be completed prior to graduation for PSC requirements. Proof of completion must be sent to OAA.
## Master of Education Degree in Secondary School Counseling Model Program

**EPRS 7900 Methods of Research in Education (3) (any Fall, Spring or Summer online)**

### Summer 2016 (1st Session) total hours = 9-12
- EPRS 7900 Methods of Research in Education (3)
- CPS 6030 Introduction to Secondary School Counseling (3)
- CPS 6150 Ethical and Legal Standards in Counseling and Psychological Services (3)
- CPS 7500 Individual and Family over the Lifespan (3)

### Fall 2016 (2nd Session) total hours = 12-15
- CPS 6450 Group Counseling Systems (3)
- CPS 7260 Counseling Systems and Interventions (3)
- CPS 7340 Social/Cultural Issues in Counseling and Psychological Services (3)
- CPS 8460 Biopsychosocial Aspects of Addiction (3) *any fall*
- CPS 8380 Family Systems & Interventions (3)

### Spring 2017 (3rd Session) total hours = 12
- CPS 6410 Basic Counseling Skills (3)
- CPS 7300 Career Theory, Assessment, & Intervention (3)
- CPS 7661 Applied Practice I (3)
- CPS 8470 Crisis Intervention (3)

### Summer 2017 (4th Session) total hours = 6-9
- CPS 7450 Educational and Psychological Appraisal (3)
- CPS 8260 Program Evaluation, Advocacy and Leadership in School Counseling (3)
- CPS 8400 Intro to Play Therapy (3)
- Elective (3) *see handbook for options*

### Fall 2017 (5th Session) total hours = 6-12
- CPS 7550 Consultation in School Counseling (3)
- CPS 7681 Internship (3-6)
- CPS 8460 Biopsychosocial Aspects of Addiction (3) *any fall*
- CPS 8600 Advanced Play Therapy (3)
  - OR CPS 8431 Counseling Skills & Strategies for School-Aged Children (3) SP18

### Spring 2018 (6th Session) total hours = 6-12
- CPS 7681 Internship (3-6)
- CPS 8431 Counseling Skills & Strategies for School-Aged Children (3)
  - OR CPS 8600 Advanced Play Therapy (3) in previous FA17
- CPS 8100 Psychobehavioral Diagnosis (3)
  - OR CPS 8540 Child/Adolescent Psychopathology (3) *recommended electives*

**EXC 4020 must be completed prior to graduation for PSC requirements.** Proof of completion must be sent to OAA.
In accordance with the 2009 CACREP Standards, the School Counseling program in the 2016-2017 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 2016-2017, SCO faculty met at the end of the Fall and Spring semesters 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 2016-2017 academic year, SCO faculty met regularly to discuss the overall program including issues related to admissions and curricula. The faculty decided to allow more courses to meet the advanced skill requirement.

**Curricular Offerings:** The program reviews instructor evaluations to assess instructor effectiveness and student satisfaction. All courses continue to be successful.

**Characteristics of Program Applicants:** In 2016-2017, 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 2016 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 24 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: See Appendix I.**

**Graduate Employer Survey:** The graduate employer survey will be conducted in Fall 2017.

**Site Supervisor Survey:**

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<th>SCO</th>
<th>Not Demonstrated = 1</th>
<th>Novice with support = 2</th>
<th>Novice Independent = 3</th>
<th>Independent = 4</th>
<th>Advanced = 5</th>
<th>Area 6: Classroom Lesson, Planning Development &amp; Eval.</th>
<th>Area 7: Consultation and Collaboration</th>
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Note: Total average in each area

**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. Faculty reviewed the site supervisor Practicum Evaluations and 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 (no students). 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.

**Evidence for Program Modifications:** Information related to systemic program evaluation is used to modify the program as needed. Specific examples from 2016-2017 include:

- **Student academic performance, professional development, and personal development:** Program: Students continue to be successful in this program.
Curricular changes:
- Students have multiple options to choose from to satisfy the Advanced Skill requirement

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. Overall, they indicate that our students are independent on the following measures:
- Identity, Dispositions, and Behaviors
- Assessment, Program Development, and Evaluation
- Cultural Awareness, Advocacy, and Leadership
- Individual Counseling
- Small Group Counseling and Evaluation
- Classroom Lesson, Planning, Development, and Evaluation
- Consultation and Collaboration

Student learning, professional identity, professional practice, and program area standards: Faculty continue to monitor these elements and redress students when necessary. No students required remediation in 2016-2017.
Counselor Education and Practice Program

In the 2016-2017 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 17% 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)

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<th>Concentration Area</th>
<th>Course Name</th>
<th>Course #</th>
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<td>Research</td>
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<td>Practicum*</td>
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<td>Research &amp; Publication</td>
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<tr>
<td></td>
<td>(Supervision of Counseling Services)*</td>
<td>CPS 9480</td>
<td>3</td>
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<tr>
<td></td>
<td>(Supervision Internship)*</td>
<td>CPS 9661</td>
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Total Credit Hours: 14

*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>
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<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>
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<tr>
<td></td>
<td>Advanced Group Counseling</td>
<td>CPS 8450</td>
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</tbody>
</table>

Total Credit Hours: 14

*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>
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</thead>
<tbody>
<tr>
<td>Research</td>
<td>Quantitative/Qualitative Statistics II (On track)</td>
<td>EPRS</td>
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</tr>
<tr>
<td>Major</td>
<td>Research course</td>
<td>CPS/EPRS</td>
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<tr>
<td>Core</td>
<td>Elective/Cognate</td>
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</tbody>
</table>

Total Credit Hours: 9

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><strong>Research</strong></td>
<td>Quantitative/Qualitative Statistics III</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Major</strong></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><strong>Major</strong></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><strong>Core</strong></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**

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 2016-2017 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 2016-2017 academic year. These meetings were held in Spring 2017. 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 the Georgia License Professional Counseling Association.
In the 2016-2017 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 curriculum, admissions procedures, comprehensive examination, and provide a review of our CEP students. Based on meetings with faculty (CEP program meetings), community (Community advisory board), and students (mentoring meetings), we have made adjustments to our policies, procedures, and curriculum. Below are some specific examples of program modifications, we have made and will make based on the feedback:

- In spring 2017, we adjusted how we conducted our comprehensive examination process and added an oral defense component
- Starting spring 2018, we will adjust how we conduct the mentoring meetings. Program advisors will handle facilitating the mentoring meetings as opposed to the program coordinator
- Beginning fall 2018, the instructor of core CEP courses will rotate so that all CEP faculty will have the opportunity to teach a core CEP course thus exposing our students to more CEP core faculty
- Beginning in summer 2017, Dr. Chang stepped down as the program coordinator. Dr. Brian Dew has taken over the role in the interim

**Curricular Offerings:** In spring 2016, we added CPS 8970: Developing Comprehensive Research Design and Grant Proposals and made it a required course beginning spring 2018. This course will be offered during the spring semester in even years.

**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: See Appendix I.

Graduate Employer Survey: The graduate employer survey will be conducted in Fall 2017.

Site Supervisor Survey:

<table>
<thead>
<tr>
<th>Supervisee Evaluation Form</th>
<th>4</th>
<th>4</th>
<th>4</th>
<th>4</th>
<th>5</th>
<th>5</th>
<th>4.5</th>
<th>4.3125</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory question (B.1a)</td>
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<td>4</td>
<td>4</td>
<td>4</td>
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<td>5</td>
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<td>4.3125</td>
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<td>Theory question (B.1b)</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4.5</td>
<td>4.3125</td>
</tr>
<tr>
<td>Multicultural question (B.1c)</td>
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<td>4</td>
<td>5</td>
<td>5</td>
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<td>4.625</td>
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<td>Evidenced based practice (B.1d)</td>
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<td>5</td>
<td>5</td>
<td>5</td>
<td>4.5</td>
<td>4.8125</td>
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<tr>
<td>Counseling Effectiveness (B.1e)</td>
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<td>5</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4.75</td>
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<tr>
<td>Ethics question (B.1f)</td>
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<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>4.875</td>
</tr>
</tbody>
</table>

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 2016-2017 include:

Student academic performance, professional development, and personal development: Successful outcomes are indicated by student productivity. During the 2016 calendar year, CEP students had 16 publications and 26 professional presentations. During the 2016-2017 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. At the end of the 2016-2017 academic year, four CEP students graduated and all four were employed at the time of graduation (Life University, Positive Impact, University of Northern Colorado, and Lewis and Clarke University).

Program Curricular changes: N/A

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 2016-2017 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 2016-2017 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.
Appendix I

In the Survey of Recent Graduates conducted in Spring 2017, graduates reported the following:

N = 44 (Response rate = 60.3%)

Table 1. Please rate the degree of competency you had in the following areas when you entered Georgia State University and rate your competency in each area after attending Georgia State.

<table>
<thead>
<tr>
<th>Areas</th>
<th>Entering M (SD)</th>
<th>Exiting M (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing clearly and effectively*</td>
<td>4.93(.95)</td>
<td>5.45(.67)</td>
</tr>
<tr>
<td>Speaking clearly and effectively*</td>
<td>4.65(1.11)</td>
<td>5.40(.58)</td>
</tr>
<tr>
<td>Locating and organizing information from multiple sources*</td>
<td>4.83(1.10)</td>
<td>5.60(.54)</td>
</tr>
<tr>
<td>Setting goals, prioritizing tasks, and meeting deadlines*</td>
<td>4.86(1.03)</td>
<td>5.48(.71)</td>
</tr>
<tr>
<td>Awareness of historical contexts surrounding your area of study*</td>
<td>3.34(1.33)</td>
<td>5.20(.78)</td>
</tr>
<tr>
<td>Demonstrating competence in specific research methods appropriate to your area of specialization*</td>
<td>3.71(1.25)</td>
<td>4.88(.90)</td>
</tr>
<tr>
<td>Effectively evaluate implications and applications of research in your field*</td>
<td>3.52(1.23)</td>
<td>5.12(.80)</td>
</tr>
<tr>
<td>Developing original ideas*</td>
<td>4.26(1.24)</td>
<td>5.14(.77)</td>
</tr>
<tr>
<td>Analyzing problems from various points of view*</td>
<td>4.56(1.08)</td>
<td>5.49(.55)</td>
</tr>
<tr>
<td>Collaborating effectively with colleagues (e.g., other students, researchers, faculty) *</td>
<td>4.65(1.15)</td>
<td>5.40(.66)</td>
</tr>
<tr>
<td>Working with individuals who are culturally different from you*</td>
<td>4.51(.98)</td>
<td>5.44(.67)</td>
</tr>
<tr>
<td>Knowledgeable about the tenets of ethical practice*</td>
<td>3.72(1.10)</td>
<td>5.42(.63)</td>
</tr>
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</table>

Note. Mean range: 1=Very weak competency to 6=Very strong competency. *Pairwise comparison p<.01
Table 2. Overall Program Quality

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
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</tr>
<tr>
<td>Overall quality of courses in your major program</td>
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<td>2.3</td>
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<tr>
<td>Availability of courses in your major program</td>
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<td></td>
<td>4.7</td>
<td>4.7</td>
<td>18.6</td>
<td>25.6</td>
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<tr>
<td>Overall level of academic challenge associated with your coursework in your major program</td>
<td>-</td>
<td>2.3</td>
<td>2.3</td>
<td>14.0</td>
<td></td>
<td>37.2</td>
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<tr>
<td>Overall quality of instruction in your major program</td>
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<tr>
<td>Overall interaction with faculty in your major program</td>
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<td>.0</td>
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Note: Mean range: 1=Poor to 6=Excellent.

Table 4. Career Preparation

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<td>N = 39</td>
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<tr>
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<td>Adequate</td>
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<tr>
<td>Good</td>
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<tr>
<td>Excellent</td>
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</table>

Table 6. What were your two most important reasons for selecting Georgia State University to complete your degree?

<table>
<thead>
<tr>
<th>Reason</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Quality of the programs</td>
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</tr>
<tr>
<td>Quality of the faculty</td>
<td>37.2</td>
</tr>
</tbody>
</table>