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| California State University, Fresno Kremen School of Education and Human Development MS in Marriage, Family and Child Counseling MS in Clinical Rehabilitation and Mental Health Counseling Department/Program Assessment Coordinator: |
| Student Outcomes Assessment Plan (SOAP) |
| I. Mission Statement |
| The faculty in the Department of Counselor Education and Rehabilitation has the responsibility for providing quality graduate programs in the counseling professions. The Department of Counselor Education and Rehabilitation two accredited programs: 1) MS in Marriage, Family, and Child Counseling (MFCC) and 2) Clinical Rehabilitation and Mental Health Counseling (CRMHC). Our mission is to provide quality instruction and to contribute to our community through research, technical assistance, partnerships, training and other related public service activities. Our primary service areas include Fresno, Madera, Kings, and Tulare counties. |

II. Institutional Learning Outcomes, Program Learning Outcomes/Goals, and SLO's [a,b,c]

- A. Institutional Learning Outcomes. Fresno State ILO's are posted on the following webpage:
<http://fresnostate.edu/academics/oie/assessment/fresno-state-assessment.html>
1. Acquiring Specialized Knowledge
 2. Improving Intellectual Skills
 3. Applying Knowledge

B. Program Learning Outcomes (Also known as Goals) and related SLO's

PLO (Goal): Prepare professional counselors with the knowledge to meet the needs of an increasingly diverse and changing society.

SLO 1.1 Demonstrate a theoretical base and rationale for counseling

SLO 1.2 Identify the needs of people in a changing society related to human development, cultural identity, social justice, and human sexuality over the life span

SLO 1.3 Articulate orally and in written form a theoretical base and rationale for career development and describe the importance of career choice in a changing society

SLO 1.4 Demonstrate awareness to the existence of cultural diversity and develop sensitivity to people of diverse backgrounds

SLO 1.5 Identify counseling, legal, and ethical concerns related to the needs of people who are living and developing in a pluralistic society

SLO 1.6 Adhere to the legal statutes of the State of California and ethical standards of the American Counseling Association.

SLO 1.7 Demonstrate knowledge of the research in advancing the counseling profession, including how to critique research to inform counseling practice

PLO (Goal): Prepare professional counselors to practice effectively in collaborative and interdisciplinary environments.

SLO 2.1 Maintain effective working relationships with members of the community.

SLO 2.2 Articulates and conduct effective crisis, trauma and emergency response management

SLO 2.3 Apply knowledge to conduct effective counseling

SLO 2.4 Accurately conduct diagnoses and apply measurement and evaluation in the field of counseling including treatment planning.

SLO 2.5 Apply professional counseling expertise under direct supervision

SLO 2.6 Demonstrate essential interviewing, counseling, including group work, and case conceptualization skills as well as evaluation of interventions

PLO (Goal): Prepare qualified counselors who are proficient in written and verbal communications.

SLO 3.1 Use writing skills to communicate in a style and format (e.g., treatment planning, documentation) consistent with the American Psychological Association Publication Manual, 6th Edition.

SLO 3.2 Communicate with peers, professors, and supervisors in a manner that is consistent with appropriate terminology and consultative practices.

PLO (MFCC GOAL): Prepare graduates to provide couples, marriage, family, child, and counseling through the combination of classroom instruction and supervised clinical experiences

SLO 4.1 Demonstrate skills in assessment, evaluation, and case management when working with individuals, couples, and families from a systems perspective.

SLO 4.2 Apply conceptualization and implementation of treatment, planning, and intervention strategies in marriage, couple, and family counseling

PLO (CRMHC Goal): Prepare graduate to provide high-quality counseling services through the integration of academic instruction and supervised clinical experiences that promote skills development, reflexive practice and ethical decision-making and competent service provision for people with disabilities.

SLO 5.1 Demonstrate professional engagement in the rehabilitation and mental health counseling fields through consultation, education, advocacy, and leadership activities.

SLO 5.2 Apply research and scholarly inquiry related to rehabilitation, mental health, and promotion of independence of people with disabilities informed by field experiences.

SLO 5.3 Apply understanding of historical, cultural, ethical and legal considerations relevant to the practice of rehabilitation and mental health counseling to provide high quality service provision to people with disabilities

III. Curriculum Map [d]: Courses in which SLO's are addressed and evaluated

| Courses | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 3.1 | 3.2 | | |
|----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Courses for both Options: | | | | | | | | | | | | | | | | | |
| COUN 200 | I | I | | I | I | I | | I | I | I | I | I | I | I | I | | |
| COUN 201 | I | I | | I | I | I | I | I | | | | I | I | I | | | |
| COUN 202 | I | | | I | I | I | I | | I | I | I | I | D | I | I | | |
| COUN 203 | | | | I | I | I | I | | | | I | | | | I | | |
| COUN 206 | I | I | I | I | | | I | | | | I | | | I | | | |
| ERE 220 | | | I | | | | I | | | | | | | I | | | |
| COUN 220 | I | I | I | I | I | | I | | | | | | | M | | | |
| MFCC Option Courses | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 3.1 | 3.2 | 4.1 | 4.2 |
| COUN 230 | I | I | | I | I | I | I | | | | I | | I | I | I | I | I |
| COUN 208 | D | D | D | D | D | D | | D | D | D | D | D | D | D | D | D | D |
| COUN 231 | | | | I | I | I | I | I | I | | | | | I | | I | I |
| COUN 232 | I | I | | | I | I | | I | I | | I | | I | I | I | I | I |
| COUN 233 | I | I | I | I | I | I | I | | | | | | I | I | | I | I |
| COUN 234a | I | I | | I | I | I | I | | | | | | I | I | | I | I |
| COUN 234b | I | I | | I | I | I | I | | I | | I | I | I | I | | I | I |
| COUN 234c | I | I | | I | | I | I | | I | | I | | I | I | | I | I |
| COUN 234d | | | | | | I | | | | | | | | I | I | I | I |
| COUN 234e | | | | I | | I | | I | I | | | | | I | I | D | D |
| COUN 235 | I | I | | I | I | I | I | | | | I | | | I | | M | M |
| COUN 238 | M | M | M | M | M | M | M | | M | M | M | M | M | M | M | M | M |
| COUN 239 | M | M | M | M | M | M | M | | M | M | M | M | M | M | M | M | M |

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|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| COUN 298 | | | | | | | M | M | | | | | | M | | | | |
| COUN 299 | | | | | | | M | M | | | | | | M | | | | |
| CRMHC Option Courses | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 3.1 | 3.2 | 5.1 | 5.2 | 5.3 |
| REHAB 201 | I | I | | I | I | D | | | I | D | I | | | I | I | I | | I |
| REHAB 204 | D | | | D | | | | D | | | | | D | I | D | | I | |
| REHAB 211 | | D | | D | D | D | | D | | D | I | | D | I | D | | | D |
| REHAB 237 | D | | D | | | | I | | | D | | | D | D | D | I | D | |
| REHAB 238 | D | D | D | D | D | D | D | | D | D | D | D | I | D | D | D | | D |
| REHAB 245 | | D | | | D | D | | | | | | | | | | D | D | D |
| REHAB 250 | | D | | | D | D | | | | | | | | | | D | D | D |
| REHAB 262 | | | | D | D | D | | | | | | | | | | D | D | D |
| REHAB 265 | | D | | I | | | D | D | | | D | | D | D | D | | | |
| REHAB 268 | M | | D | D | | D | | D | D | | D | D | D | D | | D | | D |
| REHAB 239 | M | M | M | | M | | M | M | M | M | M | M | M | M | M | M | | M |
| REHAB 298 | M | | | M | M | M | | M | | | | | | M | M | | | M |
| REHAB 299 | M | | | M | M | M | | M | | | | | | M | M | | | M |

For courses in the major, using the abbreviations below, indicate which outcomes are introduced, which are developed, and which are mastered in that particular course.

I = Introduced D = Developed M=Mastered
IV. SLO's Mapped to Assessment Measures and Methods [e]

| Assessment Measure | Evaluation Method | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 3.1 | 3.2 | 4.1 | 4.2 | 5.1 | 5.2 | 5.3 |
|---------------------------|---------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Clinical Review | Rubric | | X | | X | X | X | X | X | X | | | X | | | X | | | | | X |
| Professional Dispositions | Rating Calculations | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| Comp Exam | Rating - Rubric | X | X | X | X | X | X | | | X | X | X | | | X | | X | X | | | X |

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|------------------------------|---------------------|---|---|---|---|---|---|---|---|---|---|---|---|--|---|---|---|---|---|---|---|---|
| Graduate Writing Requirement | Rubric | | | X | | | | X | | | | | | | X | | | | | X | | |
| Field Placement Surveys | Rating calculations | X | X | | X | X | X | X | X | X | X | X | X | | | X | X | X | X | | | X |
| Comp Exam Project Thesis | Rubric | X | X | X | X | X | X | | | X | | X | X | | X | | | | | | X | |
| Employer Survey | Rating calculation | X | | | | | | | | X | | | | | | | X | X | | | | X |
| Exit Survey | Rating calculation | X | | | | | | | | | | | | | | | | | | | | |
| Alumni Survey | Rating calculation | X | | | | | | | | | | | | | | | | | | X | | |

V. Assessment Measures: Description of Assignment and Method (rubric, criteria, etc.) used to evaluate the assignment [f]

A. Direct Measures (Department/Program must use a minimum of three different direct measures)

1. Clinical Review -- conducted in Rehab 201 (preliminary) for CRMHC students and Counseling Practicum (COUN 208 and REHAB 238) for both programs
 - a. The Clinical Review is a required assessment of all students that examines counseling dispositions, skill level and appropriateness for the counseling profession.
2. Graduate Writing Requirement – Writing competency evaluated by reviewing a writing sample prior to advancement to candidacy.
3. Professional Counseling Dispositions – Conducted in all Practicum and Field-placement/Internship courses
 - a. Counseling Dispositions measure the student personal characteristics, attributes and qualities an ideal counselor might possess)
4. Field Placement – Practicum Evaluation on Counseling Competencies and Professional Dispositions.
5. Comprehensive Exams or Master’s Project/Thesis

B. Indirect Measures (Department/Program must use a minimum of one indirect measure)

1. Employer Survey
2. Site Supervisor Survey
3. Exit Survey
4. Alumni Survey
5. Advisory Board feedback

| Assessment Activity | Responsible Faculty | Timeline |
|------------------------------|----------------------------|------------|
| Graduate Writing Requirement | COUN 206 instructors | Semester |
| Field Site Evaluations | COUN/REHAB 239 instructors | Semester |
| Comprehensive Exam | Chair, Comp Exam Committee | Semester |
| Advisory Board | Program Coordinators | Biannually |

| | | |
|-----------------|--|----------|
| Clinical Review | COUN 208 instructor and Department Clinical Review Committee | Semester |
| Alumni Survey | Program Coordinator | Annually |
| Exit Survey | KSOEHD | Semester |
| Employer Survey | COUN 239 instructor/ Program Coordinator | Semester |

VI. Assessment Schedule/Timeline [g]

| Academic Year | Measure | 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 | 2.1 | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 3.1 | 3.2 | 4.1 | 4.2 | 5.1 | 5.2 | 5.3 |
|---------------|---------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 2024-2025 | Clinical Review | | X | | X | X | X | X | X | | | | X | | | X | X | X | | | X |
| 2025-2026 | Professional Dispositions | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| 2026-2027 | Graduate Writing | | | X | | | | X | | | | | | | X | | | | | X | |
| 2027-2028 | Employer Survey | X | | | | | | | | | | | | | | | | | X | | X |
| 2028-2029 | Field Placement | X | X | | X | X | X | X | X | X | X | X | X | | | X | X | | X | | X |
| 2029-2030 | Comp Project | X | X | X | X | X | X | | | | | X | X | | X | | | | | | |
| 2030-2031 | | | | | | | | | | | | | | | | | | | | | |
| 2031-2032 | | | | | | | | | | | | | | | | | | | | | |

VII. Closing the Loop [h,j,k]

Fresno State Closing the Loop process is described immediately below.

A major assessment report, which focuses on assessment activities carried out the previous academic year, is submitted in September of each academic year and evaluated by the Learning Assessment Team and Director of Assessment at Fresno State. \

Program/Department Closing the Loop process: The faculty in the MS in Counseling department in both the Option in Marriage, Family, and Child Counseling and the Option in Clinical Rehabilitation and Mental Health Counseling have developed a joint SOAP and implemented assessment activities. The program coordinators for the two options, in conjunction with the department chair, will be responsible for overseeing the gathering and analysis of assessment data that relates to the departments programs and student learning outcomes going forward. It will be the program coordinator's responsibility to provide program faculty with a summary of data gathered through the assessment process. It should be noted that all program faculty will collect analyze, and review on class assignments/administrative duties. The entire faculty will review the assessment data and discuss specific steps to address any issues that are identified as a result of the evaluation of student work.

MARRIAGE, FAMILY AND CHILD COUNSELING APPENDICES

**COUNSELOR EDUCATION PROGRAM
CALIFORNIA STATE UNIVERSITY, FRESNO
CLINICAL REVIEW OF PROFESSIONAL PERFORMANCE**

Student Name _____ Semester/Year _____

Instructor _____ Date _____ Pass / No Pass _____

| Professional Performance Standards | 1 | 2 | 3 | 4 | 5 | Comments |
|--|---|---|---|---|---|----------|
| Professional Behaviors | | | | | | |
| 1. Attention to Ethical and Legal Considerations | | | | | | |
| Interpersonal Indicators | | | | | | |
| 2. Cooperativeness with Others | | | | | | |
| 3. Awareness of Own Impact on Others | | | | | | |
| 4. Ability to Deal with Conflict | | | | | | |
| Personal Dispositions | | | | | | |
| 5. Openness to New Ideas | | | | | | |
| 6. Tolerates Ambiguity | | | | | | |
| 7. Willingness to Accept and Use Feedback | | | | | | |
| 8. Ability to Accept Personal Responsibility | | | | | | |
| 9. Ability to Express Feelings Effectively and Appropriately | | | | | | |
| 10. Initiative and Motivation | | | | | | |

Rubric for Rating the Professional Performance Standards

| Professional Standards | | | | |
|---|---|---|---|--|
| 1. Attention to Ethical and Legal Considerations Rated from Inattentive (1) to Attentive (5) | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Engaged in dual relationships with clients | | Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients | | Maintained clear personal-professional boundaries with clients |
| Acted with prejudice toward those of different race, culture, gender or sexual orientation or other diversity than self | | Was responsive to supervision for occasional insensitivity to diversity in professional interactions | | Demonstrated consistent sensitivity to diversity |
| Endangered the safety and the well-being of clients | | Used judgment that could have put client safety and well-being at risk | | Satisfactorily ensured client safety and well-being |

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|---|--|--|--|---|
| Breached established rules for protecting client confidentiality including safeguards in technology used | | Used judgment that could have put client confidentiality at risk including not used safeguards for any technology utilized | | Appropriately safeguarded the confidentiality of clients including any technology used |
| Demonstrated insensitivity to role differences and power dynamics that may exist in relationship and settings, and does not manage them appropriately | | Sometimes maintained sensitivity to role differences and power dynamics that may exist in relationships and settings, and manages them appropriately | | Always maintained sensitivity to role differences and power dynamics that may exist in relationships and settings, and manages them appropriately |

| Interpersonal | | | | |
|---|---|--|---|---|
| 2. Cooperativeness with Others Rated from Uncooperative (1) to Cooperative (5) | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Demonstrated little or no engagement in collaborative activities | | Engaged in collaborative activities but with minimum input | | Worked actively toward reaching consensus in collaborative activities |
| Demonstrated unwillingness to compromise in collaborative activities | | Accepted but rarely initiated compromise in collaborative activities | | Demonstrated willingness to initiate compromise in order to reach group consensus |
| Undermined goal achievement in collaborative activities | | Was concerned mainly with own part in collaborative activities | | Showed concern for group as well as Individual goals in collaborative activities |

| 3. Awareness of Own Impact on Others Rated from Unaware (1) to Aware (5) | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Words and actions reflected little or no concern for how others were impacted by them | | Effort to determine how own words and actions impacted others was evident but sometimes inaccurate | | Effort toward recognition of how own words and actions impacted others was accurate |
| Ignored supervisory feedback about how words and actions were negatively impacting others | | Responded as necessary to feedback regarding negative impact of words and actions but at times, with resentment | | Initiated feedback from others regarding impact of own words and behaviors; regularly incorporated feedback to effect positive change |

| 4. Ability to Deal with Conflict Rated from Unable (1) to Able (5) | | | | |
|---|---|--|---|--|
| 1 | 2 | 3 | 4 | 5 |
| Was unable or unwilling to consider others' points of view | | Attempted but sometimes had difficulty grasping conflicting points of view | | Demonstrated willingness and ability to consider others' points of view |
| Did not demonstrate willingness to examine own role in a conflict | | Examined own role in a conflict only when directed to do so | | Displayed willingness to examine own role in conflict consistently |
| Ignored supervisory advisement if not in agreement with own position | | Was responsive to supervision in a conflict if it was offered | | Was consistently open to supervisory critique about own role in a conflict |
| Did not show any effort a problem solving | | Participated in problem solving when directed | | Initiated problem solving efforts in conflicts |
| Displayed hostility when conflicts were addressed | | | | Actively participated in problem solving efforts |
| Personal Disposition | | | | |
| 5. Openness to New Ideas Rated from Closed (1) to Open (5) | | | | |
| 1 | 2 | 3 | 4 | 5 |

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| Was dogmatic about own perspective and ideas | Was amenable to discussion of perspectives other than own | Solicited others' opinions and perspectives about own work |
| Ignored or was defensive about constructive feedback | Accepted constructive feedback without defensiveness | Invited constructive feedback and demonstrated interest in others' perspectives |
| Showed little or no evidence of incorporating constructive feedback received to change own behavior | Demonstrated some evidence of effort to incorporate relevant feedback received to change own behavior | Demonstrated strong evidence of incorporation of feedback received to change own behavior |

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| 6. Tolerates Ambiguity Rated from Intolerant (1) to Tolerant (5) | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Showed little or no effort to <i>recognize</i> changing demands in the professional expectations and interpersonal contexts of professional counseling | | Made some effort to <i>recognize</i> changing demands in the professional expectations and interpersonal contexts of professional counseling but was sometimes inaccurate | | Showed accurate effort to <i>recognize</i> changing demands in the professional expectations and interpersonal contexts of professional counseling |
| Showed little or no effort to <i>flex</i> own response to changing demands in the professional expectations and interpersonal contexts of professional counseling | | Effort of <i>flex</i> own response to changing demands in the professional expectations and interpersonal contexts of professional counseling was evident but sometimes inaccurate | | Demonstrated accurate effort to <i>flex</i> own response to changing demands in the professional expectations and interpersonal contexts of professional counseling as needed |
| Refused to flex own response to changing demands in the professional expectations and interpersonal contexts of professional counseling despite the knowledge of the need for change | | Effort to flex own response to changing demands in the professional expectations and interpersonal contexts of professional counseling when directed to do so | | Independently monitored the professional expectations and interpersonal contexts of professional counseling and flexed own response accordingly |
| Was intolerant of unforeseeable or necessary changes in established schedule or protocol | | Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them | | Accepted necessary changes in established schedule and attempted to understand need for them |

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| 7. Willingness to Accept and Use Feedback | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Discouraged feedback from others through defensiveness and anger | | Was generally receptive to supervisory feedback | | Invited feedback by direct request and positive acknowledgement when received |
| Showed little or no evidence of incorporating supervisory feedback received | | Showed some evidence of incorporating supervisory feedback into own views and behaviors | | Showed evidence of active incorporation of supervisory feedback received into own views and behaviors |
| Perceived feedback contrary to his/her own position as a personal affront | | Showed some defensiveness to critique through "over-explanation" of actions but without anger | | Openly accepted constructive feedback as a opportunity to grow and become a better service provider |
| Demonstrated greater willingness to give feedback than to receive it | | Demonstrated greater willingness to receive feedback than to give it | | Demonstrated a balanced willingness to give and receive supervisory feedback |

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| 8. Ability to Accept Personal Responsibility Rated from Unable (1) to Able (5) | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Refused to admit mistakes or examine own contribution to problems | | Was willing to examine own role in problems when informed of the need to do so | | Monitored own level of responsibility in professional performance |
| Lied, minimized or embellished the truth to extricate self from problems | | Was accurate and honest in describing own and others' roles in problems | | Invited constructive critique from others and applied it toward professional growth |

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| Consistently blamed others for problems without self-examination | | Potential to blame others initially, but later was open to self-examination about own role in problems | | Accepted own mistakes and responded to them as opportunity for self-improvement, avoided blame in favor of self-examination |
| 9. Ability to Express Feelings Effectively and Appropriately Rated from Unable (1) to Able (5) | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Showed no evidence of willingness and ability to articulate own feelings | | Showed some evidence of willingness and ability to articulate own feelings, but with limited range | | Was consistently willing and able to articulate the full range of own feelings |
| Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others | | Showed some evidence of willingness and ability to acknowledge others' feelings— sometimes inaccurate | | Showed willingness and ability to acknowledge others' feelings |
| Acted out negative feelings (through negative behaviors) rather than articulating them | | | | |
| Expressions of feelings were inappropriate to the setting | | Expressions of feelings usually appropriate to the setting and was responsive to supervision when not | | Expression of own feelings was consistently appropriate to the setting |
| Was resistant to discussion of own personal feelings in supervision | | Willing to discuss own feelings in supervision when directed | | Initiated discussion of own feelings in supervision |
| Lack of awareness of use of humor inappropriate to the setting | | Expression of humor inappropriate to setting but willing to explore and increase awareness when prompted | | Use of positive humor to promote resiliency and wellness |

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| 10. Initiative and Motivation Rated from Poor (1) to Good (5) | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Often missed deadlines and classes | | Missed the maximum allowable classes and deadlines | | Met all attendance requirements and deadlines |
| Rarely participated in class activities | | Usually participated in class activities | | Regularly participated in class activities |
| Often failed to meet minimal expectations in assignments | | Met only the minimal expectations in assigned work | | Met or exceeded expectations in assigned work |
| Displayed little or no initiative and creativity in assignments | | Showed some initiative and creativity in assignments | | Consistently displayed initiative and creativity in assigned work |

Comments:

____DATE_____

Signature of FACULTY SUPERVISOR

____DATE_____

Signature of STUDENT

Professional Counselor Disposition Assessment

Name of Candidate: _____

To be completed by Practicum and Field-Placement/Internship (COUN 208, COUN 238, REHAB 238 and REHAB 239) Faculty

Name of Faculty Member: _____ Date: _____

(Circle one) COUN 208 COUN 238 COUN 239 COUN 249 COUN 219

REHAB 238 REHAB 239

Descriptors are listed as evaluation guidelines for each of the dispositions. Included with each disposition are examples of behavioral indicators. Each indicator is offered as a suggested behavior, and not as a conclusive determining factor. Please check the appropriate box for each of the dispositions.

Rating scales

0 = not observed 1 = inadequate 2 = meet expectations 3 =exceeds expectations

| DISPOSITION | 0 | 1 | 2 | 3 |
|--|---|---|---|---|
| Reflection. Examples of behavioral indicators include, but are not limited to: | | | | |
| Continually evaluates the effects of his/her choices and actions on others (e.g., students, clients, families, and other professionals in the learning community). | | | | |
| Applies, assesses, reflects upon, and adjusts counseling strategies to different needs of clients | | | | |
| Accepts and incorporates suggestions in subsequent practice. | | | | |
| Demonstrates accurate self-analysis regarding one's own strengths and weaknesses. | | | | |
| Collects accurate data and incorporates it into the reflective process. | | | | |
| Is open to corrective feedback. | | | | |
| Critical thinking. Examples of behavioral indicators include, but are not limited to: | | | | |
| Utilizes assessment data to adjust counseling approaches, consultation practices, or program implementation. | | | | |
| Counselor work (e.g., case studies, group process evaluations, article critiques) indicates an ability to identify problems and solutions. | | | | |
| Professional ethics. Examples of behavioral indicators include, but are not limited to: | | | | |

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| Recognizes the importance of research to inform counseling for students and clients with diverse needs. | | | | |
| Shows commitment to ethical conduct. | | | | |
| Actively advocates for students, clients, and families and encourages self- advocacy. | | | | |

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| Works within the system to meet the needs of students/clients and their families. | | | | |
| Respects confidentially. | | | | |
| Solicits and gives thoughtful consideration to alternative and contradictory opinions. | | | | |
| Maintains a positive working relationship with peers in practicum/field placement with school/agency personnel. | | | | |
| Views families as partners in the educational and counseling process. | | | | |
| Exhibits care for quality in the preparation and implementation of work responsibilities. | | | | |
| Adheres to ethical standards for counselors. | | | | |
| Valuing diversity. Examples of behavioral indicators include, but are not limited to: | | | | |
| Diagnose clients' needs by interpreting data from diverse sources (e.g., formal/informal assessments, student/client behavior and feedback, and collateral responses) | | | | |
| Develop intervention plans compatible with diverse needs of clients. | | | | |
| (Field placement) Accommodates all clients, including those from diverse backgrounds, experiences, and cultures. | | | | |
| Respects clients/students as individuals with differing personal and family backgrounds and various skills, talents, and interests and is sensitive to community and cultural mores. | | | | |
| Collaboration. Examples of behavioral indicators include, but are not limited to: | | | | |
| Demonstrates the ability to work creatively and collaboratively with colleagues, clients, families, and the community. | | | | |
| Values families as full partners in the counseling/educational process | | | | |
| (Field Placement) Collaborates with school personnel, agencies, and families in all phases of intervention when possible. | | | | |
| Works well with others to develop opportunities for peer and student learning. | | | | |
| Plans and collaborates to ensure that appropriate supports for smooth transitions are in place. | | | | |
| Life-long learning. Examples of behavioral indicators include, but are not limited to: | | | | |
| Seeks out opportunities for professional development (e.g., attendance at workshops, in-service trainings, conferences) using the information learned to improve counseling practice. | | | | |
| Seeks out opportunities to serve the school, students and community (e.g., extracurricular activities, Big Brothers, Big Sisters). | | | | |

| | | | | |
|--|--|--|--|--|
| Demonstrates a positive attitude toward learning. | | | | |
| Demonstrates intellectual and academic curiosity. | | | | |
| Maintains membership in professional organizations. | | | | |
| Personal philosophy statement includes goals for professional development. | | | | |
| Presents on an area of expertise or interest to teachers, community, profession, and/or parents at local, state, national or international conferences or trainings. | | | | |

COUN 208
Practicum in Individual Counseling
FINAL EVALUATIONS
 Semester:

STUDENT NAME:

| A | B | C | D | CHARACTERISTICS/DESCRIPTORS |
|---|---|---|---|--|
| | | | | Mastered unconditional regard for client(s) |
| | | | | Mastered empathy |
| | | | | Mastered facilitative genuineness |
| | | | | Mastered appropriate self-disclosure |
| | | | | Mastered immediacy |
| | | | | Mastered therapeutic confrontation |
| | | | | Mastered concreteness |
| | | | | Demonstrated a clear orientation to wellness and prevention as desired counseling goals |
| | | | | Was respectful of client (needs, values, strengths) (non-judgmental, silences, time boundaries) |
| | | | | Demonstrates an understanding of the purpose of supervision and its practices and processes |
| | | | | Demonstrated consistent improvement |
| | | | | Overall quality of the therapeutic alliance |
| | | | | Received feedback from supervisors and peers in an emotionally mature manner (was open, non-defensive) |
| | | | | Utilized feedback in subsequent sessions (integration of feedback to practice) |
| | | | | Demonstrated responsible behavior for personal issues impeding counseling skill development. |
| | | | | Gave useful feedback in sensitive manner |
| | | | | Demonstrated supportive, fully participative and collegial behavior with peers. |
| | | | | Was present and on time for all classes (unless prior notice is given) |
| | | | | All paper work was done promptly and accurately |
| | | | | Followed all Practicum policies as specified |
| | | | | Adhered to ethical standards; understands commitment to clients |

Legend:

A = Outstanding
 D = Poor

B = Good/Above Average

C = Average

F = Serious deficiencies and/or Ethical breaches

Course Grade:

Comments:

 Student Signature

 Supervisor Signature Date

Counseling 238 Supervisor

Evaluation Form

Semester _____ Supervisor _____
 (Indicate whether Instructor, Intern or Field Supervisor)

Strongly Disagree Somewhat Strongly Agree Strongly Agree

1. Provides trainees with useful feedback regarding counseling behavior 1 2 3 4 5 6 7
- 5 2. Helps trainees feel at ease with the supervision process. 1 2 3 4
6 7
- 5 3. Makes supervision a constructive learning process. 1 2 3 4
6 7
4. Helps trainees develop counseling strategies that 1 2 3 4 5 6 7 can be used with clients.
5. Helps trainees focus on how their counseling 1 2 3 4 5 6 7 behavior influences the client.
6. Encourages trainees to consider alternative 1 2 3 4 5 6 7 counseling skills and approaches.
- 6 7. Structures supervision appropriately. 1 2 3 4 5
7
8. Adequately recognizes the development of 1 2 3 4 5 6 7 strengths and capabilities.
9. Allows trainees to brainstorm solutions, 1 2 3 4 5 6 7 responses, and techniques.
10. Enables trainees to become actively involved in 1 2 3 4 5 6 7 the supervision process.
- 5 11. Helps trainees feel accepted and respected. 1 2 3 4
6 7
12. Conveys competence. 1 2 3 4 5 6 7
- 6 13. Is helpful in critiquing report writing. 1 2 3 4 5
7
14. Appropriately addresses interpersonal dynamics 1 2 3 4 5 6 7 between self and counselor.
- 5 15. Can accept feedback from counselor trainees. 1 2 3 4
6 7

5 16. **Helps reduce defensiveness in supervision.** 1 2 3 4
 6 7

17. **Allows trainees to express opinions, questions** and concerns about counseling. 1 2 3 4 5 6 7

18. **Prepares trainees adequately for future** 1 2 3 4 5 6 7
 1 2 3 4 5 6 7

19. **Provides trainees with the opportunity to** adequately discuss major difficulties with clients.

20. **Helps trainees to assess and conceptualize cases.** 1 2 3 4 5 6 7

21. **Is flexible enough for trainees to be spontaneous** and creative. 1 2 3 4 5 6 7

22. **Focuses on the implications and consequences** of specific behaviors in the counseling process. 1 2 3 4 5 6 7

23. **Allows trainees to use new and different techniques** when appropriate. 1 2 3 4 5 6 7

24. **Helps trainees to define and achieve specific** concrete goals for myself during the practicum experience. 1 2 3 4 5 6 7

25. **Helps trainees organize relevant case data in** planning goals and strategies with clients. 1 2 3 4 5 6 7

26. **Explains the criteria for evaluation clearly and in** behavioral terms. 1 2 3 4 5 6 7

27. **Applies criteria fairly in evaluating counseling** performance. 1 2 3 4 5 6 7

Additional comments:

*This form was adapted from Janine M. Bernard (1976- revised, 1981).

Final Evaluation of Counselor Trainee

(to be completed by Approved Site Supervisor)

Counselor Trainee: _____ Date: _____
 Agency/Organization: _____
 Traineeship beginning: _____ and ending: _____

SUPERVISOR: Please evaluate the counselor trainee for this field placement by using the following rating scale. Please write comments where appropriate.

- 1 - below level of performance for this placement and needs much improvement.
- 2 - needs some improvement in the level of performance.
- 3 - performing at expected level.
- 4 - performing above expected level.

| KNOWLEDGE | | | | |
|-----------|---|---|---|---|
| 1 | 2 | 3 | 4 | Theoretical knowledge of counseling and marital and family therapy. |
| 1 | 2 | 3 | 4 | Techniques of counseling psychotherapy. |
| 1 | 2 | 3 | 4 | Community resources and referral procedures. |
| 1 | 2 | 3 | 4 | Ability to formulate and implement a treatment plan. |

| SKILLS | | | | |
|--------|---|---|---|---|
| 1 | 2 | 3 | 4 | Sensitive to matters of diversity; effective in working with clients from diverse social and/or cultural populations. |
| 1 | 2 | 3 | 4 | Maintains clear limits and control while encouraging initiative. |
| 1 | 2 | 3 | 4 | Diagnoses accurately, shows understanding of personal/family dynamics. |
| 1 | 2 | 3 | 4 | Communicates clearly with clients regarding feelings/thoughts/actions. |
| 1 | 2 | 3 | 4 | Knows personal limits and when to seek consultation or make referrals. |
| 1 | 2 | 3 | 4 | Confronts appropriately defenses, distortions, and discrepancies. |
| 1 | 2 | 3 | 4 | Uses personal experiences/self-disclosure properly. |
| 1 | 2 | 3 | 4 | Devises effective directives or plans for change. |
| 1 | 2 | 3 | 4 | Uses a variety of counseling techniques/strategies. |
| 1 | 2 | 3 | 4 | Terminates cases appropriately and when indicated. |

| | | | | |
|---|---|---|---|--|
| 1 | 2 | 3 | 4 | Writes timely and orderly reports which are clinically accurate. |
| 1 | 2 | 3 | 4 | Makes clear case presentations during staffing meetings. |

OVERALL EVALUATION:

Supervisor believes the counselor trainee has completed the fieldwork with the following level of competence (please circle the point on the rating scale which reflects your assessment, based on the traditional A - F grading system):

| | | | | | | | |
|---------------------|----|----|---|----|------------------|---|---|
| Very Competent | | | | | Incompetent | | |
| A | A- | B+ | B | B- | C | D | F |
| GRANT COURSE CREDIT | | | | | NO CREDIT ISSUED | | |

This rating will assist the CSUF faculty supervisor in determining a grade for this experience and will be considered "advisory" input. Responsibility for the final grade rests exclusively with the CSUF faculty supervisor.

SUPERVISOR COMMENTS: Please write a brief comment, especially regarding the counselor trainee's work with couples, families, and children.

SUPERVISOR'S NAME: _____ DATE: _____

SIGNATURE: _____ DEGREE/LICENSE: _____

COMMENTS BY COUNSELOR TRAINEE:

TRAINEE'S SIGNATURE: _____ DATE: _____

CSUF SUPERVISOR'S SIGNATURE: _____ DATE: _____

ALUMNI EVALUATION

Date _____

Year M.S. completed _____

Type of current occupational assignment _____

Based on the counseling work being done in your present assignment, please rate the degree to which you feel the counselor education program at CSUF is related to your performance on the job. The higher the number circled, the greater your degree of satisfaction.

| Category | Satisfaction | | | | | |
|--|--------------|---|---|------|---|-------|
| | Low | | | High | | |
| 1. Knowledge and understanding of human behavior | 1 | 2 | 3 | 4 | 5 | N/A * |
| 2. Ability to counsel individuals | 1 | 2 | 3 | 4 | 5 | N/A * |
| 3. Ability to counsel in groups | 1 | 2 | 3 | 4 | 5 | N/A * |
| 4. Ability to counsel with families | 1 | 2 | 3 | 4 | 5 | N/A * |
| 5. Knowledge and understanding of laws related to the counseling profession | 1 | | | 4 | 5 | |
| | | 2 | 3 | | | N/A * |
| 6. Knowledge and understanding of learning theory | 1 | 2 | 3 | 4 | 5 | N/A * |
| 7. Ability to counsel with culturally different clients | 1 | 2 | 3 | 4 | 5 | N/A * |
| 8. Ability to counsel with clients of different ages | 1 | 2 | 3 | 4 | 5 | N/A * |
| 9. Ability to counsel with members of the opposite sex | 1 | 2 | 3 | 4 | 5 | N/A * |
| 10. Ability to utilize effective clinical judgment in the assessment of client needs | 1 | 2 | 3 | 4 | 5 | N/A * |
| 11. Knowledge and understanding of the limitations of tests, including age, cultural and sex differences | 1 | | | 4 | 5 | |
| | | 2 | 3 | | | N/A * |
| 12. Knowledge and understanding of different life styles | 1 | 2 | 3 | 4 | 5 | N/A * |
| 13. Knowledge and understanding of occupational and career trends | 1 | | | 4 | 5 | |
| | | 2 | 3 | | | N/A * |
| 14. Ability to understand and complete research studies | 1 | 2 | 3 | 4 | 5 | N/A * |
| 15. Knowledge and understanding of preventative or developmental counseling | 1 | | | 4 | 5 | |
| | | 2 | 3 | | | N/A * |
| 16. Ability to assess needs and develop programs to meet the needs of organizations | 1 | | | 4 | 5 | |
| | | 2 | 3 | | | N/A * |
| 17. Ability to consult with other professionals to meet the needs of organizations and/ or individuals | 1 | | | 4 | 5 | |
| | | 2 | 3 | | | N/A * |
| 18. Understanding of and ability to follow professional ethics in the field | 1 | | | 4 | 5 | |
| | | 2 | 3 | | | N/A * |
| 19. The counselor education program at CSUF provided the type of experiences needed for effectiveness as a counselor | 1 | 2 | 3 | 4 | 5 | N/A * |

* The N/A (not applicable) response is appropriate for categories that are not included in your professional work assignment.

Please turn to back page for additional questionnaire items.

1. Please list the major strengths of the Counselor Education programs at CSUF:

2. Please list the major weaknesses of the Counselor Education program at CSUF:

3. List the areas you suggest for change or that need strengthening:

4. Other comments and/ or recommendations:

**Employer Evaluation of the California State University, Fresno
Counselor Education Program**

Please rate, to the best of your knowledge, the degree to which you are satisfied with the supervisee's and/or graduate's educational training and clinical expertise in terms of the areas of knowledge and skill presented below. The higher the number circled, the greater your satisfaction with the acquired knowledge and skill.

| | Category | Satisfaction | | | | | |
|-----|--|--------------|---|---|---|------|-----|
| | | Low | | | | High | |
| 1. | Knowledge and understanding of human behavior | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. | Ability to counsel individuals | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. | Ability to counsel in groups | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. | Ability to counsel with families | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. | Knowledge and understanding of laws related to the counseling profession | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. | Knowledge and understanding of learning theory | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. | Ability to counsel with culturally different clients | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. | Ability to counsel with clients of different ages | 1 | 2 | 3 | 4 | 5 | N/A |
| 9. | Ability to counsel with members of the other gender | 1 | 2 | 3 | 4 | 5 | N/A |
| 10. | Ability to utilize effective clinical judgment in the assessment of client needs | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. | Knowledge and understanding of the limitations of tests, including age, cultural and sex differences | 1 | 2 | 3 | 4 | 5 | N/A |
| 12. | Knowledge and understanding of different life styles | 1 | 2 | 3 | 4 | 5 | N/A |
| 13. | Knowledge and understanding of occupational and career trends | 1 | 2 | 3 | 4 | 5 | N/A |
| 14. | Ability to accurately diagnose and develop treatment plans | 1 | 2 | 3 | 4 | 5 | N/A |
| 15. | Knowledge and understanding of preventive or developmental counseling | 1 | 2 | 3 | 4 | 5 | N/A |
| 16. | Ability to assess needs and develop programs to meet the needs of organizations and/or individuals | 1 | 2 | 3 | 4 | 5 | N/A |
| 17. | Ability to consult with other professionals to meet the needs of organizations and/ or individuals | 1 | 2 | 3 | 4 | 5 | N/A |
| 18. | Understanding of and ability to follow professional ethics in the field | 1 | 2 | 3 | 4 | 5 | N/A |

The N/A (not applicable) response is appropriate for categories that are not included in your professional work assignment.

What do you like most about the way the Counselor Education Program prepared your employee(s)?

What do you like the least about the way the Counselor Education Program prepared your employee(s)?

What changes would you recommend for the Counselor Education Program?

In general, I feel that the graduate(s) I hired was/were well prepared by the Counselor Education Program.

Demographic Information:

1. Name of firm/agency: _____

2. Your position: _____

3. Focus/goal of program: _____

4. Type of clients served: _____

5. Name of graduate(s) hired: _____

6. Position/ title of graduate(s): _____

7. Date graduate(s) hired: _____

8. # of graduate(s) hired in past 12 months: _____

Thank you very much for taking the time to complete this survey. We appreciate your cooperation and your continued support of the Counselor Education Program.

Comprehensive Exam Scoring Rubric

MFCC Comp Exam: Essay Grading Sheet

Student #: _____

| Assessment | Score | Poss. |
|---|-------|-------|
| <p>Family Strengths 10=insightful response; 8-9=adequately addressed issue; 6-7=identified at least 1 issue; could have developed more; 1-5=missed significant issues Notes: <input type="checkbox"/> Missed potential strength <input type="checkbox"/> Vague answer <input type="checkbox"/> Not case specific.</p> | | 10 |
| <p>Diversity 10=insightful response; 8-9=adequately address 2 issues; 6-7=identified 1-2 issues; could have developed more; 1-5=missed significant issues Notes: <input type="checkbox"/> Did not apply to family well <input type="checkbox"/> Missed 1 major issues <input type="checkbox"/> Missed minor issues <input type="checkbox"/> More detail would have been helpful.</p> | | 10 |
| <p>Diagnosis 10=insightful and thorough; 8-9=complete and specific; 6-7=addressed most glaring issues; 1-5=missed significant issues. Note: <input type="checkbox"/> Did not apply to Case <input type="checkbox"/> Missed significant diagnostic issues <input type="checkbox"/> Did not address four axes</p> | | 10 |
| Crisis Issues | | |
| <p>2 Crisis Issues 20=insightful and thorough; 15-19=complete and specific for both issues; 10-14=1st issue done well; 2nd vague; 6-9=some parts vague; 1-5=missed significant issues. Note: <input type="checkbox"/> Did not apply to family <input type="checkbox"/> Missed significant issue(s) <input type="checkbox"/> Did not address 2 issues <input type="checkbox"/> Did not address all members <input type="checkbox"/> Did not describe handling of issue clearly <input type="checkbox"/> Vague</p> | | 20 |
| Law and Ethics | | |
| <p>2 Legal Issues 15=insightful and thorough; 11-14=complete and specific for both issues; 7-10=1st issue done well; 2nd vague; 1-6=missed significant issues. Note: <input type="checkbox"/> Did not apply to family <input type="checkbox"/> Missed significant issue(s) <input type="checkbox"/> Did not address all members <input type="checkbox"/> Did not describe handling of issue clearly <input type="checkbox"/> Vague</p> | | 15 |
| <p>2 Ethical Issues 10=insightful and thorough; 8-9=complete and specific for both issues; 6-7=1st issue done well; 2nd vague; 1-5=missed significant issues. Note: <input type="checkbox"/> Did not apply to family <input type="checkbox"/> Missed significant issue(s) <input type="checkbox"/> Did not address all members <input type="checkbox"/> Did not describe handling of issue clearly <input type="checkbox"/> Vague</p> | | 10 |
| Theory | | |
| <p>Systemic Assessment 10=Insightful and thorough; 8-9=complete and specific; 6-7=addressed most glaring issues; 1-5=missed significant issues. Note: <input type="checkbox"/> Vague structural response <input type="checkbox"/> Vague assessment of communication <input type="checkbox"/> Vague assess of systemic process <input type="checkbox"/> Not specific to family <input type="checkbox"/> Incorrect use of terms <input type="checkbox"/> Inconsistent assessment <input type="checkbox"/> In accurate assessment</p> | | 10 |
| <p>Treatment Plan 15=detailed, theory and family specific; 11-14=clearly articulated and thorough; 8-10=adequate; 6-7=unfocused, 1-5 unspecific to family. Note: <input type="checkbox"/> Did not apply to family <input type="checkbox"/> Missed significant issue(s) <input type="checkbox"/> Did not address all members <input type="checkbox"/> Not theory specific <input type="checkbox"/> Goals vague <input type="checkbox"/> Interventions vague <input type="checkbox"/> More detail needed</p> | | 15 |
| Total: | | 100 |

Graduate Writing Requirement

Scoring Rubric –MS Writing Requirement , MS in Counseling

| Scoring Level | Style and Format | Mechanics | Content and Organization |
|------------------|--|--|--|
| 4 - Exemplary | In addition to meeting the requirement for a "3," the paper is consistent with APA throughout. Models the language and conventions used in related scholarly/professional literature. Would meet the guidelines for an APA publication. | In addition to meeting the requirements for a "3," the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer's logic. | In addition to meeting the requirements for a "3," excels in the organization and presentation of ideas related to the topic. Raises important issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic. |
| 3 - Accomplished | While there may be minor errors, APA conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Models the discipline's overall journalistic style. | While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility. Transitions and organizational structures such as subheadings are used which help the reader move from one point to another. | Follows all requirements for the paper. Topic is timely and carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a creditable job summarizing related literature. |
| 2 - Developing | While some APA conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper. | Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. Writing does not flow smoothly from point to point, lacks appropriate transitions. | While the paper represents the major requirement, it is lacking in substantiated ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic. |
| 1 - Beginning | APA conventions are not followed. Fails to demonstrate thoroughness and competence in documentation. Lack of appropriate style and format make reading and comprehensibility problematic. | Paper contains numerous errors in spelling, grammar, and/or sentence structure which make following the logic of the paper extremely difficult. | Analysis of existing scholarly/professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little information about one's understanding of the paper's topic. |

CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING APPENDICES

- A. Clinical Review Snapshot**
- B. Graduate Writing Requirement**
- C. Professional Counseling Dispositions**
- D. Field Placement Evaluations Snapshot**
- E. Comprehensive Exam Essay Scoring Rubric**
- F. Employer Survey Snapshot**
- G. Site Supervisor Survey Snapshot**
- H. Exit Survey Snapshot**
- I. Alumni Survey Snapshot**