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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: Drs. Alicia Becton and Chris Lucey

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.

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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

   1. **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

2. **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

3. **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.

4. **PLO (MFCC GOAL): Provide students a high-quality graduate education program that combines classroom instruction and supervised clinical experiences related to the provision of individual, couples, marriage, family, child, and counseling**

   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

5. **PLO (CRMHC Goal): Provide students a high-quality graduate educational program that combines classroom instruction and supervised clinical experiences aimed at the acquisition of skills, reflexive practice and the development of competencies related to the provision of services to people with disabilities.**

SLO 5.1 Implement and maintain an active relationship to the broader rehabilitation community and related professional associations through consultation, education, advocacy and leadership activities.

SLO 5.2 Produce research and other scholarly information that is related to promoting the rehabilitation and independence of people with disabilities using field experiences as a guide.

SLO 5.3 Apply understanding of historical, cultural, ethical and legal considerations related specifically to the practice of rehabilitation and mental health counseling to promote high quality service provision to persons 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			
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			
COUN 234a	I	I		I	I	I	I						I	I			
COUN 234b	I	I		I	I	I	I		I		I	I	I	I			
COUN 234c	I	I		I		I	I		I		I		I	I			
COUN 234d						I								I	I		

	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
COUN 234e				I		I		I	I					I	I			
COUN 235	I	I		I	I	I	I			I				I				
COUN 238	M	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	M
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				D	I			I	I	I		I
REHAB 204	D			D				D					D	I	D		I	
REHAB 211		D		D		D		D	I		I			I	D			D
REHAB 237	D		D				I						D			I	D	
REHAB 238	D	D	D	D	D	D	D		D	D	D	D	I	D	D	D		D
REHAB 265		D		I			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
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 measures 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

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	Collected
Graduate Writing Requirement	COUN 206 instructors and GWR Committee	Each Semester
Field Site Evaluations	COUN/REHAB 238 & 239 instructors	Each Semester
Comprehensive Exam	Chair, Comp Exam Committee	Each Semester
Advisory Board	Program Coordinators	Biannually
Clinical Review	COUN 208/Rehab 238 instructors and Department Clinical Review Committee	Each Semester
Alumni Survey	Program Coordinator	Annually
Exit Survey	KSOEHD	Annually
Professional Dispositions	Assessment Coordinator	Each Semester
Employer Survey	COUN 239 instructor/ Program Coordinator	Annually

VI. Assessment Schedule/Data Analyzed Timeline [g]

Academic Year	Measure
2019-2020	Clinical Review
2019-2020	Professional Dispositions
2019-2020	Graduate Writing
2020-2021	Employer Survey
2020-2021	Field Placement
2020-2021	Comp Exam
2021-2022	Alumni Survey
2021-2022	Exit Survey
2021-2022	Advisory Board

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 CER department in both the MS in Marriage, Family, and Child Counseling and the MS in Clinical Rehabilitation and Mental Health Counseling have developed a joint SOAP and implemented assessment activities. The program coordinators for the two programs, 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 assignments in addition to other administrative duties. The department faculty will review the assessment data and discuss specific steps to address any issues identified as a result of the evaluation of student work.

MARRIAGE, FAMILY AND CHILD COUNSELING APPENDICES

COUNSELOR EDUCATION PROGRAM

CALIFORNIA STATE UNIVERSITY, FRESNO

<u>CLINICAL REVIEW OF PROFESSIONAL PERFORMANCE</u>

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
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
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' perspective
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

6. Tolerates Ambiguity
Rated from Intolerant (1) to Tolerant (5)

1	2	3	4	5
Showed little or no effort to *recognize* changing demands in the professional expectations and interpersonal contexts of professional counseling		Made some effort to *recognize* changing demands in the professional expectations and interpersonal contexts of professional counseling but was sometimes inaccurate		Showed accurate effort to *recognize* changing demands in the professional expectations and interpersonal contexts of professional counseling
Showed little or no effort to *flex* own response to changing demands in the professional expectations and interpersonal contexts of professional counseling		Effort of *flex* own response to changing demands in the professional expectations and interpersonal contexts of professional counseling was evident but sometimes inaccurate		Demonstrated accurate effort to *flex* 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

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

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
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

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:				
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.				

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

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

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

19. Provides trainees with the opportunity to   1   2   3   4   5   6   7
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   1   2   3   4   5   6   7
and creative.

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

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

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

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

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

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

<u>Additional comments:</u>

*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	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 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	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 understand and complete research studies	1	2	3	4	5	N/A *
15. Knowledge and understanding of preventative or developmental counseling	1	2	3	4	5	N/A *
16. Ability to assess needs and develop programs to meet the needs of organizations	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 *
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	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.
Assessment		
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: ❑ Missed potential strength ❑ Vague answer ❑ Not case specific.		10
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: ❑Did not apply to family well ❑Missed 1 major issues ❑ Missed minor issues ❑ More detail would have been helpful.		10
Diagnosis 10=Insightful and thorough; 8-9=complete and specific; 6-7=addressed most glaring issues; 1-5=missed significant issues. Note: ❑ Did not apply to Case ❑ Missed significant diagnostic issues ❑ Did not address four axes		10
Crisis Issues		
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: ❑ Did not apply to family ❑ Missed significant issue(s) ❑ Did not address 2 issues ❑ Did not address all members ❑ Did not describe handling of issue clearly ❑ Vague		20
Law and Ethics		
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: ❑ Did not apply to family ❑ Missed significant issue(s) ❑ Did not address all members ❑ Did not describe handling of issue clearly ❑ Vague		15
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: ❑ Did not apply to family ❑ Missed significant issue(s) ❑ Did not address all members ❑ Did not describe handling of issue clearly ❑ Vague		10
Theory		
Systemic Assessment 10=Insightful and thorough; 8-9=complete and specific; 6-7=addressed most glaring issues; 1-5=missed significant issues. Note: ❑ Vague structural response ❑ Vague assessment of communication ❑ Vague assess of systemic process ❑ Not specific to family ❑ Incorrect use of terms ❑ Inconsistent assessment ❑ In accurate assessment		10
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: ❑ Did not apply to family ❑ Missed significant issue(s) ❑ Did not address all members ❑ Not theory specific ❑Goals vague ❑ Interventions vague ❑ More detail needed		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 is substantial 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 nor understanding of the paper's topic.

CLINICAL REHABILITATION AND MENTAL HEALTH COUNSELING APPENDICES

A. **Clinical Review Snapshot** http://bit.ly/CRMHCClinicalReview
B. **Graduate Writing Requirement** https://bit.ly/31WCUP0
C. **Professional Counseling Dispositions** http://bit.ly/CounselorDisposition
D. **Field Placement Evaluation (REHAB 238 and 239)** http://bit.ly/CRMHCCounEval
E. **Comprehensive Exam Essay Scoring Rubric** http://bit.ly/CRMHCCompsEssayRubric
F. **Employer Survey** http://bit.ly/CRMHCemployersat
G. **Site Supervisor Survey** http://bit.ly/CRMHCSiteSupervisor
H. **Exit Survey** http://bit.ly/2QGEuQo
I. **Alumni Survey** https://bit.ly/2NmX4Oo