Master of Science in Counseling Program
Clinical Mental Health Counseling Concentration

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
Self-Study
June 2013

CACREP Liaison:
Carrie King, Ph.D., LPC, NCC, PSC
Mount Mary University
2900 North Menomonee River Parkway
Milwaukee, WI 53222
kingc@mtmary.edu
414-258-4810 ext. 318
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<td></td>
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<td></td>
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<td>Student Improvement Plan</td>
<td></td>
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Application for Accreditation

Date: June 20, 2013

Institution: Mount Mary University

Department/Academic Unit: Behavioral Sciences/M.S. in Counseling Program

Mailing Address: 2900 N. Menomonee River Parkway
                   Milwaukee, WI  53222

Program Website: http://www.mtmary.edu/dept-communitycounseling.htm

Accreditation Contact Person: Carrie King, Ph.D.

Telephone (414) 258-4810 ext. 318  Fax (414) 256-0167  E-mail: kingc@mtmary.edu

Place an "X" on the left next to the program area(s) for which accreditation is sought and indicate the degree(s) offered.

**Entry-Level**

- [ ] Addictions Counseling  □ M.Ed. □ M.A. □ M.S. □ Other ______
- [ ] Career Counseling  □ M.Ed. □ M.A. □ M.S. □ Other ______
- [X] Clinical Mental Health Counseling  □ M.Ed. □ M.A. □ M.S. □ Other ______
- [ ] Marriage, Couple, and Family Counseling  □ M.Ed. □ M.A. □ M.S. □ Other ______
- [ ] School Counseling  □ M.Ed. □ M.A. □ M.S. □ Other ______
- [ ] Student Affairs and College Counseling  □ M.Ed. □ M.A. □ M.S. □ Other ______

**Doctoral-Level**

- [ ] Counselor Education and Supervision  □ □ Ph.D.  □ □ Ed.D.
Application for Accreditation

President/CEO of the Institution  Eileen Schwalbach, Ph.D.  
(Name)  
(Signature)

Mailing Address  Mount Mary University  
President’s Office, 145 NDH  
2900 North Menomonee River Parkway  
Milwaukee, WI  53222

Email  schwale@mtmary.edu

Dean of Graduate Education  Douglas J. Mickelson, Ph.D.  
(Name)  
(Signature)

Mailing Address  Mount Mary University  
Office of Graduate Education, 152 NDH  
2900 North Menomonee River Parkway  
Milwaukee, WI  53222

Email  Mickelsd@mtmary.edu

Department Chair  Krista Moore, Ph.D.  
(Name)  
(Signature)

Mailing Address  Mount Mary University  
Fidelis Hall 329  
2900 North Menomonee River Parkway  
Milwaukee, WI  53222
Application for Accreditation

1. Please list each site where the program(s) is offered and the percentage of the degree requirements that can be completed at each site.

The only site where the program is offered is at the main Mount Mary University campus in Milwaukee, WI.

2. Please provide a sample transcript (with blacked out identifying information) for each program area for which accreditation is sought.

Here is a sample transcript for the Clinical Mental Health Counseling concentration.

3. Please provide a current program of study for each program that includes all required courses and indicates the total number of hours to obtain the degree. This information should also include the number of clinical hours required in practicum and internship courses.

Here is the program of study for the Clinical Mental Health Counseling concentration.

4. Please create tables or charts with the following information.
   a) Table 1 – Faculty Who Currently Teach in the Program

   1. List all core faculty by name and include each person’s credit hours generated in last 12 months, terminal degree and major, primary teaching focus, professional memberships, licenses/ certifications and nature of involvement in the program(s) (e.g., Academic Unit Leader).

<table>
<thead>
<tr>
<th>Core Faculty Member</th>
<th>Credit Hours TOTAL (CMHC)</th>
<th>Terminal Degree and Major</th>
<th>Primary Teaching Focus</th>
<th>Professional Memberships</th>
<th>Licenses/ Certifications</th>
<th>Nature of involvement in program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terri Jashinsky</td>
<td>300 (123)</td>
<td>Ph.D, Counseling Psychology</td>
<td>Addictions; Career Dev; Assessment; Program Eval; Supervision</td>
<td>WCA, ACA, APA</td>
<td>CRC #00056611</td>
<td>Faculty</td>
</tr>
<tr>
<td>Carrie King</td>
<td>98 (31)</td>
<td>Ph.D, Counseling Psychology</td>
<td>Multicultural Counseling; Career Dev; School Counseling; Children/Adol; Supervision</td>
<td>ACA, WCA, ASCA, WSCA, ACES, NCACES</td>
<td>LPC #4705-125 - WI; School Counselor #213569 DPI-WI; NCC #275698</td>
<td>Director of M.S. in Counseling Program; Faculty</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Core Faculty Member</th>
<th>Credit Hours TOTAL (CMHC)</th>
<th>Terminal Degree and Major</th>
<th>Primary Teaching Focus</th>
<th>Professional Memberships</th>
<th>Licenses/ Certifications</th>
<th>Nature of involvement in program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Kraemer Smothers</td>
<td>263 (158)</td>
<td>Ph.D. Counseling Psychology</td>
<td>Group; Trauma; Techniques; Theories; Supervision</td>
<td>WCA, ACA, APA</td>
<td>LP #3039-57 - WI</td>
<td>Faculty</td>
</tr>
<tr>
<td>Tammy Scheidegger</td>
<td>132 (41)</td>
<td>Ph.D. Human Dev and Family Science</td>
<td>Family Systems; Trauma; Eating Disorders; Supervision</td>
<td>ACA, WCA, ACES, AACE, AAMFT, NCACES</td>
<td>LPC #4706-125 - WI; NCC #276340</td>
<td>Practicum &amp; Internship Coordinator; Faculty</td>
</tr>
<tr>
<td>Lee Za Ong</td>
<td></td>
<td>Ph.D. Rehabilitation Psychology</td>
<td>Statistics/Research; Multicultural; Supervision</td>
<td>ACA, APA</td>
<td>LPC #4447-125-WI; CRC #00089937</td>
<td>Faculty (Started 5.28.13)</td>
</tr>
</tbody>
</table>

2. List all noncore faculty by name and include each person’s credit hours generated in last 12 months, terminal degree and major, primary teaching focus, professional memberships, licenses/ certifications and nature of involvement in the program(s) (e.g., clinical faculty, adjunct)
<table>
<thead>
<tr>
<th>Core Faculty Member</th>
<th>Credit Hours TOTAL (CMHC)</th>
<th>Terminal Degree and Major</th>
<th>Primary Teaching Focus</th>
<th>Professional Memberships</th>
<th>Licenses/Certifications</th>
<th>Nature of involvement in program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kari Erickson</td>
<td>39 (21)</td>
<td>MA Counseling &amp; Psychological Services</td>
<td>Multicultural Counseling; School Counseling</td>
<td>WCA; ASCA</td>
<td>LPC #3874-125 - WI; School Counselor #735271 DPI-WI</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Karin Gratz</td>
<td>93 (45)</td>
<td>M.S. Educational Psychology</td>
<td>Career Development</td>
<td>None</td>
<td>School Counselor # 319700 DPI-WI</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Karyn Gust-Brey</td>
<td>213 (57)</td>
<td>Ph.D. School Psychology</td>
<td>Family; Group; Counseling Assessment/ Program Evaluation</td>
<td>WCA</td>
<td>LP #2235-57 - WI</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Marjorie Hawkins</td>
<td>39 (24)</td>
<td>M.D. Psychiatry</td>
<td>Psychopharmacology</td>
<td>APA, ASCP</td>
<td>MD/Psychiatrist</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Jennifer Heckman</td>
<td>114 (48)</td>
<td>M.S. Counseling</td>
<td>Professional Identity/Ethics; Group Procedures</td>
<td>ACA</td>
<td>LPC-IT #1098-226 -WI</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Daniel Huber</td>
<td>102 (36)</td>
<td>Ph.D. Human Devel/Educ Psychology</td>
<td>Clinical Supervision; Adv Issues in CMHC</td>
<td>APA</td>
<td>LCSW #3459-123 -WI; Certified Ropes Instructor</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Richard Korducki</td>
<td>168 (48)</td>
<td>Ph.D. School Psychology</td>
<td>Psychopathology; Counseling Assessment/ Program Evaluation</td>
<td>WCA; NASP</td>
<td>School Psychologist #086663 DPI-WI</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Alison Kravit</td>
<td>69 (21)</td>
<td>Psy.D. Clinical Psychology</td>
<td>Counseling Across the Lifespan; Children &amp; Adolescents</td>
<td>APA, WPA</td>
<td>LP #2964-57 - WI</td>
<td>Adjunct</td>
</tr>
<tr>
<td>David Lynch</td>
<td>18 (1)</td>
<td>M.S Counseling</td>
<td>School Counseling Supervision</td>
<td>ASCA; WSCA; ACA</td>
<td>School Counselor #616582 DPI-WI</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Catherine Pfeifer</td>
<td>117 (27)</td>
<td>M.A. Human Dev Counseling</td>
<td>Career Development; Addiction Counseling</td>
<td>ACA, WCA</td>
<td>LPC #4541-125 - WI; NCC; CAODAC-IL; LCPC- IL</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Ben Rader</td>
<td>99 (39)</td>
<td>Psy.D. Clinical Psychology</td>
<td>Techniques; Theories; Psychopathology</td>
<td>APA; NASAP</td>
<td>LP #2945-57 -WI</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Dyani Saxby</td>
<td>75 (39)</td>
<td>Ph.D. Psychology</td>
<td>Statistics &amp; Research; Counseling Across the Lifespan</td>
<td>APA</td>
<td>LP #3038-57 -WI</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Ashley Stroebel</td>
<td>159 (102)</td>
<td>M.S. Community Counseling</td>
<td>Techniques; Theories; Lifespan</td>
<td>WCA</td>
<td>LPC-IT #252-226-WI</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Anthony Wendorf</td>
<td>161 (51)</td>
<td>Psy.D. Clinical Psychology</td>
<td>Multicultural; Psychopathology; Clinical Supervision</td>
<td>NEDA, IAEDP, WPA, APA</td>
<td>LP #2977-57 - WI;</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Victoria Wiese</td>
<td>108 (36)</td>
<td>Ph.D. Clinical Psychology</td>
<td>Trauma; Addictions; Psychopharmacology</td>
<td>ATSS</td>
<td>LP #1419-057-WI; CTS #0594-1159</td>
<td>Adjunct</td>
</tr>
</tbody>
</table>
4b. Table 2 Current Students
Please indicate for each applicant program (e.g., School Counseling), the number of fulltime, part-time, and full time equivalent (FTE) students at each campus site.

Clinical Mental Health Counseling Students, Credit Hours, and FTE (Summer 2012-Spring 2013)

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Summer 2012*</th>
<th>Fall 2012**</th>
<th>Spring 2013**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#Students</td>
<td>Credit Hours</td>
<td>#Students</td>
</tr>
<tr>
<td>Part-time</td>
<td>17</td>
<td>49</td>
<td>32</td>
</tr>
<tr>
<td>Full-time</td>
<td>32</td>
<td>215</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
<td>264</td>
<td>56</td>
</tr>
<tr>
<td>FTE</td>
<td>44</td>
<td></td>
<td>46.8</td>
</tr>
</tbody>
</table>

*Summer full-time= Six or more credits  
** Fall and Spring full-time=Eight or more credits

Please indicate any other counseling program(s) in the academic unit that are not applying for accreditation, the number of full-time, part-time, and full time equivalent (FTE) students at each campus site.

School Counseling Students, Credit Hours and FTE (Summer 2012-Spring 2013)

<table>
<thead>
<tr>
<th>College Enrollment Status</th>
<th>Summer 2012*</th>
<th>Fall 2012**</th>
<th>Spring 2013**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#Students</td>
<td>Credit Hours</td>
<td>#Students</td>
</tr>
<tr>
<td>Part-time</td>
<td>9</td>
<td>29</td>
<td>13</td>
</tr>
<tr>
<td>Full-time</td>
<td>4</td>
<td>23</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>52</td>
<td>19</td>
</tr>
<tr>
<td>FTE</td>
<td>8.7</td>
<td></td>
<td>13.4</td>
</tr>
</tbody>
</table>

*Summer full-time= Six or more credits  
** Fall and Spring full-time=Eight or more credits
Community Counseling Students, Credit Hours and FTE (Summer 2012-Spring 2013)

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Summer 2012*</th>
<th>Fall 2012**</th>
<th>Spring 2013**</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#Students</td>
<td>Credit Hours</td>
<td>#Students</td>
</tr>
<tr>
<td>Part-time</td>
<td>30</td>
<td>95</td>
<td>69</td>
</tr>
<tr>
<td>Full-time</td>
<td>27</td>
<td>173</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>57</td>
<td>268</td>
<td>70</td>
</tr>
<tr>
<td>FTE</td>
<td></td>
<td>47.7</td>
<td>42.2</td>
</tr>
</tbody>
</table>

*Summer full-time= Six or more credits  
** Fall and Spring full-time=Eight or more credits

4c. Table 3 – Graduates for the past Three Years
1. Please indicate for each applicant program (e.g., School Counseling), the number graduates at each campus site.
2. Please indicate for any other counseling program in the academic unit, the number of graduates at each campus site.

Graduates Summer 2010-Spring 2013

<table>
<thead>
<tr>
<th></th>
<th>Applicant Program</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>CMHC</td>
<td>School</td>
</tr>
<tr>
<td>Su 2012-Sp 2013</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Su 2011-Sp 2012</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Su 2010-Sp 2011</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>18</td>
</tr>
</tbody>
</table>

5. Please provide evidence of institutional accreditation by an accreditor recognized by the US Department of Education or the Council for Higher Education Accreditation (CHEA).

The University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. On January 18, 2013 The Institutional Action Council (IAC) voted to continue the accreditation of Mount Mary University with the next reaffirmation of accreditation to be set in 2022-23 (HLC letter of notification of approval).

Mount Mary College, founded in 1913 by the School Sisters of Notre Dame, was Wisconsin’s first four-year, degree-granting Catholic college for women. Founded as St. Mary’s Institute in Prairie du Chien in 1872, the College extended its educational programs to the postsecondary level and was chartered as St. Mary’s College in 1913. First accredited by the North Central Association of Colleges in 1926, the College moved to Milwaukee in 1929 and was renamed Mount Mary College.

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Located on an 80-acre campus in Milwaukee, the College offers more than 30 undergraduate areas of study for women and eight graduate programs for women and men, including one doctorate. Mount Mary also emphasizes study abroad, service learning, and social justice initiatives. Through classroom instruction and community service, Mount Mary has developed more than 10,000 women to be leaders in their professions and their communities, serving as role models to inspire achievement in others.

Effective July 1, 2013 Mount Mary College will become Mount Mary University. Mount Mary is a 4-year university granting bachelor, master and doctoral degrees. The University is governed by a Board of Trustees in conjunction with Corporate Members from the School Sisters of Notre Dame. The Board of Trustees delegates authority to the President and the President delegates authority to the Vice President of Academic and Student Affairs. The Vice President for Academic and Student Affairs assumes authority over all academic programs. Effective July 1, 2013, the University will be organized into four Schools with each School headed by a Dean. The Counseling program is housed in the Department of Behavioral Sciences, a unit of the School of Social Sciences, Business, and Education. By virtue of this structure, the Institution has primary responsibility for appointment of faculty, admission of students, curriculum planning, degree-granting authority, and didactic and clinical components of the program.

6. Clearly label and submit as part of the response for Standard I.AA in the self-study a comprehensive assessment plan that satisfies the conditions specified in Transition Policy #5 in the current Policy Document.

Please see page 35 of this self-study document for Comprehensive Assessment Plan.
SECTION I
THE LEARNING ENVIRONMENT:
STRUCTURE AND EVALUATION

THE INSTITUTION

A. The institutional media accurately describe the academic unit and each program offered, including admissions criteria, accreditation status, delivery systems used for instruction, minimum program requirements, matriculation requirements (e.g., examinations, academic-standing policies), and financial aid information.

The Master of Science in Counseling Program consists of three counseling concentrations: Clinical Mental Health Counseling, School Counseling, and Community Counseling.

The Master of Science in Counseling Program website, program brochure, and Mount Mary University’s online 2013-2015 Graduate Bulletin provide extensive information about the counseling programs: clinical mental health, school, and community counseling concentrations; admission requirements and process, accreditation status, etc. Financial aid information for graduate students in all degree programs is available on the University website and the Jenzabar student information system.

B. The academic unit is clearly identified as part of the institution’s graduate degree offerings and has primary responsibility for the preparation of students in the program. If more than one academic unit has responsibility for the preparation of students in the program, the respective areas of responsibility and the relationships among and between them must be clearly documented.

The University website and the 2013-2015 Graduate Bulletin (pages 53-65) clearly identify the Clinical Mental Health, School, and Community Counseling concentrations, as master’s degree areas of study within the Behavioral Science Department in the Social Sciences and Related Disciplines Division. On July 1, 2013, a new university structure will be implemented and the Division of Social Science and Related Disciplines will be replaced by the School of Social Science, Business and Education.

The Master of Science in Counseling Program within the Behavioral Science Department is the only academic unit at Mount Mary that has responsibility for preparing students in counseling. While students may take some elective coursework in other departments and accredited institutions, the Counseling Faculty make all admission, retention, and exit decisions and assume responsibilities for advising, scheduling, budgeting and program development.

C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program’s learning environments.
The University’s commitment to the Counseling Program is demonstrated in a number of ways.

The overall M.S. in Counseling Program operations and personnel budget for 2012-13 was approximately $350,000. This budget reflects four full-time faculty lines in Counseling who are supported by one part-time support staff, as well as part-time (adjunct) faculty compensation.

The construction of the Center for Research and Training - Social and Behavioral Science (or CRT-SBS), which was completed in late 2012, was the University’s most significant contribution to the Counseling Program. There are ongoing development activities and grant opportunities being sought to address the need to add equipment in the CRT-SBS.

Technology and Library funds are available and separate from the Counseling Program’s budget. For example, beginning June 10, 2013 the library subscribed to and paid for a database of streaming videos specifically requested by the Counseling Program. Counseling and Therapy in Video Volume I contains more than 400 hours of training videos, reenactments, and footage of actual therapy sessions conducted by renowned counselors, psychiatrists, psychologists, and social workers. This classic collection of videos filmed between 1985–2010 provides an invaluable firsthand look at the realities of working with clients and the challenges associated with putting theoretical concepts into practice.

Finally, the Counseling Program made three requests for additional full-time faculty in the past four years. Each request was approved and our faculty has grown from two in 2009-10 to five for 2013-14.

D. The institution provides encouragement and support for program faculty to participate in professional organizations and activities (e.g., professional travel, research, and leadership positions).

Mount Mary University offers sabbatical and mini-grant opportunities to encourage faculty members to continue their own learning and development. Each year, the University awards sabbaticals and $10,000 in mini-grants to provide financial support for faculty engaged in professional development. The competitive process begins with a faculty member applying for a sabbatical or a grant; then members of the Faculty Development Committee plus members appointed by the President review the applications and make a recommendation to the Vice President of Academic and Students Affairs. Projects vary widely. A sampling of recently funded mini-grant projects involving Counseling Program faculty, totaling over $3000 includes:

- Dr. King’s research presentation at the Annual American School Counselor Association Convention in Seattle, WA in summer 2011.
- Dr. Scheidegger’s research presentation at the American Counseling Association (ACA) in San Francisco, CA in spring 2012.
- Dr. Kraemer Smother’s participation in an ACA webinar series in fall 2012.
- Dr. Kraemer Smother’s manuscript presentation at the APA summer 2013.
Mount Mary University budgets $600 per year per full-time faculty member for conference attendance to help them maintain and keep abreast of changes in their discipline. University-wide, approximately 70% of full-time faculty members take advantage of these dollars to enhance their own commitment to life-long learning. Counseling faculty utilize 100% of their allocated professional development funds.

E. Access to learning resources is appropriate for scholarly inquiry, study, and research by program faculty and students.

The mission of Haggerty Library & Learning Commons (HLLC) is to support students’ academic endeavors by providing carefully selected, useful research resources and services. As a member of the SWITCH library consortium, HLLC provides quick access to hundreds of thousands of books, print and full-text online journals, and other library materials through TOPCAT, the union library catalog. Next-day delivery of physical materials is typical. Article requests are sometimes faster. All students, including distance and online, can access library databases off campus.

HLLC itself subscribes to nearly 44,000 electronic and print journals, accessed through database providers such as EBSCO, Gale, and ProQuest. All electronic journal titles are available through the E-Journal Portal. Available on the library home page (as of July 1, 2013), HLLC also has WorldCat as its main library catalog, allowing access to library materials from around the world. WorldCat provides “Get It! From Another Library” buttons so students have easy access to Interlibrary Loan when unavailable through Mount Mary University or SWITCH.

Additionally, HLLC will launch in the summer of 2013 its new LibGuides service. LibGuides is one place where students and Faculty can receive subject-specific research assistance and be pointed to countless departmental and individual course resources, all curated by HLLC academic librarians.

Haggerty Library & Learning Commons offers Reference services in-person, and via telephone, email, and chat (beginning in the fall of 2013), and provides extensive library instruction for classes or individual students or Faculty members.

F. The institution provides technical support to program faculty and students to ensure access to information systems for learning, teaching, and research.

The Information Technology (IT) Department is responsible for the procurement, support, and maintenance of technology for the University. Though its primary role is to provide and support the basic infrastructure for administration and instruction, it also plays a proactive role in the assessment, training, and assimilation of technology in the university curriculum.
Mount Mary University has about 240 computers that are dedicated to supporting student learning. Thirteen of those computers are designated to lab space dedicated to the Behavioral Science Department.

With the aim of enhancing technology support to the University community, strategic restructuring of the University’s technology infrastructure and resources was initiated in 2010-2011. Now all students are able to access the Jenzabar E-Racer learning management system, whether on or off campus. E-Learning supports active participation, collaboration, and information exchange to improve course delivery within the e-learning environment.

Mount Mary University tripled its Internet bandwidth in early 2011. This expansion is a recognition of, and an investment in, the increasing role of technology-based collaborative services in higher education. A reliable and robust network infrastructure is critical, as the University embarks on major technology initiatives over the coming years.

In fall 2011, the University transitioned its e-mail services from locally managed servers to a cloud-based Microsoft e-mail service. The conversion has greatly improved electronic communication and collaboration within the University community.

Renovations to the campus are making significant improvements in access to technology for students. Wireless internet is available in most student common areas. The ongoing Library renovations also provide access to computing services and help to establish and support a culture where information technology is part of the foundation of learning.

Beginning in 2011 a multi-phase plan to renovate classrooms and upgrade their technology was initiated. These included teacher stations equipped with desktop computers, document cameras, touch screen panels and ports to connect additional USB drives and laptops to the system if instructors need to. Rooms were also equipped with sound systems that allow instructors to record audio presentations along with on-screen presentations and video-recordings of the presenter(s), using Tegrity (lecture capture). As of spring 2013, eight classrooms have been renovated.

As the University has developed its technological resources, it has of course needed to support students, staff and faculty in using them effectively. The Information Technology department conducts a series of workshops for faculty and staff each semester in the use of various modules of the institutional CRM database, Jenzabar. New hires in the IT area have also provided much-needed support to faculty and staff so that Jenzabar and new classroom-based technology can better complement students’ experiences.

As the University upgrades technology in the renovated Library and in classrooms, training continues to be a priority. This is especially important as the University seeks to support faculty and students who are choosing to participate in on-line education options. Increasingly, student and faculty will not be required to be as “tied-in” to the physical campus, and this is creating challenges here as it is around the country.

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G. The institution provides information to students in the program about personal counseling services provided by professionals other than program faculty and students.

Professional counseling services are offered to Mount Mary University students free of charge. The Counseling Center offers individual short-term counseling for a variety of personal concerns including: life transition and adjustment, anxiety, depression, loss, relationships, food and body image concerns, substance abuse, self-esteem, and motivation and concentration. In addition, support and information concerning adjustment to college and life skills are offered through workshops and educational programs. Counselors provide referral to outside mental health service providers for those students requiring specialized and/or long-term treatment.

The Counseling Center adheres strictly to the legal standards of Wisconsin and the ethical standards of the counseling profession. No counseling faculty member is on the staff at the Counseling Center. Although Community Counseling students may do their internships at The Counseling Center, there are two professional staff members and may be other interns who are not associated with this academic department. A licensed psychologist serves as the Director of the Counseling Center and provides counseling services, as well as supervises counseling student interns. Counseling graduate students are not permitted to provide counseling services for other counseling students. This information is included in the 2013-2014 Graduate Student Handbook and M.S. in Counseling Policy and Procedure Handbook.

H. A counseling instruction environment (on or off campus) is conducive to modeling, demonstration, supervision, and training, and is available and used by the program. Administrative control of the counseling instruction environment ensures adequate and appropriate access by faculty and students. The counseling instruction environment includes all of the following:

1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.
2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.
3. Necessary and appropriate technologies and other observational capabilities that assist learning.
4. Procedures that ensure that the client’s confidentiality and legal rights are protected.

The Behavioral Science Department exclusively utilizes the newly opened Center for Research and Training - Social and Behavioral Sciences (or CRT-SBS). The facility is equipped to provide counseling services, training, and supervision. No clients are currently seen in that space. The clinical suite includes a waiting/reception area, one classroom containing locked storage for equipment and confidential files, and one individual/group room with the capacity for videoconferencing. Currently, the counseling space is set up with a closed circuit camera with activity transmitted to the classroom for observation and training.
THE ACADEMIC UNIT

I. Entry-level degree programs in Career Counseling, School Counseling, and Student Affairs and College Counseling are comprised of approved graduate-level study with a minimum of 48 semester credit hours or 72 quarter credit hours required of all students. Entry-level degree programs in Addiction Counseling and in Marriage, Couple, and Family Counseling are comprised of approved graduate-level study with a minimum of 60 semester credit hours or 90 quarter credit hours required of all students.

Beginning July 1, 2009, all applicant programs in Clinical Mental Health Counseling must require a minimum of 54 semester credit hours or 81 quarter credit hours for all students. As of July 1, 2013, all applicant programs in Clinical Mental Health Counseling must require a minimum of 60 semester credit hours or 90 quarter credit hours for all students.

The Clinical Mental Health Counseling concentration was added in the fall 2011, and requires a minimum of 60 semester hours of approved graduate-level study. Required courses to reach 60 credits and to distinguish this concentration from a community focus include: CON 650 Trauma Counseling I, CON 714 Addictions Counseling, CON 715 Professional Issues in Addictions Counseling and CON 775 Psychopharmacology. These requirements are outlined on the Clinical Mental Health Advising Guide, in the M.S. in Counseling Policy and Procedure Handbook and in the 2013-2015 Graduate Bulletin.

J. The counselor education academic unit has made systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community.

Recruiting and retaining a diverse group of students for the program that reflects the local community has been a continuous goal of the program faculty. Data from fall 2011 and fall 2012 (table below) indicate that approximately 39% of enrolled students are students of color. The number of female students continues to far exceed the number of male students.

<table>
<thead>
<tr>
<th></th>
<th>2011 Female</th>
<th>2011 Male</th>
<th>2011 Total</th>
<th>2012 Female</th>
<th>2012 Male</th>
<th>2012 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>38</td>
<td>1</td>
<td>28.3%</td>
<td>39</td>
<td>1</td>
<td>28.4%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>5</td>
<td></td>
<td>3.6%</td>
<td>6</td>
<td></td>
<td>4.3%</td>
</tr>
<tr>
<td>Asian American/</td>
<td>1</td>
<td></td>
<td>0.7%</td>
<td>1</td>
<td></td>
<td>0.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/</td>
<td>1</td>
<td></td>
<td>0.7%</td>
<td>1</td>
<td></td>
<td>0.7%</td>
</tr>
<tr>
<td>Native American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>83</td>
<td>5</td>
<td>63.8%</td>
<td>76</td>
<td>11</td>
<td>61.7%</td>
</tr>
<tr>
<td>Arab/Middle Eastern</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other/ Multi-racial</td>
<td>4</td>
<td></td>
<td>2.9%</td>
<td>2</td>
<td></td>
<td>1.4%</td>
</tr>
<tr>
<td>Total</td>
<td>95.7%</td>
<td>4.3%</td>
<td>100% (N=138)</td>
<td>91.6%</td>
<td>8.4%</td>
<td>100% (N=141)</td>
</tr>
</tbody>
</table>

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The diversity within our program is not limited to racial/ethnic background, but includes sexual orientation, language, socioeconomic status and age. We also have seven students who immigrated to the U.S. as adults and two international students from Saudi Arabia on student visas. Below is shown the age demographics of our program’s students. Note the high number of non-traditional students.

<table>
<thead>
<tr>
<th>Age of Students</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 30 years</td>
<td>67 (48.6%)</td>
<td>67 (47.5%)</td>
</tr>
<tr>
<td>30-39</td>
<td>33 (23.8%)</td>
<td>35 (24.8%)</td>
</tr>
<tr>
<td>40-49</td>
<td>27 (19.6%)</td>
<td>28 (19.9%)</td>
</tr>
<tr>
<td>50+</td>
<td>11 (8%)</td>
<td>11 (7.8%)</td>
</tr>
<tr>
<td>Total</td>
<td>138</td>
<td>141</td>
</tr>
</tbody>
</table>

K. Admission decision recommendations are made by the academic unit’s selection committee and include consideration of the following:
1. Each applicant’s potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts.
2. Each applicant’s aptitude for graduate-level study.
3. Each applicant’s career goals and their relevance to the program.

All full-time Counseling Program faculty participate in program admission decisions. In the first step of the process, all faculty members conduct a "paper screening" of applicants with completed applications and recommend those who should be invited for the second step, which includes group or individual interviews.

Admission requirements can be found on the Counseling Program Admissions website and program brochure. The requirements are:
- Baccalaureate degree from a regionally accredited college or university.
- Academic background in behavioral sciences, including an undergraduate statistics course. Generally, a minimum of 18 credits in development, education, psychology, and sociology are required.
- Demonstration of ability to handle academic work of graduate-level rigor as evidenced by previous academic performance with a 3.0 minimum GPA; or equivalent evidence of successful academic achievement (e.g. GRE, MAT, 3.0 GPA in post-baccalaureate course work).
- Career goals congruent with earning a master’s in counseling.
- Global disposition—suitability for a career in a helping profession, as evidenced by any of the following: quality of interview, personal data, quality of written statement, and letters of recommendation.

The applicant's potential success in forming effective and culturally relevant interpersonal relationships in individual and small group contexts is evaluated using
several sources of information. The recommendation rating form contains items that address range of interpersonal skills, interpersonal effectiveness, sensitivity to others, openness to new ideas, and ethical decision-making. During on-campus interviews faculty observe the group process to informally evaluate each applicant's interpersonal skills.

The way applicants respond says a great deal about how they define the world around them and about the life experiences they've had with those who are different. Through the group interview, faculty members make inferences about the applicant's interpersonal effectiveness. Cultural sensitivity and acceptance of differences is reflected in how the applicants deal with each other in a culturally diverse group with expressed viewpoints and values that are different from one another.

**The applicant's aptitude for graduate-level study** is evaluated based on the undergraduate GPA (minimum 3.0) or a GRE score at or above the 40th percentile on the Verbal test. In addition, the applicant is required to submit three professional recommendations on rating forms that ask about oral and written communication skills, intellectual ability, initiative, and creative and critical thinking abilities. For applicants who do not meet the GPA or GRE criteria, but who do have an acquired knowledge of the field based on counseling-related experience or strong potential aptitude for graduate-level study, assessment may be made on the basis of the final 60 credits of undergraduate work, additional letters of recommendation, and/or six to nine credits of additional prerequisite coursework.

**Career goals and their relevance to the program** are assessed in several ways. Applicants are required to submit a Career Goal Statement to include career goals congruent with earning a master’s in counseling. Applicants who are invited for an interview are asked why they chose Mount Mary University and how they believe they will contribute to the counseling profession. The application and/or a resume are also reviewed for work and volunteer experiences that reflect an interest in and commitment to a helping profession.

1. **Before or at the beginning of the first term of enrollment in the academic unit, the following should occur for all new students:**

   1. A new student orientation is conducted.

   Twice a year, prior to the start of the fall and spring semesters, a formal orientation (agenda outline) is held for all newly admitted students. The orientation covers program requirements and expectations. Program faculty members are introduced, important issues covered in the Graduate Student Handbook are highlighted, and relevant university information is discussed.

   2. A student handbook is disseminated that includes the following:

   The M.S. in Counseling Policy and Procedure Handbook is available to all students online through the M.S. in Counseling Program Group page, and students are directed to it at the time of acceptance (New Student Checklist) and during the orientation process. See pages indicated for appropriate sections of the M.S. in Counseling Policy and Procedure Handbook.
a. mission statement of the academic unit and program objectives; (Page 3)
b. information about appropriate professional organizations, opportunities for professional involvement, and activities potentially appropriate for students; (Page 25)
c. written endorsement policy explaining the procedures for recommending students for credentialing and employment; (Page 14)
d. student retention policy explaining procedures for student remediation and/or dismissal from the program; and (Page 20)
e. academic appeal policy. (Page 24)

M. For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty.

As indicated in the faculty tables (pp. 6-8 of this self-study) the total number of credit hours delivered by core faculty in the past 12 months was 793 (28.2%). The total number of credit hours delivered by adjunct faculty for that same time period was 2,021 (71.8%). The number of Clinical Mental Health Counseling credit hours delivered by core faculty in the past 12 months was 353 (32%). The number of Clinical Mental Health Counseling credit hours delivered by adjunct faculty for that same time period was 765 (68%). Beginning this summer, Dr. Ong has joined us as a full-time core faculty member. She will be instrumental in closing the gap between the percentage of Clinical Mental Health Counseling credit hours that are taught by core and non-core faculty, ideally reaching the required 50% taught by core faculty.

Like many graduate programs in counseling, our courses draw the interest of and are taken by students in other graduate programs. At Mount Mary University, graduate students in the Art Therapy, Dietetics, English, and Education programs take our courses. Art Therapy students are required to take four counseling courses (CON 611, 714, 741, 770) as part of their program of study. Some students are post-master’s students taking a handful of courses to become license-eligible or professional counselors taking courses for professional development. Below is a table reflecting the number of credit hours taken by non-counseling or non-degree seeking students enrolled in counseling courses. These numbers are excluded from our student-to-faculty ratio because they are not part of our advising load.

<table>
<thead>
<tr>
<th>Credits Hours Taken by Non-Degree or Other Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2012</td>
</tr>
<tr>
<td>78 credit hours</td>
</tr>
</tbody>
</table>
N. Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.

<table>
<thead>
<tr>
<th>Term</th>
<th>Full-Time/ Part-time Faculty FTE</th>
<th>Student FTE</th>
<th>Students:Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>2.67 / 8.33</td>
<td>104</td>
<td>9.5:1</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>3 / 7.33</td>
<td>102</td>
<td>9:9:1</td>
</tr>
<tr>
<td>Summer 2012</td>
<td>3 / 4.33</td>
<td>100</td>
<td>13.6:1</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>3 / 6.33</td>
<td>92</td>
<td>10.2:1</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>3 / 6.33</td>
<td>97</td>
<td>10.4:1</td>
</tr>
<tr>
<td>Summer 2011</td>
<td>2 / 4.33</td>
<td>91</td>
<td>14.4:1</td>
</tr>
</tbody>
</table>

Beginning this summer, Dr. Ong has joined us as a full-time core faculty member. She will increase our full time FTE and be assigned to sections of courses that will consist predominantly of Clinical Mental Health Counseling students.

O. Students have an assigned faculty advisor at all times during enrollment in the program. Students, with their faculty advisor, develop a planned program of study within the first 12 months of graduate study.

Upon admission into the Counseling Program, each student is assigned a faculty member who serves as the student’s graduate advisor. Academic advising is a collaborative and interactive process between advisee and advisor. Throughout this process, students make important decisions regarding their educational path and goals, assisted by their advisors. One’s advisor is also normally the first faculty member that a student consults with regard to academic advising issues, problems that have emerged, and other issues of concern. While advisors are available for guidance and support, students are ultimately responsible for satisfying all degree requirements. It is important that students, as they progress through the program, maintain close contact with their advisor. The graduate advisors stand ready to assist the students to plan and schedule a sequence of course work, including appropriate electives, which will provide the best possible preparation to meet students’ professional goals.

Upon receiving a letter of acceptance to the Counseling Program, students are directed to contact their assigned adviser to register and complete their program of study. Upon completion of the first semester of classes, students will meet with their advisor to complete a program of study utilizing the appropriate Advising Guide if they have not already done so. The student and adviser discuss program requirements and elective options, complete the program of study, and initial it. One copy is placed in the student’s file, and one copy is given to the student.

P. The program faculty conducts a systematic developmental assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development, and personal development. Consistent with established institutional due process policy and the American Counseling Association’s
(ACA) code of ethics and other relevant codes of ethics and standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student’s transition out of the program and, if possible, into a more appropriate area of study.

The M.S. in Counseling Program has developed a systematic method of assessing students’ progress through the program. This procedure is clearly identified in the M.S. in Counseling Policy and Procedure Handbook and is presented to students by core faculty in CON 600 Professional Identity and Ethics. Students are formally assessed at three key points: at the 18 credit self-evaluation, at the successful completion of the Counselor Preparation Comprehensive Exam (CPCE), and at completion of the Professional Counselor Portfolio.

In addition, students are evaluated at the completion of each course by the course instructor utilizing the Professor Evaluation of Student (PES) form. This form evaluates students in the areas of content knowledge, professional skills, and disposition. Students receive an average score for each of the three areas on the form in each course, and results for each semester are entered into our student assessment data base. The scores are provided to students when they begin the 18 credit self-evaluation. The PES form utilizes the following Likert-type scale: 1=improvement definitely needed; 2=a focus for growth; 3=developmentally appropriate; 4=advance; and, NEI= not enough information. Two items in each area have been identified and asterisked by program faculty as essential for baseline professional competency. As such, if a student scores below a 2.5, in any of the identified areas, in any course, they are automatically reviewed during a weekly program faculty meeting and may be brought in to complete a Student Improvement Plan. Students are also required to complete a Student Improvement Plan if they are placed on academic warning. Student Improvement Plans are developed in conjunction with the student and their assigned advisor and are implemented as a means to help the student develop a plan to reach competency. This process provides an on-going opportunity for graduate advisors to help students identify if the counseling profession is an appropriate “fit” given their knowledge, skills, and disposition.

Students are provided their PES scores again as they complete the Professional Counselor Portfolio process. Moreover, students may request to review their scores at any point in the program.

Q. The practicum and internship experiences are tutorial forms of instruction; therefore, when individual and/or triadic supervision is provided by program faculty, the ratio of six students to one faculty member is considered equivalent to the teaching of one 3-semester-hour course. Such a ratio is considered maximum per course.

Students receive 1 hour of individual supervision from their site supervisor on a weekly basis throughout the CON 795-797 sequence, and they receive one 1 hour of individual supervision from their faculty instructor during practicum and 2 hours of individual supervision during internship I & II respectively. The clinical courses are as follows: CON 795 Supervised Practicum – 3 credits (includes a three-hour group supervision class every week & 100 hours experience at their site); CON 796 Counseling Internship I – 3 credits (includes a three-hour...
group supervision class every week & 300 hours experience at their site); CON 797 Counseling Internship II – 3 credits (includes a three-hour group supervision class every week & 300 hours experience at their site); and, if needed, CON 798 Counseling Internship III – 1-3 credits (taken when students have not met the 700 hour total by the end of the Internship II experience; includes weekly individual supervision).

Since there is no classroom component to Internship III, students must complete the necessary hours of individual supervision with an assigned faculty instructor, per week, based on the credit hours that they are registered for and the total hours they have left to complete at their site. Supervision consists of no more than 6 students, and the time spent must be documented and signed off on by the instructor at the end of each appointment. The decision chart for credits/hours of supervision is as follows:

1 credit hour = <100 hours @ site = 1/2 hour of faculty supervision every week
2 credit hours=101-200 hours @ site = 1 hour of faculty supervision every week
3 credit hours= 201> hours @ site = 1 ½ hours of faculty supervision every week

R. Group supervision for practicum and internship should not exceed 12 students.

Students in the clinical counseling concentration receive 3 hours of group supervision per week from their faculty supervisor for the CON 795-797 sequence. The faculty-student ratio for the group supervision portion of the CON 795 Supervised Practicum & CON 796, 797 Counseling Internship I and II was 8.2 to 1 for the 2012 -2013 academic year (Clinical Mental Health Counseling and Community Counseling students were in mixed supervision groups). The faculty-student ratio for the group supervision portion of the practicum for summer 2013 is 9 to 1. For the 2013-2014 academic year, group supervision will be 6 to 1 for Clinical Mental Health Counseling sections.

For the 2012-2013 academic year, the number of students assigned to a single faculty person is detailed below. The current enrollment for summer 2013 and the projections for the remainder of the 2013-2014 academic year is also provided.

<table>
<thead>
<tr>
<th>Summer 2012 – Spring 2013</th>
<th>CON 795</th>
<th>CON 796</th>
<th>CON 797</th>
</tr>
</thead>
<tbody>
<tr>
<td>.001</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>.002</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>.003</td>
<td>8</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>.004</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>
S. Programs provide evidence that students are covered by professional liability insurance while enrolled or participating in practicum, internship, or other field experiences.

Mount Mary University carries liability insurance for students enrolled in practicum and internship experiences. Moreover, all students enrolled in the practicum/internship experience carry individual, professional liability insurance with minimum coverage in the amount of $1 million per incident and $3 million per annual aggregate until they complete the experience. This requirement is expressly stated to students in the M.S. in Counseling Policy and Procedure Handbook and in the Practicum and Internship Policy and Procedure Manual. Proof of coverage is required at the start of the practicum experience and is maintained in the student’s practicum/internship file. Students are encouraged to join ACA as they receive the liability coverage as a component of membership.

T. Opportunities for graduate assistantships for program students are commensurate with graduate assistantship opportunities in other clinical training programs in the institution.

A limited number of graduate student assistantships are available to all graduate students, not exclusively Counseling Program students, on a competitive basis and coordinated by the Dean of Graduate Education. In 2010-2011 and 2012-13, on Counseling graduate student held an assistantship position; in 2011-2012 two Counseling graduate students had an assistantship.

FACULTY AND STAFF

U. The academic unit has made systematic efforts to recruit, employ, and retain a diverse faculty.

Mount Mary University is an Equal Opportunity Employer encouraging minorities, women, veterans and individuals with disabilities to apply. The Director of the Counseling Program submitted a request for a new faculty position three times in the last four years, and each request was approved. We recruited nationally through venues targeted at underrepresented populations.
All core faculty members are female. With the exception of Dr. Ong, there is little diversity with regard to race/ethnicity and religion among core faculty. Greater diversity is seen in the adjunct faculty. Forty percent of our adjunct faculty is male.

V. The teaching loads of program faculty members are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation, and incorporate time for supervising student research using formulae consistent with institutional policies and practices.

The regular teaching load for full-time faculty teaching graduate courses is consistent throughout the University, particularly in programs where intensive supervision is required (e.g., Dietetics, Education, Occupational Therapy, Art Therapy). The load is nine graduate credits (three graduate courses) per semester, and the caps on those courses that require intensive supervision (i.e. practicum and internship) are strictly adhered to in the program. Advising is part of our professional teaching load and all faculty members share in this responsibility. Release time is awarded at the discretion of the Vice President for Academic and Student Affairs for program development. Supervision of student research is compensated as an overload at a reduced rate (1 credit hour = .33 credit course assignment).

W. The academic unit has faculty resources of appropriate quality and sufficiency to achieve its mission and objectives. The academic unit has an identifiable core faculty who meet the following requirements:

1. Number at least three persons whose full-time academic appointments are in counselor education.

All five core faculty members are tenure-track and have full-time academic appointments in counselor education. Two have release time for administrative duties (Program Director and Practicum/Internship Coordinator).

2. Have earned doctoral degrees in counselor education and supervision, preferably from a CACREP-accredited program, or have been employed as full-time faculty members in a counselor education program for a minimum of one full academic year before July 1, 2013.

Of our five core faculty members, none have doctoral degrees in Counselor Education and Supervision. King, Jashinsky, and Kraemer Smothers have doctoral degrees in Counseling Psychology, and they have been employed as full-time faculty members in this program since 2009 (King) and 2011 (Jashinsky and Kraemer Smothers). Scheidegger earned a Ph.D. in Human Development and Family Science and has been employed as a full-time faculty member since 2008. Lee Za Ong, who was hired this spring and is currently teaching during the summer term, earned a Ph.D. in Rehabilitation Psychology. She has eight years of full-time teaching in counselor education programs from 2005 to the present.
3. Have relevant preparation and experience in the assigned program area.

Faculty curriculum vitae (Jashinsky, King, Kraemer Smothers, Ong, and Scheidegger) reflect how the professional experiences of faculty members match their assigned program areas. All faculty members are partially responsible for the clinical mental health concentration and have experience working with clients in a clinical mental health capacity.

4. Identify with the counseling profession through memberships in professional organizations (i.e., ACA and/or its divisions), and through appropriate certifications and/or licenses pertinent to the profession.

Three faculty are licensed professional counselors in Wisconsin (King, Ong, and Scheidegger). One is a licensed Psychologist (Kraemer Smothers) and two are certified rehabilitation counselors (Jaskinsky & Ong). Others hold professional licenses and certifications including the NCC (King, Scheidegger).and School Counselor License (King).

Faculty curriculum vitae (Jashinsky, King, Kraemer Smothers, Ong, and Scheidegger) reflect membership and involvement in professional organizations at the State level. Faculty hold current leadership positions in various Wisconsin counseling organizations. Examples of these positions include: President (Scheidegger) and Ethics Chair (King) of the Wisconsin Counseling Association (WCA); Editor of the WCA Professional Counseling Journal (Kraemer Smothers); VP Post-Secondary Elect of the Wisconsin School Counselor Association (King).

5. Engage in activities of the counseling profession and its professional organizations, including all of the following:
   a. development/renewal (e.g., appropriate professional meetings, conventions, workshops, seminars);
   b. research and scholarly activity; and
   c. service and advocacy (e.g., program presentations, workshops, consultations, speeches, direct service).

Curriculum vitae (Jashinsky, King, Kraemer Smothers, Ong, and Scheidegger) reflect the extensive professional development activities of faculty. All attend professional meetings, trainings, workshops and conferences; and while in attendance, are active in delivering presentations or conducting trainings at many of these events. Section I.D and Section II.C give a sampling of recent professional activities in which faculty developed or were engaged. Several hold positions on State counseling association governing boards (see Section I.W.4) and are integral in developing professional development and annual conferences.

Current projects include:
   - Comparing counseling graduate students’ pre- and post- ratings of career counseling self-efficacy at the beginning and end of enrollment in CON 611 Career Development (Jashinsky & King)

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- Evaluating the effectiveness of career-focused, project-based service learning for increasing academic achievement, commitment to civic engagement and college and career aspirations of urban youth (King)
- Counseling self-efficacy: The contributions of early attachment and the supervisory relationship (Kraemer Smothers)
- Evaluating counseling graduate students’ micro-skill development through practice-based courses (Scheidegger and Ong)

Consistent with the University’s and Counseling Program’s mission, faculty members are heavily involved in service and advocacy. Dr. Scheidegger is currently supervising three individuals holding the professional counselor initial training license (LPC-IT) as they complete their post-master’s 3000 hours. Dr. King provides supervision to one to three school counseling internship students each year as well. Dr. Ong provides mental health and advocacy services to immigrant and refugee populations in the city of Milwaukee at Sebastian Family Psychological Services. As an extension of professional and community service, faculty serve as consultants or hold advisory board positions to schools and community agencies. Dr. King works extensively in K-12 school consultation and faculty professional development with the topics of trauma-sensitive curriculum, culturally responsive classrooms and emotional/behavioral issues in the classroom. She also sits on a number of advisory boards to promote student access to school-based mental and behavioral health services. Dr. Ong is a committee member on the boards of two non-profit agencies directed by, and for the benefit of, people with disabilities. Dr. Scheidegger serves as the Chair of the Education Advisory Board for a community organization dedicated to providing low-income and underserved children with quality educational opportunities. She also provides on-going trauma informed care training and consultation to agencies that have Clinical Affiliation Agreements with our program. Dr. Jashinsky has worked with another local university, offering her expertise in substance abuse to that school’s athletic department and student athletes.

6. Have the authority to determine program curricula within the structure of the institution’s policies and to establish the operational policies and procedures of the program.

The Master of Science in Counseling Program within the Behavioral Science Department is the only academic unit at Mount Mary University that has responsibility for preparing students in counseling. Counseling Faculty assume all responsibilities for program development.
X. The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions:

1. A faculty member is clearly designated as the academic unit leader for counselor education who
   a. is responsible for the coordination of the counseling program(s);
   b. receives inquiries regarding the overall academic unit;
   c. makes recommendations regarding the development of and expenditures from the budget;
   d. provides or delegates year-round leadership to the operation of the program(s); and
   e. has release time from faculty member responsibilities to administer the academic unit.

Dr. Carrie King is the faculty member who serves as the Director of the M.S. in Counseling Program. Dr. King has a full-time, 12-month appointment to the counseling program and is granted a six-credit release each semester to perform the duties associated with program coordination and administration. As the program director, Dr. King serves as the primary contact person for all three counseling concentrations. Dr. King is also in charge of the School Counseling concentration including curriculum and instruction, internship orientation and supervision, as well as school counseling student advising.

Consistent with other graduate programs at the University, the Graduate Program Director has the responsibility: (Faculty Handbook Chapter 4, page 16)

1. To administer the graduate program:
   a. Provide advice, assistance, and support to the Graduate Admissions Recruiters and Director of Recruitment Marketing in the recruitment of graduate students;
   b. Establish and implement admissions criteria consistent with the standards of the Graduate Division;
   c. Recommend graduate student admissions to the Dean for Graduate and Continuing Education;
   d. Assign an advisor to newly admitted graduate students;
   e. Monitor the academic progress of program graduate students;
   f. Monitor, direct, and schedule graduate program offerings;
   g. Identify and recommend the hiring of part-time faculty, as appropriate;
   h. Monitor inquiry, application, and admissions trends and prepare enrollment projections as requested by the Dean for Graduate Education;
   i. Initiate and recommend program changes, as appropriate, for approval by the Department and the Graduate Council;
   j. Prepare annual graduate program budget requests and administer and manage the graduate program’s budget;
   k. Screen, interview and hire adjunct faculty;
   l. Request, through the department, the need for full-time faculty member to replace who left and/or a new faculty member. Chair the Search Committee and oversee the hiring process when approved; and,
m. Handles discipline-specific needs and issues of faculty and students within the graduate program.

2. To assess of the graduate program, including program review, annual updates and accreditation if applicable. Prepares accreditation documentation and provides reports to accrediting bodies.

3. To mentor, evaluate, supervise faculty, including reviewing course evaluations, faculty updates and contributes to recommendation for promotion and tenure. Encourages professional growth of faculty.

4. To supervise administrative staff.

5. To meet regularly with graduate program full-time and part-time faculty members regarding course offerings, teaching quality, and curricular offerings.

6. To meet regularly with the Department Chairperson and/or Department faculty.

7. To serve as a member of the Graduate Council.

8. To confirm and verify the successful completion of all graduate program requirements for students who apply for graduation.

9. To teach graduate program courses.

10. To participate and collaborate with the Development Office in obtaining extramural funds.

11. To maintain outside contacts, including alums.

12. To carry out the duties and responsibilities of a faculty member as delineated in the Faculty Handbook.

13. To perform such additional duties as may be requested by the Department Chairperson and the Dean for Graduate Education.

2. A faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program who
   a. is responsible for the coordination of all practicum and internship experiences in each counselor education program for which accreditation is sought;
   b. is the person to whom inquiries regarding practicum and internship experiences are referred; and
   c. has clearly defined responsibilities.

As the Practicum/Internship Coordinator, Dr. Tammy Scheidegger is responsible for the administrative coordination of the practicum and internship experiences for the Clinical Mental Health and Community Counseling concentrations. She is on a 10-month contract and given a release of six credits in fall and spring to carry out these responsibilities. She receives and processes practicum/internship applications, and places students in practicum and internship supervision sections in collaboration with faculty. While students are responsible for obtaining a practicum/internship site, Dr. Scheidegger guides students through the practicum/internship selection and interview process. Additionally, in conjunction with CON 601 Orientation to Practicum/Internship, Dr. Scheidegger organizes a site fair with agencies for students to facilitate the site selection process.
Responsibilities include:
1. Work with community based organizations, hospitals and clinics to identify and recruit potential clinical placements for the Clinical Mental Health Counseling (site list) and Community Counseling (site list) concentrations within the M.S. in Counseling Program;
2. Meet face-to-face with potential supervisors to discuss the clinical placement requirements as documented in the Practicum/Internship Policy & Procedure Manual;
3. Tour potential placement sites and meet with the appropriate staff members;
4. When a site meets the requirements to become a clinical placement, develop a written contract with the site supervisor;
5. Provide initial and ongoing training regarding clinical placement policy and procedures, for Site and Faculty Supervisors;
6. Conduct Site Supervisor Training;
7. Conduct orientation sessions for students in the semester prior CON 795 Supervised Practicum to discuss clinical placement procedures, review the Policy and Procedure Manual, and provide a list of approved sites;
8. Review basic interviewing skills and protocol with students such as sending a written thank you note, following up with Site Supervisor, etc;
9. When the clinical placement has been finalized with the student, provide a written contract between Mount Mary University, the student, and the Site Supervisor;
10. Develop curriculum for Practicum and Internship courses; manage and monitor content delivery; evaluate and assess student outcomes;
11. Assist Faculty Supervisor with any site related issues that may arise while students are at clinical placement, such as insufficient supervision, lack of appropriate clients, etc., and clinical or ethical/legal issues;
12. Maintain records of each student’s clinical placement, number of hours completed, and Site Supervisor evaluations;
13. Maintain records of student evaluations of the field site and Site Supervisor.
14. Survey Site Supervisors and employers of M.S. in Counseling Program alum every three years.

Y. The academic unit may employ noncore faculty (e.g., adjunct, affiliate, clinical) who support the mission, goals, and curriculum of the program and meet the following requirements:
1. Hold graduate degrees, preferably in counselor education from a CACREP accredited program.
2. Have relevant preparation and experience in the assigned area of teaching.
3. Identify with the counseling profession through memberships in professional organizations, appropriate certifications, and/or licenses pertinent to the profession.

As shown in the faculty table, we are heavily dependent on adjunct faculty. Those who we have employed to teach core courses have masters or doctoral degrees in counseling or a closely related field such as social work or psychology. They are selected because they are currently licensed mental/behavioral health clinicians and have relevant “real world”
counseling and teaching experience in the course content areas. For courses such as CON 630 Behavioral Science Statistics and Research and CON 775 Psychopharmacology we employ faculty who have extensive experience in that area.

**Z. Clerical assistance is available to support faculty/program activities and is commensurate with that provided for similar graduate programs**

Two part-time Administrative Assistants are assigned to work for the Behavioral Science Department (to include undergraduate Psychology, Sociology, and Anthropology and M.S. in Counseling programs). Counseling Program-related responsibilities include: maintenance of student files (applicants, alum, current students, internship) and student databases (student assessment, enrollment, alums, retention); admissions application processing; create all contracts for internship programs (Clinical Affiliation Agreement, Site Contracts), course assignments (teacher contracts); clerical duties for Counseling Program sponsored workshops (CEUs, CAs, registration, etc); and other duties as assigned.

**EVALUATION**

**AA. Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes the following:**

1. **A review by program faculty of programs, curricular offerings, and characteristics of program applicants.**

   We use weekly program meetings, tri-annual meetings with all counseling faculty (full-time and adjunct), periodic faculty retreats, annual or bi-annual meetings with the external Counseling Program Advisory Board, and a University Program Review process to identify program areas that are strengths or need modification, as well as other programmatic issues that need to be addressed so that program objectives are met. The following are significant changes made over the past three years that reflect our continuous, systematic program evaluation.

**Program and Curricular Changes**

In December 2010, The M.S. in Counseling Program proposed three substantial changes to the program, effective fall 2011. *First*, in response to proposed changes at the State level for professional counselor licensure, we proposed two new courses and modifications to two existing courses. *Second*, we proposed to add a new 60-credit Clinical Mental Health Concentration to maintain the highest level of programming consistent with national trends in the counseling field. This new concentration introduced another two new courses to the Counseling Program curriculum. *Third*, we proposed the suspension of the Pastoral Counseling Concentration due to unmet standards and low student interest. Finally, we proposed a course modification to implement and finalize the required coursework for the Trauma Counseling Certificate of Completion. Each proposal was endorsed by our
Department, Advisory Board, the Graduate Council, and ultimately the Vice President for Academic and Student Affairs. The details of the entire proposal are available here.

**CON 700 Multicultural Counseling**. The Counseling program student demographics began to change in 2009 to reflect greater racial diversity, growing from approximately 20% students of color to nearly 40% non-white students by 2011. Based on student feedback and course evaluations, most texts and traditional assignments and models of training around cultural competency were not culturally inclusive or relevant to a significant number of our students. To make it inclusive of all students, regardless of racial background while meeting the objectives of the course, the “Ethnicity Paper” that had the primary purpose of getting whites to examine and become aware of their lost racial/ethnic identity was replaced with the “Cultural Identity Paper”, utilizing the RESPECTFUL Model of counseling. This assignment requires each student to examine all facets of culture (e.g. religion/spirituality, ethnicity, sexuality, ability, etc). The overall response on the course evaluation to this change was unanimously positive and the quality of all papers greatly improved from the previous assignment.

**CON 795, 796, 797, 798 Practicum/Internship series**. Several substantial changes were made to the practicum/internship sequence of courses beginning in 2009 in order to meet the needs of our students.

The clinical component of the program, which consists of three courses, was re-designed to be offered in a sequential format, taken in three consecutive semesters. Each course builds upon the skills and knowledge acquired in the previous course so that by the completion of the clinical component, students have demonstrated clinical competence. The clinical courses are as follows: CON 795 Supervised Practicum – 3 credits (100 hours/40 hours face-to-face); CON 796 Counseling Internship I – 3 credits (300 hours/120 hours face-to-face); CON 797 Counseling Internship II – 3 credits (300 hours/120 hours face-to-face); and CON 798 Counseling Internship III – 1-3 credits (taken when students have not met the 700 hour total by the end of the Internship II experience). Additionally, students enrolled in the Clinical Mental Health Counseling concentration also need to have 180 documented hours in work with co-occurring disorders (i.e. clients with trauma and/or addiction histories). The addition of the Internship III component to our program grew out of feedback from our non-traditional students (consistently more than half of our students are over 30 years old and are returning to school after entering the workforce) who were able to complete all requirements of their clinical course work, except the clinical site hours, in the three semester time frame.

With the completion of the Center for Research and Training - Social and Behavioral Science (or CRT-SBS), the practicum course was redesigned to reflect a more intentional focus on developing students' clinical skill competence in preparation for supervised clinical experience at a community site in subsequent semesters. The training is accomplished through supervised counseling lab demonstrations and hands-on experience at a placement site. The practicum class has three components: lecture, group supervision (including, but not limited to, class discussions of assigned readings and the conduct of counseling, as well as receiving
feedback on counseling skills via case presentations in class), and use of the counseling lab to practice and demonstrate developmental readiness for site work.

**Substance Abuse Counselor Pre-Certification Program.** On January 3, 2012 our program was granted approval by the State of Wisconsin Department of Safety and Professional Services (DSPS), Division of Education and Examinations, to offer a Substance Abuse Counselor Pre-Certification Program. In order for students to take advantage of this program, they must be accepted into the Clinical Mental Health concentration, be in good standing, and be actively working on completing their M.S in Counseling degree. Students who have completed 21 credit hours (including completion of CON 600, CON 610, CON 612, CON 714, CON 71), are eligible to apply to the DSPS for their Substance Abuse Counselor – Initial Training (SAC-IT) license.

**Common Syllabi.** During the 2012-2013 academic year, our program moved towards exclusively using common syllabi for different sections of the same course (CON 700 Multicultural Counseling and CON 796/CON 797 Internship I & II had moved to common syllabi two years ago). Prior to this we would provide faculty with a model syllabus and in many cases, they would revise it to suit their own teaching needs. By using common syllabi with common content (e.g., assignments, tests/quizzes, experiences), we are better able to assess student learning outcomes and program objectives. Full implementation of the common course syllabi procedure was launched for all courses being taught summer 2013.

**Program Objectives.** Program Objectives were developed in 2003-2004 and revised in 2009 to better reflect CACREP Standards. Minor changes to the Counseling Program Objectives were made this spring so that they could be more easily and clearly assessed. The program objectives are relevant to all students in the program regardless of area of counseling concentration. The objectives are met through students’ involvement with course work, related experiences, practicum, and the internship.

**Characteristics of program applicants**
Over the past two years, admissions requirements have been refined or better clarified. In 2011, completion of an undergraduate statistics course was added to the admissions requirement. For 2012, requirements for international students were changed so that English competency was demonstrated on all subtests of the TOEFL (e.g. minimum subtest scores of 20, total score minimum of 80 on internet version). Finally, a description of how “global disposition”—suitability for a career in a helping profession—was assessed was included in program admissions information.

We currently serve nine students who are ESL in the traditional sense. While maintaining rigor and high expectations, a developmental approach is taken with these students to help them develop their skills in speaking and writing in English. Using grading rubrics that evaluate ideas separately from mechanics in writing is one way to conduct developmental assessment. One-on-one communication verses written communication and checking that the student understands the nuances of assignments is encouraged. Dr. King put together a packet
on how to provide feedback to facilitate the development of the writing process and dedicated two faculty meetings in 2012 to guide faculty in working with these students. In addition, in an effort to provide an appropriate training experience that meet the needs of our International and bilingual students, bilingual clinical sites and practicum/internship experiences, have been cultivated by the Practicum/Internship Coordinator and are included in both the clinical mental health and community counseling site listings.

2. Formal follow-up studies of program graduates to assess graduate perceptions and evaluations of major aspects of the program.

In summer 2010 we began utilizing Survey Monkey to systematically collect data every three years from alums on how well the M.S. in Counseling Program prepared them for professional counselor practice. This initial survey went out to all program alum (N=79) and we had a 43% response rate. Alum were asked to respond to items about current licensure status and employment, NCE performance, and how well they were prepared for counselor practice in each program objective area. Again, this year we posted the survey online using Survey Monkey. We sent e-mails to graduates from the past three years asking them to respond to similar items. The survey items and results of this year’s study are available here. Note that the results are for Community Counseling and School Counseling graduates since there were no graduates of the Clinical Mental Health Counseling concentration until May of this year. Those who completed the survey (n=43; a 49% response rate) were overwhelmingly positive about the program and the extent to which they felt prepared for their work. Means for all items were above 3 (on a scale of 1 to 5).

3. Formal studies of site supervisors and program graduate employers that assess their perceptions and evaluations of major aspects of the program.

In February 2013 we utilized Survey Monkey to systematically collect data regarding our counselor preparation program from all agencies that had an active Clinical Affiliation Agreement on file with our program and from employers that were identified during the Alumnae Survey collection point. All constituents were sent an email asking for their participation and directing them to the Survey Monkey link. The Mount Mary University, M.S. in Counseling Program – Practicum/Internship Site & Employer Satisfaction Survey 2013 was completed by 19 placements sites and 7 employers. The survey results from practicum and internships sites showed that 29.4% of respondents felt our students were more prepared to start this aspect of their training than were students from other counselor education programs; 58.8% felt they were as prepared and 11.8% felt that they were less prepared. Fourteen percent of employers felt our students were more prepared to start their professional career than were students from other counselor education programs; 85.7% felt they were as prepared. No employer respondents felt that our students were less prepared.

We also obtain feedback regarding our programs’ strengths and weaknesses during final site visits with all student clinical placements.
4. Assessment of student learning and performance on professional identity, professional practice, and program area standards. (Comprehensive Assessment Plan)

Since the 2007/2008 academic year, university-wide, each department annually selects one or more of its major/program learning objectives to assess. The Counseling Program conducts their program assessment independent of their department. Program objectives have been assessed over the last four since Dr. King has been in place as the Program Director.

<table>
<thead>
<tr>
<th>Academic year</th>
<th>Program Objectives Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>2 &amp; 3</td>
</tr>
<tr>
<td>2010-2011</td>
<td>5 &amp; 7</td>
</tr>
<tr>
<td>2011-2012</td>
<td>4 &amp; 6</td>
</tr>
<tr>
<td>2012-2013</td>
<td>1 &amp; 8</td>
</tr>
<tr>
<td>2013-2014</td>
<td>9 &amp; 10</td>
</tr>
</tbody>
</table>

Utilizing the Faculty Report on Student Learning Outcomes, faculty members reported how they assessed chosen objectives. At least one counseling faculty meeting a year is devoted to evaluating how effectively the course assessment activities and students’ performance on assessment meet the chosen objective, determining whether changes are necessary and what steps need to be taken for improvement. The Faculty Report on Student Learning Outcomes help us evaluate each applicable assessment task by having us indicate the relative strengths (exceeds expectations) and weaknesses (below expectations) in student learning in relation to the program’s student learning outcomes. In addition, described are changes that could be made to improve student learning and strengthen identified weaknesses the next time this course is taught.

**Direct and Indirect Measures of Student Learning**

Assessment of student learning includes direct and indirect measures. In each course, faculty design assessments that directly evaluate student learning outcomes as defined by the course objectives and clearly stated on each syllabus. Even before common syllabi were utilized program-wide, multiple sections of CON 700 Multicultural Counseling and CON 611 Career Development, as well as Practicum and Internship, gave identical assignments and/or assessments across all course sections to assess student learning. Course assessments vary across a continuum of assessment methods and include the following: informal checks for understanding such as traditional quizzes and tests; academic prompts that are open-ended and require students to think critically and performance tasks such as the problem-based learning exercises; papers; presentations; and skill demonstrations. The Matrix of Student Learning Outcomes helps us to see at what level the program objectives are taught and assessed in each course every year. At the end of each term, counseling faculty complete a Matrix of Student Learning. Information reported is compiled and examined to assure that the program is meeting program objectives in relation to student learning. The final portfolio documents student learning over time. Student performance in internships is assessed by Mount Mary University faculty, as well as by site-based supervisors. Indirect assessments of student learning include the 18-credit self evaluation and self evaluations incorporated into the formal, school-wide Course Evaluations utilized in all graduate courses.
5. Evidence of the use of findings to inform program modifications.

Alum Survey results have been used to inform program changes. In partial response to 2010 results, new coursework was added and current courses were modified to address lower rated program objectives areas on the survey (e.g., CON 785 Advanced Issues in Clinical Mental Health Counseling was added to improve learning for program objective nine; CON 720 Counseling Assessment and Program Evaluation was modified to improved learning for program objectives seven and eight). Our statistics course used to be offered out of the undergraduate Behavioral Science Program with a graduate designation; however, graduate students’ needs were not easily met in a multi-level course. Therefore, we developed and added CON Behavioral Science Statistics and Research to the counseling curriculum. Another change was the addition of the Clinical Mental Health Counseling concentration to increase overall competency. The chart below shows positive changes in all program objective areas after implementation of a more rigorous curriculum.

### Alum Survey Result Comparison of Mean Ratings of Program Objectives

<table>
<thead>
<tr>
<th>Program Objectives</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3.32</td>
<td>3.65</td>
<td>3.56</td>
<td>3.18</td>
<td>3.82</td>
<td>3.5</td>
<td>3.21</td>
<td>3.0</td>
<td>3.06</td>
<td>3.94</td>
</tr>
<tr>
<td>2013</td>
<td>3.77</td>
<td>4.19</td>
<td>3.85</td>
<td>3.39</td>
<td>3.93</td>
<td>3.93</td>
<td>3.66</td>
<td>3.33</td>
<td>3.2</td>
<td>4.05</td>
</tr>
</tbody>
</table>

Since fall 2009, the M.S. in Counseling Program has been a participant in the National Board for Certified Counselors’ national certification program - Graduate Student Administration - National Counselor Certification Examination (GSA-NCC Exam). While we have always had higher scores than the National means on the NCE, we have a continuous goal of raising NCE scores. In 2010, we added objective exams to several courses (CON 610; CON 700; CON 741) as a way to practice exam taking. We began to provide study materials to students while describing and encouraging adequate exam preparation. We have placed a heavier emphasis on theory in both CON 740 Group Procedures and CON 750 Counseling Across the Lifespan. For example, the following assignment was added to CON 750:

“Developmental Milestones Table. Construct a chart of age-related developmental milestones. Theorists that MUST be included at each appropriate age level are Piaget, and E. Erikson, Kohlberg, Bandura, Vygotsky, Bronfenbrenner, Gilligan. Highlight the essential developmental features across the lifespan which includes the following: Prenatal/infancy; Toddlerhood/early school age; Middle school age; Early adolescences; Late adolescences/emerging adulthood; Middle adulthood; and, Late adulthood.”

Finally, for the Clinical Mental Health and Community Counseling concentrations, beginning in fall 2013, the Counselor Preparation Comprehensive Exam (CPCE) will be used as the required exit examination rather than a written comprehensive exam. We will utilize CPCE scores as part of the assessment process to inform necessary program modifications.

6. Distribution of an official report that documents outcomes of the systematic program evaluation, with descriptions of any program modifications, to students currently in the
program, program faculty, institutional administrators, personnel in cooperating agencies (e.g., employers, site supervisors), and the public.

Many of the results obtained through assessment of student learning are available to appropriate constituencies including the students themselves upon request. Outcome data is continuously shared with our external Counseling Advisory Board, Department and part-time faculty at respective meetings. All core faculty members are involved in the assessment process and results are stored in a shared drive. Changes to the program are announced on the program website and our counseling group page (primary tool to share program information and announcements with students and faculty). The new University website will be launched this summer and will give us the capability to post our Alum Survey, Site Supervisor Survey, NCE scores, etc. For the school counseling program, assessment results are shared at an annual program review by the Wisconsin Department of Public Instruction (DPI). Because there are 30 common credits between counseling concentrations, program evaluation results are therefore available to the public entities by DPI.

BB. Students have regular and systematic opportunities to formally evaluate faculty who provide curricular experiences and supervisors of clinical experiences.

The University conducts electronic course evaluations the final two weeks of every semester. As such, students do have regular and systematic opportunities to formally evaluate the faculty and the curricular experiences in which they participate, as well as a self-assessment of their own contributions to their learning. On the standard evaluation form the student is asked to assess the instructor’s command of course content and their ability to engage students in the course. Students are also asked to respond to open-ended questions regarding what was the greatest value to them and what would increase the value of the course. (Faculty Handbook, Chapter 6, pages 9-10).

Counseling interns evaluate their site supervisors using evaluation forms developed by the Practicum/Internship Coordinator. (Appendices C and D of Practicum and Internship Policy and Procedure Handbook.)

CC. Annual results of student course evaluations are provided to faculty.

Immediately after the electronic course evaluation period is closed, faculty members can access the results of their course evaluations for the semester just ended. They receive the completed responses to open-ended questions, along with aggregated data for each course.

DD. Written faculty evaluation procedures are presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.

Comprehensive evaluation takes place for the pre-tenure review, tenure application, and every fifth year thereafter for tenured faculty, whether or not the person is applying for promotion. On a semester-basis, all faculty are required to submit course syllabi to the office of the Vice
President for Academic and Student Affairs and have students complete a course evaluation. At the end of each academic year, a Faculty Update is submitted to the Associate Dean for Academic Affairs for review.

The following is a list of factors to be considered by administrators when making decisions regarding retention, promotion, tenure and for periodic faculty evaluation.

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<thead>
<tr>
<th>Teaching Performance</th>
<th>College &amp; Community</th>
<th>Service Professional Growth</th>
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<tbody>
<tr>
<td>Objectives</td>
<td>Required college service</td>
<td>Professional activities</td>
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<tr>
<td>Subject matter, content</td>
<td>Required dept service</td>
<td>Professional recognition</td>
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<td>Methodology</td>
<td>Voluntary dept service</td>
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<tr>
<td>Interpersonal effectiveness</td>
<td>Voluntary college service</td>
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<td>Student evaluation</td>
<td>Community service</td>
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On a semester-basis, all adjunct faculty are required to submit course syllabi to the office of the Vice President for Academic and Student Affairs and have students complete a course evaluation. The Director of the Counseling Program observes new part-time faculty in the classroom and surveys students about the quality of instruction in the first half of the first semester and provides feedback to the instructor. At the end of each semester, conferences to review the course evaluations, the faculty member's syllabi, and their professional development are conducted as needed.

An expanded description of the evaluation process and evaluation criteria, including methods of documentation can be found beginning on page 27 of Chapter 4 of the Faculty Handbook.
SECTION II
PROFESSIONAL IDENTITY

FOUNDATION

A. A comprehensive mission statement has been developed that brings the counseling program into focus and concisely describes the program’s intent and purpose. The mission statement is publicly available and systematically reviewed.

Each graduate program at Mount Mary University is required to demonstrate that the program’s mission is aligned with the mission of the University. Mount Mary’s mission statement reads,

“Mount Mary University, an urban Catholic university for women sponsored by the School Sisters of Notre Dame, provides an environment for the development of the whole person. The University encourages leadership, integrity, and a deep sense of social justice arising from a sensitivity to moral values and Christian principles. Mount Mary commits itself to excellence in teaching and learning with an emphasis on thinking critically and creatively. The baccalaureate curriculum integrates the liberal arts with career preparation for women of diverse ages and personal circumstances; the programs at the graduate level provide opportunities for both men and women to enhance their professional excellence.”

Mount Mary provides graduate education that results in students who are committed to being critical and creative scholars, ethical and just human beings with global perspectives, and leaders who put knowledge into transforming action. The goals of graduate education include reflective thinking, development of in-depth knowledge and specialized skills in an area of concentration, and application of theoretical and empirical findings to relevant issues within the discipline.

Consistent with the institutional mission and philosophy of the University and Graduate Education, the Master’s in Counseling Program provides an educational environment that is fully dedicated to the student’s total development. A holistic education places value on a student’s past experiences and integrates that experience into the academic activities of graduate school. This approach also encourages the student to connect theory to practice through the process of personal reflection, through the application of the student’s skills and knowledge in the broader community and through experiential learning. Graduate education in this manner is evidenced by a strong sense of personal identity and professional competence. The student’s life will reflect a commitment to personal wellness, service and world citizenship, along with pursuit of lifelong learning and leadership opportunities.

Master of Science in Counseling Program Mission Statement
The mission of the Counseling Program is to develop a holistic learning community that prepares students for professional practice with a collaborative commitment to professional competency, cultural sensitivity, and commitment to the values and ethical principles of Mount Mary University. This program prepares students to use theoretical knowledge and
practical skills to effectively counsel individuals, groups, couples and families in clinical mental health, community, and/or school settings.

The Counseling Program mission statement appears on the Counseling Program website and in the M.S. in Counseling Policy and Procedure Handbook. Faculty reviewed the mission statement in the summer of 2009 and made major modifications. The mission statement was reviewed again by the Counseling Advisory Board in 2011 after the clinical mental health program was approved. “Clinical mental health” was added as a setting for which we prepare professional counselors.

B. The program area objectives meet the following requirements:
1. Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society.
2. Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies.
3. Are directly related to program activities.
4. Are written so they can be evaluated.

Program Objectives were developed in 2003-2004 and revised in 2009 in an all-faculty meeting to better reflect CACREP Standards. Minor changes to the Counseling Program Objectives were made in spring 2013 so that they could be more easily and clearly assessed. The following objectives are relevant to all students in the program regardless of area of counseling concentration. The objectives are met through students’ involvement with course work, related experiences, practicum, and the internship. The objectives of the program are:

1. Students will acquire knowledge of the history and philosophy of counseling; professional roles, collaboration, professional organizations, credentialing, and ACA ethical standards. Students will know about public and private policy issues and advocacy processes.
2. Students will acquire knowledge of how culture, ethnicity, nationality, race, age, gender, sexual orientation, and other factors impact an individual, family, or group. Students will gain self-awareness regarding their culture, in addition to developing a personal understanding social justice, advocacy, ethical, and legal issues.
3. Students will acquire knowledge of adaptive and maladaptive individual and family development, developmental crises, disability, psychopathology, and theories of individual and family development. Students will apply theories of learning, personality development, and strategies for helping individuals throughout the lifespan. Ethical and legal issues that arise when counseling children, adolescents, and the elderly are addressed.
4. Students will know and apply career development theories, decision making models, vocational & occupational information, gender issues, assessment, ethical issues, and legal issues. Students will understand basic career development program planning, organization, implementation, administration, and evaluation.
5. Students will demonstrate basic and advanced interviewing and counseling skills, including developing goals, counseling interventions, and consultation. Students will apply the ethical and legal principals in counseling and will gain awareness of how their own perspectives may affect the counseling relationship.

6. Students will know group theory and gain an experiential understanding of group development, dynamics, and leadership styles. Students will learn about various types of groups, ethical and legal issues in group work, and group counseling methods.

7. Students will develop the ability to conduct individual and group assessment and evaluation, standardized and non-standardized testing. Students will know statistical concepts, reliability, validity, multicultural issues in assessment, ethical & legal issues, as well as learn bio-psychosocial assessment, case conceptualization, principles of diagnosis, and use of the current DSM.

8. Students will acquire knowledge of research methods, statistical analyses, needs assessment, and program evaluation, including qualitative and quantitative methods, technology uses, and ethical and legal issues.

9. Students will have knowledge of systems of care: fiscal and legal issues; collaboration; community needs assessment; interventions and outreach; individuals and communities served; and, community counseling services.

10. Students will develop and demonstrate clinical skills through internship experiences.

C. Students actively identify with the counseling profession by participating in professional organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

From the time students are admitted to the program and attend orientation for new students, they are encouraged to join professional organizations. The importance of professional involvement is discussed in CON 601 Orientation to Practicum/Internship and CON 601 Introduction to School Counseling. While professional involvement is discussed in most classes, it is a focus in CON 600 Professional Identity and Ethics and CON 785 Advanced Issues in Clinical Mental Health Counseling, as well as in the practicum and internship courses. A student membership with ACA or ASCA (for school counseling students only) is encouraged prior to enrollment in any practicum and internship section. Information about professional organizations is included in the M.S. in Counseling Policy and Procedure Handbook.

Mount Mary University is an NBCC-Approved Continuing Education Provider (ACEP) and has sponsored a number of events/programs on campus and in the community. In order to encourage student participation in these professional development experiences, we have offered substantially discounted registration rates for Counseling Program sponsored events, or waived the registration fee for those who volunteer to assist with preparation or registration for these events. Listed below are the professional conferences/workshops sponsored by our program since 2011 where students functioned in various capacities to ensure a successful event:
**Spirituality in Aging Conference**, April 1, 2011, Waukesha, WI; 60 attendees, 8 student volunteers.

**Wisconsin Counseling Association and Mount Mary College Spring Intensive 2011 Workshop**, May 4, 2011, Milwaukee, WI; 150 attendees, 10 student volunteers.


In addition, faculty have routinely invited students to be part of their professional presentations. Listed below are professional presentations that core faculty co-facilitated with counseling graduate students in the past two years:

**Community Mental Health Collaborating to Create Trauma Sensitive Schools**, Wisconsin Counseling Association Fall Summit, November 5, 2011, WI Rapids, WI. Led by Dr. Carrie King, Ph.D., LPC, NCC, 45 attendees, 1 graduate student co-presenter.

**Increasing Work Readiness with Project-Based Career Education**, Annual Wisconsin School Counselor Association Conference, February 23, 2012, Madison, WI. Led by Dr. Carrie King, Ph.D., LPC, NCC, 20 attendees, 1 graduate student co-presenter.

**Supporting Students with Trauma Sensitive School Curriculum**. Annual Wisconsin School Counselor Association Conference, February 23, 2012, Madison, WI. Led by Dr. Carrie King, Ph.D., LPC, NCC, 120 attendees, 1 graduate student co-presenter.

**Anger and Critical Thinking**, Emmanuel Community United Methodist Church, Menomonee Falls, WI, March 28, 2012. Led by Dr. Tammy Scheidegger, Ph.D., LPC, NCC, 30 attendees, 2 graduate student co-presenters.

**Understanding Indirect Trauma**, Keeping Kids Alive Summit (WI Child Death Review Panel Conference) – Madison, Wisconsin, November 2, 2012. Led by Dr. Tammy Scheidegger, Ph.D., LPC, NCC, 135 attendees, 2 graduate student co-presenters.

**Helping Counselors Deal with Vicarious Trauma: Practical Strategies You Can Implement Now**, Wisconsin Counseling Association Fall Summit, November 4, 2012. Led by Dr. Tammy Scheidegger, Ph.D., LPC, NCC, 35 attendees, 3 graduate student co-presenters.
**Trauma Informed Care Staff Training**, Servant Manor, November & December, 2012, Milwaukee, WI. Led by Dr. Tammy Scheidegger, Ph.D., LPC, NCC, 10 attendees, 3 training days, 1 graduate student co-presenter.

**KNOWLEDGE**

D. Syllabi are distributed at the beginning of each curricular experience, are available for review by all enrolled or prospective students, and include all of the following:
1. Content areas.
2. Knowledge and skill outcomes.
3. Methods of instruction.
4. Required text(s) and/or reading(s).
5. Student performance evaluation criteria and procedures.

The University requires that course syllabi be provided at the beginning of each semester. Master copies of all syllabi are kept on file in both the M.S. in Counseling Program and in the Academic Affairs Department. Each syllabus contains the Mount Mary University Mission and Vision statement, course description, course objectives, applicable 2009 CACREP standards, methods of instruction, required textbooks/readings, statements on expected professional behavior, Mount Mary University’s Academic Honesty and Integrity policy, course content, course requirements, and, at minimum, general evaluation procedures. (Some courses include comprehensive grading rubrics in the syllabus document. Other courses post grading rubrics at the start of the semester separate from the syllabus. Common grading rubrics are used across different sections of the same course). Prospective students may review syllabi by contacting the M.S. in Counseling Program Director and enrolled students may view previous and current syllabi on the M.S. in Counseling Program’s Group Page.

E. Evidence exists of the use and infusion of current counseling-related research in teaching practice among program faculty and students.

Counseling-related research is incorporated into teaching and faculty members expect students to become knowledgeable of current research in the field. Evidence of this can be found in assignments as described in the course syllabi. Students are required to complete research related papers and projects, to critique research, and/or to develop programs and program evaluations in various courses (See examples in syllabi for CON 610, 630, 650, 700, 714, 715, 720, 740, 741). All students are required to take CON 630 Behavioral Science Statistics and Research. This course teaches statistical concepts in the context of the behavioral sciences, as well as both qualitative and quantitative research methods. Students develop a comprehensive research proposal for this course. All students are also required to take CON 720 Counseling Assessment and Program Evaluation. The purpose of this course is for students to learn to conduct assessment and program evaluation in the context of the counseling profession. Students gain competence in the use of assessment strategies and tools, as well as research as a tool for program development, evaluation, modification and improvement of counseling effectiveness. Students develop a comprehensive program evaluation project in which they write a literature review, complete a needs assessment, use
statistical procedures to analyze data, and write a results and recommendations section; students also present their findings and work to their peers.

Students can elect to complete a thesis as their culminating experience in the program. The graduate thesis provides an opportunity for a student to explore a topic relevant to the field of counseling in more depth and intensity. This exploration is done in collaboration with the advisor. Because of the nature of that study, the thesis is designed as a two-semester, six-credit experience. In each semester, the student will work with the advisor and thesis committee to create, conduct and report her/his research. It is important that the student work intentionally and directly with the thesis chair and committee to design the research and complete the thesis document. Thesis students are required to present their work at Mount Mary University’s Social Sciences and Related Disciplines (SSRD) Conference, occurring every spring semester. Further, several students have collaborated with faculty to present research at conferences. Examples of student presentations of research at the SSRD Conference include:

**2013 SSRD Conference (04/17/13)**
Student: Harsimran Kaur  
Presentation title: Parental pressures on college students’ career choice

**2012 SSRD Conference (04/03/12)**
Student: Landa Evers  
Presentation title: White racial consciousness and racial privilege

Student: Kathy Reid Walker  
Presentation title: The misunderstood pastoral counselor

Student: Kadeitra Wallace  
Presentation title: Stress, maternal depression and social support: A comparison of women in workforce development programs

**2011 SSRD Conference (04/12/11)**
Student: Krista Dudley  
Presentation title: An investigation of type, frequency, & duration of exercise & level of anxiety

**2010 SSRD Conference (04/13/10)**
Student: Lisa Harteau  
Presentation title: The impact of father absence on adolescent sexual behavior

Student: Carrie Miller  
Presentation title: Understanding resiliency and school connectedness in school adaptation

Student: Siobhan Petrie  
Presentation title: Effects of pre-diagnosis, age, wait-time & insurance on pre-intake
attrition

F. Evidence exists of the use and infusion of technology in program delivery and technology’s impact on the counseling profession.

As a component of teaching methodology, technology is infused in counseling courses in order to maximize and vary students’ learning experiences. Classrooms have technological equipment, such as computers and projectors, DVD/video players, and internet access. In addition, some faculty use teleconferencing and videoconferencing to enhance their class. All faculty use course websites (via E-Racer), which allows for online attendance taking, grading, access to course materials, and discussion forums.

The use of technology includes a hybrid component as well. For example, several counseling courses require online discussion in order to provide depth to processing of course material. In addition, two courses (CON 630 & CON 785) are being offered as a hybrid course beginning the summer 2013 term, meeting both face-to-face and online over the semester.

Students in the Counseling Program have access to the Center for Research and Training – Social and Behavioral Sciences (CRT-SBS). The CRT-SBS provides students with the opportunity to practice counseling sessions and observe their peers from a remote classroom. Students in a beginning microskills course (CON 610), group counseling (CON 740) and practicum (CON 795) are able to utilize the lab space under faculty observation in order to provide high quality supervision and learning during skill building courses. The lab has 12 laptops on which students can set up databases, run statistical tests and analyze data. Computers are equipped with biofeedback technology and Statistical Package for the Social Sciences (SPSS).

Students have access to various technology support through library resources, including PsycInfo and related research databases. Students and instructors are also able to access videos through a library streaming source "Counseling and Therapy in Video" © Alexander Street Press (2011). The college campus also has several computer labs available for students that include internet, Microsoft Word, and statistical software.

G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

For each of the eight common core curricular areas, the required courses are listed that correspond to subsections within each core area. Core courses are required for each concentration in the counseling program (i.e. clinical mental health, community, and school counseling).

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
   a. history and philosophy of the counseling profession; (CON 600, 610, 611)
   b. professional roles, functions, and relationships with other human service providers,
including strategies for interagency/interorganization collaboration and communications; (CON 600, 741, 750, 775, 785, 795, 796, 797, 798)
c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event; (CON 650, 785)
d. self-care strategies appropriate to the counselor role; (CON 600, 611, 612, 650, 750, 785, 795, 796, 797, 798)
e. counseling supervision models, practices, and processes; (CON 785, 797)
f. professional organizations, including membership benefits, activities, services to members, and current issues; (CON 600, 785, 795, 796, 797, 798)
g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; (CON 600, 785, 797)
h. the role and process of the professional counselor advocating on behalf of the profession; (CON 600, 785, 795, 796, 797, 798)
i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; (CON 600, 700, 714, 775, 785, 795, 796, 797, 798) and
j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. (CON 600, 610, 650, 714, 715, 720, 741, 750, 785, 795, 796, 797, 798)

2. SOCIAL AND CULTURAL DIVERSITY—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally; (CON 600, 700, 741)
b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients; (CON 600, 612, 700)
c. theories of multicultural counseling, identity development, and social justice; (CON 700)
d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies; (CON 610, 612, 700, 715, 740, 741, 750, 785, 795, 796, 797, 798)
e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; (CON 600, 610, 700, 714, 750, 785, 795, 796, 797, 798) and
f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. (CON 600, 611, 700, 750, 785, 795, 796, 797, 798)
3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
   a. theories of individual and family development and transitions across the life span; (CON 610, 741, 750)
   b. theories of learning and personality development, including current understandings about neurobiological behavior; (CON 610, 650)
   c. effects of crises, disasters, and other trauma-causing events on persons of all ages; (CON 650, 785)
   d. theories and models of individual, cultural, couple, family, and community resilience; (CON 612, 741, 750, 770, 785)
   e. a general framework for understanding exceptional abilities and strategies for differentiated interventions; (CON 650, 750, 770, 795, 796, 797, 798)
   f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; (CON 650, 750, 770)
   g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; (CON 714, 715, 785) and
   h. theories for facilitating optimal development and wellness over the life span. (CON 610, 750, 785)

4. CAREER DEVELOPMENT—studies that provide an understanding of career development and related life factors, including all of the following:
   a. career development theories and decision-making models; (CON 611)
   b. career, avocational, educational, occupational and labor market information resources, and career information systems; (CON 611)
   c. career development program planning, organization, implementation, administration, and evaluation; (CON 611)
   d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development; (CON 610, 611, 740, 741, 750 & 770)
   e. career and educational planning, placement, follow-up, and evaluation; (CON 611)
   f. assessment instruments and techniques relevant to career planning and decision making; and (CON 611)
   g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy. (CON 611)

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
   a. an orientation to wellness and prevention as desired counseling goals; (CON 650, 785, 795, 796, 797, 798)
   b. counselor characteristics and behaviors that influence helping processes; (CON 600, 610, 612, 714, 750, 795, 796, 797, 798)
   c. essential interviewing and counseling skills; (CON 612, 714, 720, 795, 796, 797, 798)
   d. counseling theories that provide the student with models to conceptualize client
presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling; (CON 610, 612, 650, 714, 720, 740, 741, 750, 770, 785, 795, 796, 797, 798)
e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions; (CON 611, 714, 741, 750)
f. a general framework for understanding and practicing consultation; (CON 785, 795, 796, 797, 798) and
g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies. (CON 650, 770, 785, 795, 796, 797, 798)

6. GROUP WORK—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
   a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work; (CON 714, 740)
   b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; (CON 740, 785, 795, 796, 797, 798)
   c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature; (CON 714, 740)
   d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; (CON 740) and
e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. (CON 740, 795, 796, 797, 798)

7. ASSESSMENT—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
   a. historical perspectives concerning the nature and meaning of assessment; (CON 720)
   b. basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations; (CON 630, 720)
   c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations; (CON 630, 720)
   d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information); (CON 630, 720)
e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity); (CON 630, 720)

f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; (CON 611, 650, 714, 720, 740, 741, 750, 770 & 785) and

g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. (CON 611, 612, 720, 750, & 785)

8. RESEARCH AND PROGRAM EVALUATION—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

   a. the importance of research in advancing the counseling profession; (CON 630, 720)
   b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research; (CON 630, 720)
   c. statistical methods used in conducting research and program evaluation;
      (CON 630, 720)
   d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications; (CON 720, 740, 785)
   e. the use of research to inform evidence-based practice; (CON 630, 720, 785, 795, 796, 797, 798) and
   f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. (CON 630, 720, 795, 796, 797, 798)
SECTION III
PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic and demographic diversity of their community.

SUPERVISOR QUALIFICATIONS AND SUPPORT

A. Program faculty members serving as individual or group practicum/internship supervisors must have the following:
   1. A doctoral degree and/or appropriate counseling preparation, preferably from a CACREP-accredited counselor education program.
   2. Relevant experience and appropriate credentials/licensure and/or demonstrated competence in counseling.
   3. Relevant supervision training and experience.

Three practicum and internship faculty supervisors for the 2012-2013 academic year held doctoral degrees in areas related to counselor education and supervision, were licensed in their perspective area and had supervision experience (Cohen, Huber, and Scheidegger). A fourth Faculty Supervisor holds a master’s in counselor education and is licensed as a Professional Counselor (LPC) with supervisory designation (Banaszak).

All practicum and internship faculty supervisors for the 2013-2014 academic year hold doctoral degrees in areas related to counselor education and supervision, are licensed in their perspective area and have supervision experience (Cohen, Huber, Jashinsky, Kraemer Smothers, Ong, Phumphrey, and Scheidegger).

B. Students serving as individual or group practicum student supervisors must meet the following requirements:
   1. Have completed a master’s degree, as well as counseling practicum and internship experiences equivalent to those in a CACREP-accredited entry-level program.
   2. Have completed or are receiving preparation in counseling supervision.
   3. Be supervised by program faculty, with a faculty-student ratio that does not exceed 1:6.

   Students never function as supervisors for practicum and internship experiences.

C. Site supervisors must have the following qualifications:
   1. A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
   2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
   3. Knowledge of the program’s expectations, requirements, and evaluation procedures.
4. Relevant training in counseling supervision.

As a minimum requirement, all practicum and internship Site Supervisors hold masters' degrees in counseling, social work, marriage and family therapy or psychology and the State licensure appropriate to their degree. Some Site Supervisors hold Ph.D.’s in psychology and licensure in the State. Some agencies have supervisors that are Psychiatrists and licensed in the State. All supervisors for students in the Clinical Mental Health Counseling concentration have at least two years of relevant professional experience and in some cases have licensure to provide AODA services in the State of Wisconsin. All Site Supervisors are made aware of the program’s requirements for education and licensure via the Practicum and Internship Policy and Procedure Manual, and the Site Contract. Moreover, all Site Supervisors complete the Prospective Site Agreement Form where they list their specialty area and State licensure number.

D. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.

Before sites are cleared to receive practicum/internship students, they must undergo an initial site visit by the Practicum and Internship Coordinator. During this visit the Site Supervisor is given an introduction letter and a copy of the Practicum and Internship Policy and Procedure Manual. The parameters of taking practicum/internship students are fully discussed during this visit. If the site is an appropriate match for our program goals, a Clinical Affiliation Agreement (CAA) is written. Site Supervisors also receive consultation and assistance from Faculty Supervisors once each semester during a scheduled site visit. Site Supervisors are also invited to attend Site Supervisor Training. This event is held at Mount Mary University and supervisors can receive .2 Continuing Education Units (CEU’s) free of charge. Site supervisors are regularly invited to low cost CEU events offered by our program and are made aware of other opportunities through e-mail blasts. As a professional development opportunity, the Practicum and Internship Coordinator is also available to train, free of charge, affiliated agency personnel on various mental health topics. One recent example of such an offering can be found in documents for Servant Manor Trainings (I & II). Consultation with Site Supervisors and agencies is carried out on an as needed basis by the Practicum and Internship Coordinator.

E. Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

A Clinical Affiliation Agreements (CAA) is initiated with each practicum/internship site. The CAA outlines the legal and logistical aspects of being an affiliated agency and forms an agreement that students can interview for potential placement at their site. Once a site and student agree to a placement, the agency enters into a Site Contract that is specific to each student for any given practicum/internship cycle. Our program maintains CAA’s in our Administrative office and signed a Site Contract in each student’s practicum/internship file.
PRACTICUM

F. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contribute to the development of counseling skills.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
3. An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor.
4. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
5. Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

Expectations for the practicum experience are clearly outlined in the CON 795 Supervised Practicum syllabus and in the Practicum and Internship Policy and Procedure Manual. Practicum is an opportunity for students to explore the field of counseling, or a particular specialty area, in a structured environment. Development of practice and counseling techniques are emphasized through supervised counseling lab demonstrations and hands-on experience at a placement site. The class is designed around three components: lecture, group supervision (including, but not limited to, class discussions of assigned readings and the conduct of counseling and receiving feedback on counseling skills via case presentations in class), and use of the counseling lab to practice and demonstrate developmental readiness for site work. The lecture (1 ½ hours per week) is taught by the Practicum and Internship Coordinator and the students receive an additional 1 ½ hours of group supervision per week from their faculty instructor. Students also receive a minimum of one hour of individual supervision per week from their site supervisor. Students complete 100 hours at their placement site; 40 of those hours must be face-to-face interaction with clients. Students must also demonstrate competency in four skill areas (Basic Responses, Intake Interviewing, Suicide Risk Assessment, and Goal Setting and Treatment Planning) as evidenced by receiving a score of “2” or “3” upon review by core faculty (Evaluation Rubric). Skill demonstrations are conducted via video recordings and live demonstration. Students may complete the skill demonstration as many times as needed to demonstrate competency. The skill demonstrations must be passed in chronological order and a student cannot move to the next skill until the prior skill competency has been obtained. Site Supervisors also evaluate the students’ performance at the end of the semester (Appendix A). Typically the evaluation is reviewed during the site visit. All parties verify, by signature, that they have reviewed the stated outcomes. Evaluations are maintained in the students’ practicum/internship file.
INTERNSHIP

G. The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

1. At least 240 clock hours of direct service, including experience leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
5. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Expectations for the internship experience are clearly outlined in the CON 796, CON 797, and CON 798 syllabi and in the Practicum and Internship Policy and Procedure Manual. Students complete 300 hours at their site each semester; 120 hours must be face-to-face interaction with clients. Students receive a minimum of one hour per week of individual supervision from their site supervisor, and participate in a minimum of 3 hours of group supervision per week with their Faculty Supervisor. Students also have two one-hour individual supervision appointments with their Faculty Supervisor in CON 796 and one one-hour individual supervision appointment with their faculty supervisor in CON 797. Students present video or audio recordings of their work with clients at their agency in the CON 796 and CON 797 courses, and they receive individual and group feedback regarding their work with clients. Faculty Supervisors complete a minimum of one site visit each semester to a student’s clinical placement. Site visits are triadic in nature and are designed to assess the student’s competency in various aspects of the clinical and professional relationship. Areas of strength and growth edges are identified during this visit. Site Supervisors evaluate students’ performance at the end of the semester (Appendix A). Typically the evaluation is reviewed during the site visit. All parties verify, by signature, review of the stated outcomes. Evaluations are maintained in the student’s practicum/internship file.

Each student also completes a formal evaluation of their site and Site Supervisor (Appendices C & D) at the completion of their experience. Completed evaluations are kept by the Practicum and Internship Coordinator, used for program evaluation, and are accessible to incoming students to aid in the site selection process.
Since there is no classroom component to Internship III (CON 798), students must complete the necessary hours of individual supervision with an assigned faculty instructor, per week, based on the credit hours that they are registered for and the total hours they have left to complete at their site. Supervision consists of no more than 6 students, and the time spent must be documented and signed off on by the instructor at the end of each appointment. The decision chart for credits/hours of supervision is as follows:

1 credit hour = <100 hours @ site = 1/2 hour of faculty supervision every week  
2 credit hours=101-200 hours @ site = 1 hour of faculty supervision every week  
3 credit hours= 201+ hours @ site = 1 ½ hours of faculty supervision every week
SECTION IV
CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS
A. Knowledge
1. Understands the history, philosophy, and trends in clinical mental health counseling. (CON 600, 650, 714, 715, 770, 775, 785)
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (CON 600, 785)
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (CON 600, 650, 714, 740, 770, 775, 785, 795, 796, 797, 798)
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. (CON 600, 785, 795, 796, 797, 798)
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (CON 610, 612, 740, 785)
6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. (CON 714, 715, 770, 795, 796, 797, 798)
7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems). (CON 600, 785, 795, 796, 797, 798)
8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability. (CON 600, 785)
9. Understands the impact of crises, disasters, and other trauma-causing events on people. (CON 650, 651)
10. Understands the operation of an emergency management system within clinical mental health agencies and in the community. (CON 600, 650, 651)

B. Skills and Practices
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. (CON 600, 785, 795, 796, 797, 798)
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling. (CON 600, 785)
COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. (CON 714, 715, 700, 785)

2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. (CON 650, 714, 715, 720, 770, 775, 795, 796, 797, 798)

3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). (CON 714, 720, 740)

4. Knows the disease concept and etiology of addiction and co-occurring disorders. (CON 714, 715, 770)

5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. (CON 714, 770, 785)

6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. (CON 650, 651)

7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (CON 610, 714, 715, 720, 785, 795, 796, 797, 798)

8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. (CON 650, 651, 714, 740, 741, 770)

9. Understands professional issues relevant to the practice of clinical mental health counseling. (CON 600, 650, 651, 714, 715, 775, 785, 795, 796, 797, 798)

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. (CON 650, 714, 715, 770, 775, 785)

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. (CON 610, 611, 612, 650, 651, 714, 715, 720, 740, 741, 750, 770, 775, 785, 795, 796, 797, 798)

3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities. (CON 600, 741, 750, 785)

4. Applies effective strategies to promote client understanding of and access to a variety of community resources. (CON 600, 714, 715, 785)

5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. (CON 600, 612, 650, 651, 714, 740, 741, 750, 785, 795, 796, 797, 798)

6. Demonstrates the ability to use procedures for assessing and managing suicide risk. (CON 770, 795, 796, 797, 798)
7. Applies current record-keeping standards related to clinical mental health counseling. (CON 612, 795, 796, 797, 798)

8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders. (CON 714, 715, 750, 795, 796, 797, 798)

9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. (CON 600, 650, 700, 775, 785, 795, 796, 797, 798)

DIVERSITY AND ADVOCACY

E. Knowledge

1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. (CON 700, 714, 785, 795, 796, 797, 798)

2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client. (CON 610, 611, 700, 795, 796, 797, 798)

3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (CON 610, 612, 650, 651, 700, 714, 715, 770, 785, 795, 796, 797, 798)

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. (CON 600, 700, 785)

5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare. (CON 700, 714, 785, 795, 796, 797, 798)

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. (CON 600, 700, 785)

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals. (CON 600, 650, 700, 714, 785)

2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients. (CON 600, 611, 700, 785)

3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (CON 610, 612, 700)

ASSESSMENT

G. Knowledge

1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. (CON 610, 650, 720, 741, 750, 770)

2. Understands various models and approaches to clinical evaluation and their
appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. (CON 650, 714, 720, 770, 795, 796, 797, 798)

3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified. (CON 714, 775)

4. Identifies standard screening and assessment instruments for substance use disorders and process addictions. (CON 714, 715, 720)

H. Skills and Practices
1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. (CON 720)

2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (CON 714, 720, 770, 795, 796, 797, 798)

3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders. (CON 714, 715, 720, 770, 795, 796, 797, 798)

4. Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. (CON 714, 715, 720)

RESEARCH AND EVALUATION
I. Knowledge
1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling. (CON 630, 720)

2. Knows models of program evaluation for clinical mental health programs. (CON 720, 795, 796, 797, 798)

3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. (CON 650, 715, 720, 740, 795, 796, 797, 798)

J. Skills and Practices
1. Applies relevant research findings to inform the practice of clinical mental health counseling. (CON 630, 650, 714, 720, 785, 795, 796, 797, 798)

2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments. (CON 720)

3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs. (CON 720)

DIAGNOSIS
K. Knowledge
1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and
2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care. (CON 650, 714, 715, 770, 785, 795, 796, 797, 798)

3. Knows the impact of co-occurring substance use disorders on medical and psychological disorders. (CON 714, 715)

4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations. (CON 700, 720, 770)

5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event. (CON 650, 770)

L. Skills and Practices

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments. (CON 650, 720, 770, 795, 796, 797, 798)

2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals. (CON 650, 715, 720, 770, 795, 796, 797, 798)

3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (CON 650, 750, 770, 795, 796, 797, 798)