



**WALSH  
UNIVERSITY**

*A Catholic University of Distinction*

**Counseling and Human Development Program  
Three-Year Evaluation Report  
2005-2008**

## Table of Contents

- I. Admissions Review Summary
  - A. Admissions Data Summary
  
- II. Comprehensive and Licensure Examinations, Field Competency Ratings
  - A. Comprehensive Examinations
  - B. License Examinations
  - C. Field Competency Ratings
  - D. Supporting data
    - Summary – Comprehensive Exam (CPCE) Mean Scores
    - Practicum Competencies and Field Evaluations-School Counseling
    - Practicum Competencies and Field Evaluations-Mental Health
    - 2007 NCMHCE & NCE Pass Rates
      - ❖ Memo from James Rough, Executive Director, Counselor, Social Worker & Marriage and Family Therapist Board
      - ❖ Ohio NCE 2007 graph
      - ❖ NCMHCE Ohio 2007 graph
  
- III. Review of Three-Year Survey Data: Site Supervisors, Employers & Alumnae
  - A. Alumnae Survey
    - Alumnae Survey Summary Comments – 2008
  - B. Internship Site Supervisors Survey Results - Mental Health Counseling
    - Comments from MH Intern Supervisors: Interns from Fall 2005 through Spring 2007
  - A. Internship Site Supervisors Survey Results – School Counseling
    - Comments from SC Intern Supervisors: Intern from Fall 2005 through Spring 2007
  - B. Employer Survey Summary – 2008
  
- IV. Mission and Program Objectives Review, Curriculum Review and Summary Outcomes
  - A. Mission and Program Objectives Review
  - B. Curriculum Review and Summary Outcomes

**Walsh University**  
**Counseling & Human Development Program**  
**Three-Year Evaluation Report**  
**2005 - 2008**

**I. Admissions Review Summary**

CHD faculty review admissions data annually; they additionally reviewed admissions data over the course of the three-year program evaluation period. A review of the Admissions Summary (see table) shows that mean admissions test scores and entry GPAs over the three-year period met program admissions standards: 900 for GRE and 40 (raw score) for MAT; and 3.0 for entry GPA. Over the three-year period, the Program Director has noted that the majority of the students who have taken the GRE scored higher on the quantitative section than on the verbal section, and that there is a slight declining trend in overall mean GRE scores. Mean MAT scores have remained relatively constant over the same period. Consistent with this pattern, faculty members have expressed concerns about student writing samples (in the Admissions files), and generally have noted the need for more referrals to the Writing Center.

The number of annual admissions has stabilized over the three-year period; this was a critical aspect of the conditions established in the 2007 CACREP accreditation decision. Walsh needed to demonstrate that FTE student ratio: FTE faculty was brought into line with CACREP standards. The October, 2008 report to CACREP demonstrated a FTE student ratio: FTE faculty of 10.3:1 (the standard is 10:1). Faculty members have noted that introductory courses, especially BSC 560 Introduction to Counseling & the Counseling Profession, have become the occasion for some newly admitted students to self-select out, or be counseled out, of pursuing the counseling profession. This is a positive direction in the overall student retention program, as it demonstrates that our professional orientation efforts are helping students before they move too far into Master's coursework in counseling. There does seem to be a trend developing toward more fluidity in career orientation and commitment, especially among those applicants who move directly from UG studies into the Master's program.

A review of admissions over the three year period demonstrates that the student body remains overwhelmingly European-American and female, with slightly less than 1% of admissions reflecting cultural diversity among all students, and about 12% of admissions reflecting gender diversity (males). In this regard, Walsh seems to participate in a broader national trend for women to dominate the student bodies in many Master's programs in counseling. The Walsh program, however, still lacks meaningful cultural diversity among the student body. During the last three years, the administration authorized an additional graduate assistant position which seeks a student who brings a culturally-diverse background; however, other strategies proposed to increase diversity in the student body have not been authorized.

## Outcomes

- 1) Faculty members have decided to track the distribution of admissions exam scores more completely, (e.g. including the range, and median scores, as well as the mean) in order to have more comprehensive data.
- 2) Faculty members decided to identify strategies to seek community input re: barriers and possible initiatives to increase the cultural diversity of applicants.
- 3) Discussion at the Advisory Board meeting regarding the lack of diversity in program applicants resulted in several suggestions. Advisory Board members will work with faculty to gather community resources and opportunities to address faculty goal #2 above.

**Admissions Data Summary 2005-2008**

<b>Admissions Yr</b>	<b>Admits</b>	<b>Enroll</b>	<b>GRE mean</b>	<b>MAT mean</b>	<b>GPA mean</b>
2005-06	31	23	999	55.5	3.4
2006-07	36	32	983	41	3.5
2007-08	29	23	927	40	3.4
2002-03	32		870	37	3.3
2003-04	37		933	49	3.3
2004-05	44		1023	44	3.4

**Walsh University**  
**Counseling & Human Development Program**

**Three-Year Evaluation Report**  
**2005-2008**

**II. Comprehensive and Licensure Examinations, Field Competency Ratings**

**A. Comprehensive Examination**

The CHD Program has used the nationally-normed CPCE exam (NBCC) as the comprehensive examination for the core counseling curriculum areas, and case discussion questions as the comprehensive examination for the School and Mental Health Counseling specialty curriculum areas. Faculty members have conducted annual reviews of Comprehensive Exam data, and additionally, have reviewed the three-year Comprehensive Exam data (see CPCE results table). The three-year data on mean CPCE scores show that Walsh students have, in general, consistently scored above the national mean in core CPCE content areas, and that Walsh student scores in the area of concern in the previous three-year review, appraisal, haven risen above the national mean for that area.

In regard to the case study discussion portion of the exam, annual faculty reviews have resulted in changes in the design, delivery and evaluation of student responses during the three-year evaluation period. Faculty members have altered the exam to two case discussion questions with more complex essay questions, and have instituted one "dual" case (with MH and SC questions) for students pursuing both majors. Faculty members reviewed and changed the specific wording of comprehensive exam questions to create greater clarity, and provided clearer instructions to students regarding the nature of the case essay performance demands. Faculty members also instituted a "grading rubric" for case discussion questions to promote greater inter-rater reliability among faculty raters, and to facilitate final determinations of "pass/fail" on this portion of the comprehensive exam.

Faculty members have expressed concern during the current three-year evaluation period regarding student performance on both diagnostic impressions and case conceptualization/treatment plan matching. This resulted in changes in the Adv. Abnormal and Diagnosis classes with improvements noted on diagnostic impression questions on the MH/Dual exams. Faculty concerns re: student case conceptualization resulted in changes in the School Counseling courses, esp. CHD 766 and CHD 795, with more casework added. Concerns remain for both School and MH/Dual student performance in overall linkages between case conceptualization and intervention (and treatment) goals, particularly in regard to the integration of social and cultural diversity issues into case conceptualization and treatment planning. See curriculum review (Section IV) for course-specific content changes.

**B. License Examinations**

Over the three-year evaluation period, Walsh students in School Counseling have a 100% pass rate on the Praxis II in School Counseling, the license examination used by the Ohio Department of Education; in fact, Walsh students have

consistently scored significantly above the "pass" cut-off score required in Ohio (see table for three-year data). Similarly, in the most recent report (2007 year) from the OCSWMFTB on licensure pass rates, Walsh students have a 100% pass rate on the NCE. Walsh was one of seven counselor education programs, of twenty-four programs statewide, with a 100% pass rate on the NCE. This performance is significantly above the national mean for the NCE. Per the most recent licensure state report, no data is available re: Walsh alums' performance on the NCMHCE, the state exam for the clinical license in Ohio.

### **C. Field Competency Evaluations**

#### Outcomes and Goals

- 1) Faculty will continue to monitor student performance in the appraisal area, in particular, as well as other areas on the CPCE.
- 2) Faculty will review CPCE textbook list to check recommended texts against Walsh texts, especially in the career and appraisal content areas.
- 3) See curriculum review (Section IV) for course content changes which emerged from overall faculty program data review.

## Summary of Comprehensive Examination Mean Scores

Summary - Comprehensive Exam (CPCE) Mean Scores 2005 - 2008

Core Area	FA05/		FA06 N		FA06 W		SP07N		SP07 W		FA07 N		FA07 W		SP08 N		SP08 W	
	FA05 N	SP06 W	FA06 N	SP06 W	FA06 W	SP06 W	FA07 N	SP07 N	FA07 W	SP07 W	FA07 N	SP07 W	FA07 W	SP07 W	FA08 N	SP08 N	FA08 W	SP08 W
Human Development	11.50	12.05	11.44	12.57	11.42	12.81	8.28	11.42	13.27	12.81	8.28	11.42	13.27	11.42	12.82	11.42	12.82	12.82
Social/Cultural	11.30	11.90	10.03	11.28	10.17	11.37	8.49	10.17	11.93	11.37	8.49	10.17	11.93	10.17	11.65	10.17	11.65	11.65
Helping Relationships	11.40	12.20	12.00	12.85	12.10	13.50	8.77	12.10	13.47	13.50	8.77	12.10	13.47	12.10	13.12	12.10	13.12	13.12
Group	11.60	12.30	11.55	13.14	11.53	13.12	10.93	11.53	13.47	13.12	10.93	11.53	13.47	11.53	12.65	11.53	12.65	12.65
Career	9.60	9.80	8.77	10.71	8.96	9.68	9.76	8.96	10.07	9.68	9.76	8.96	10.07	8.96	9.47	8.96	9.47	9.47
Appraisal	9.80	9.80	10.34	9.85	10.38	10.93	8.00	10.38	11.47	10.93	8.00	10.38	11.47	10.38	11.00	10.38	11.00	11.00
Research	10.80	11.40	10.80	11.57	10.84	11.68	10.10	10.84	11.73	11.68	10.10	10.84	11.73	10.84	11.06	10.84	11.06	11.06
Professional Orientation	12.50	13.30	12.18	13.42	12.21	13.62	10.93	12.21	13.73	13.62	10.93	12.21	13.73	12.21	12.88	12.21	12.88	12.88
Total	88.50	93.20	87.12	95.42	87.61	96.75	75.26	87.61	99.13	96.75	75.26	87.61	99.13	87.61	94.65	87.61	94.65	94.65

Summary - Comprehensive Exam (CPCE) Mean Scores 2002 - 2005

Core Area	FA02N		SP03N		SP03W		FA03N		FA03W		SP04N		SP04W		FA04N		FA04W		SP05N		SP05W	
	FA02N	SP02W	FA03N	SP03N	FA03W	SP03W	FA04N	SP04N	FA04W	SP04W	FA04N	SP04N	FA04W	SP04W	FA04N	SP04N	FA04W	SP04W	FA05N	SP05N	FA05W	SP05W
Human Development	11.24	15.00	12.46	14.25	11.29	13.50	11.24	11.24	12.00	12.00	11.24	11.24	12.00	12.00	12.29	12.29	12.80	12.80	11.46	11.46	13.70	13.70
Social/Cultural	10.28	12.67	12.24	11.63	10.37	11.50	10.10	10.10	12.27	12.27	10.10	10.10	12.27	12.27	11.90	11.90	11.60	11.60	10.33	10.33	13.20	13.20
Helping Relationships	11.92	13.00	12.46	13.63	10.99	14.50	11.80	11.80	11.33	11.33	11.80	11.80	11.33	11.33	12.47	12.47	12.80	12.80	12.01	12.01	14.60	14.60
Group	12.70	14.33	13.23	13.63	11.18	14.75	11.61	11.61	12.33	12.33	11.61	11.61	12.33	12.33	12.79	12.79	12.20	12.20	11.62	11.62	14.30	14.30
Career	10.95	11.33	9.46	11.13	9.30	9.50	9.57	9.57	10.20	10.20	9.57	9.57	10.20	10.20	9.31	9.31	9.20	9.20	9.45	9.45	10.10	10.10
Appraisal	10.80	10.33	10.18	11.50	9.30	9.75	10.12	10.12	9.73	9.73	10.12	10.12	9.73	10.03	10.03	10.00	10.00	10.43	10.43	11.00	11.00	
Research	9.80	11.67	10.23	12.75	10.59	9.75	9.90	9.90	10.47	10.47	9.90	9.90	10.47	9.81	9.81	11.60	11.60	10.61	10.61	12.90	12.90	
Professional Orientation	11.58	14.67	13.01	13.25	11.85	14.00	11.96	11.96	12.73	12.73	11.96	11.96	12.73	12.74	12.74	13.60	13.60	12.09	12.09	14.30	14.30	
Total	88.71	103.00	93.26	102.00	84.90	97.25	86.30	86.30	92.70	92.70	86.30	86.30	92.70	91.32	91.32	93.80	93.80	87.99	87.99	104.10	104.10	104.10

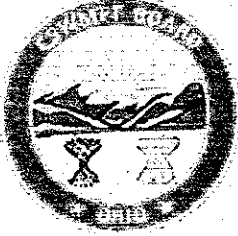


School Counseling Practicum Counseling Competencies and Internship Field Evaluations  
Three-Year Program Summary (2005 - 2008)

		<u>School Counseling Practicum Competency Scales</u>	<u>School Counseling Internship Field Evaluation</u>	<u>Praxis II Scores</u>
2005-2006	1	4.50	4.30	680
	2	3.84	5.00	690
	3	4.10	5.00	740
	4	4.36	4.94	710
	5	3.95	5.00	670
2006-2007	1	4.32	4.30	600
	2	3.94	5.00	720
	3	3.93	5.00	720
	4	4.00	3.50	700
	5	4.94	4.86	680
	6	4.62	4.10	720
	7	3.03	4.60	650
	8	4.86	4.98	780
	9	4.38	5.00	680
	10	4.24	4.97	720
	11	4.55	5.00	680
	12	4.50	4.98	750
	13	4.90	4.68	700
	14	4.24	4.40	730
	15	4.86	5.00	720
2007-2008	1	3.50	4.94	740
	2	4.33	4.26	700
	3	3.93	4.94	760
	4	4.58	4.86	710
	5	4.84	5.00	700
	7	4.58	4.91	700
	8	3.69	4.99	650
	9	4.76	4.65	720
	10	4.48	4.91	740
	11	4.33	5.00	680
	12	3.93	3.97	630
	13	4.37	5.00	710
	14	4.78	4.99	720
	15	4.96	5.00	760

**Mental Health Practicum Competencies and Internship Field Evaluations**  
**2007 - 2008**  
**(8/07 - 5/08)**

I.D. #	Mental Health Practicum Competency Form	Site	Mental Health Internship Clinical Field Evaluation
1	4.56	Walsh University Counseling Services	3.69
2	3.14	Community Services of Stark County	4.80
3	4.17	Community Services of Stark County	4.83
4		Bellefaire JCB	4.59
5	4.76	North Central Mental Health Services	4.32
6	3.7	Steps at Liberty Center	3.94
7	3.14	Personal and Family Counseling Services	4.91
8	3.92	Community Mental Healthcare	4.31
9	4.12	Child Guidance and Family Solutions	4.41
10	2.82	Community Services of Stark County	4.47
11		Thompkins Child and Adolescent Services	4.66
12	4.03	Crisis Intervention Center	4.28
13	3.12	Akron Children's Hospital	4.03
14	3.86	Mount Union	4.96
15	4.18	Crisis Intervention Center	5.00
15	4.18	Baldwin Wallace	4.55



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jim.rough@cswb.state.oh.us

# Memo

**To:** All Counselor Programs  
**From:** James Rough, Executive Director  
**Date:** February 25, 2008  
**Re:** 2007 NCMHCE & NCE Pass Rates

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Attached are graphs of the counselor programs in Ohio NCMHCE & NCE examination results. The last two columns are the overall average for the state of Ohio designated as "OH" and then an "All" designation which includes Out-of-State applicants for Ohio licensure. Each letter represents a school and OOS represents the out-of-state exam scores. The percentages reflect three categories as follows.

1. The purple bar shows overall pass rates for all exams taken by OOS (Out-of-State), other schools (A through K for NCMHCE & A through V for NCE), Ohio and All examinees.
2. The red bar shows # Individuals pass rates for Exams by OOS (Out-of-State), other schools (A through K for NCMHCE & A through V for NCE), Ohio and All examinees.
3. The cream bar shows first time pass rates for Exams by OOS (Out-of-State), other schools (A through K for NCMHCE & A through V for NCE), Ohio and All examinees.

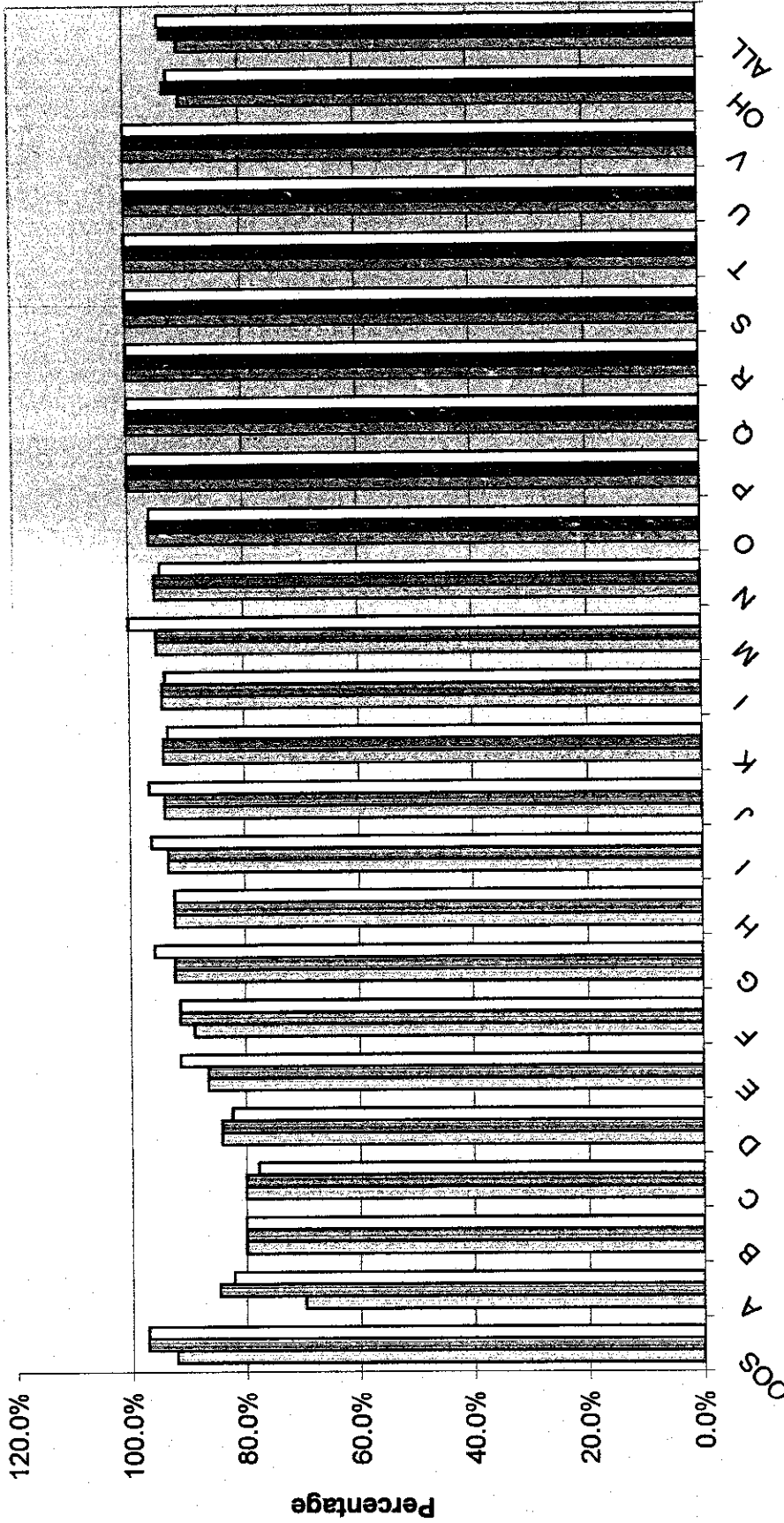
The national pass rate for the NCE is 79%; Ohio's is 93%. I asked why NBCC thinks Ohio does so well and got the following: There can be many variables. You may weed out lesser candidates before the exams are administered. Your programs may be doing a better job of educating the students. Your programs may include more hours (60 vs. 48 vs. 36). Your counselor educators may better prepare the students for the exam. Your programs may weed out lesser candidates during the admission process. The students may spend more time and money on preparing for the exam.

I will forward separately to each school their corresponding Letter for the NCE/NCMHCE results.

The NCMHCE results are not statistically valid due to small sample size of exam results.

Likewise NCE results for individual schools are not statistically valid using small sample size.

# OHIO NCE 2007



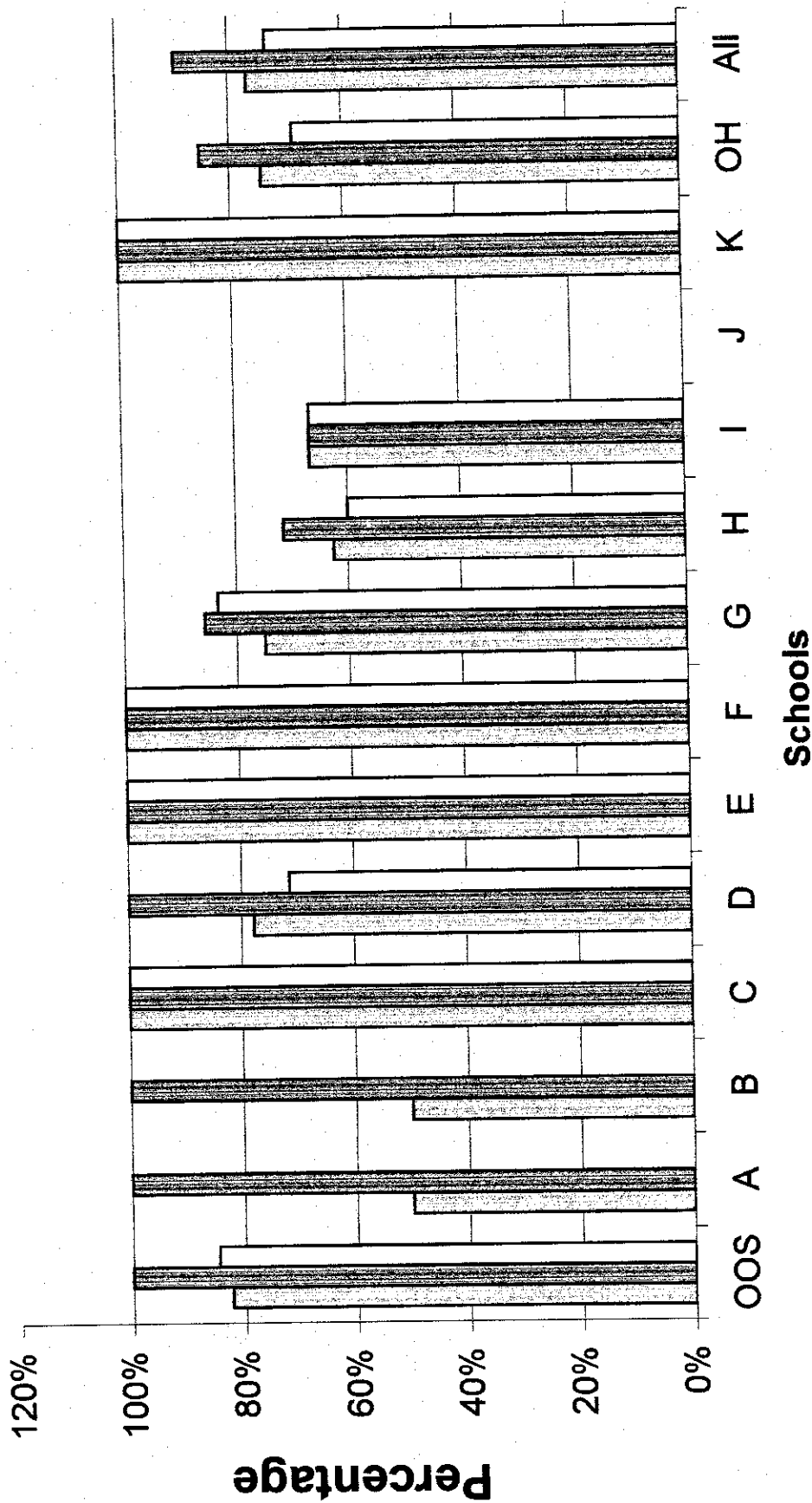
## Schools

# Exams 497 536

The purple bar shows overall pass rates for Exams by OOS (Out-of-State), other schools (A thru K), Ohio and All examinees.  
 The red bar shows # Individuals pass rates for Exams by OOS (Out-of-State), other schools (A thru K), Ohio and All examinees.  
 The cream bar shows first time pass rates for Exams by OOS (Out-of-State), other schools (A thru K), Ohio and All examinees.  
 The numbers under "Schools" legend are the number of exams in total taken for Ohio schools only and All candidates.

# NCMHCE Ohio 2007

## 56 Exams Taken



# Exams 39 56

The purple bar shows overall pass rates for Exams by OOS (Out-of-State), other schools (A thru K), Ohio and All examinees.  
 The red bar shows # Individuals pass rates for Exams by OOS (Out-of-State), other schools (A thru K), Ohio and All examinees.  
 The cream bar shows first time pass rates for Exams by OOS (Out-of-State), other schools (A thru K), Ohio and All examinees.  
 The numbers under "Schools" legend are the number of exams in total taken for Ohio schools only and All candidates.

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**Counseling and Human Development Program**

**Three-Year Evaluation Report**  
**2005-2008**

**III. Review of Three-Year Survey Data: Site Supervisors, Employers & Alumnae**

**A. Alumnae Survey**

Eighty-four (84) alumnae surveys were sent; of these 26 or 31% were returned.

Faculty review of the survey results resulted in the following summary:

General Aspects of the Counseling Program

Relative Areas of Strength

100% have recommended the program to others;

100% reported that the program exceeded or met their expectations;

92% rated the **overall program, faculty availability, faculty as role models**, as "very good" or "exceptional;"

88% rated the **faculty subject-area knowledge and clinical knowledge and skills, faculty support, and opportunities to receive feedback from faculty** as "very good" or "exceptional;"

Relative Areas for Improvement

46% rated **opportunities to be exposed to or involved in research activities** as "poor" or "fair;"

27% rated **site availability for Practicum internships** as "poor" or "fair;"

Counseling Knowledge and Skills

Relative Areas of Strength

92% rated **basic counseling skills and professional behavior** as "very good" or exceptional;"

88% rated **ethical standards and legal knowledge** as "very good" or "exceptional;"

Relative Areas for Improvement

20% rated **research and program evaluation** as "poor" or "fair;" none rated this as "exceptional" and only 35% rated this as "very good;"

Areas with Mixed Results

50% rated **counseling theories and their application with clients, and understanding and applying research results to counseling practice** as "fair" or "satisfactory;" 50% rated these as "very good" or "exceptional;"

39% rated **hypothesis formation** as "fair" or "satisfactory;" 57% rated this area as "very good" or "exceptional;"

Only 24% rated **knowledge of systemic level structures governing practice (mental health /school admin, mgd care)** as "very good" or "exceptional;"

University Resources and Services

Most responses in this category were mixed with no patterns emerging.

## B. Employer Survey

Of the 26 alumnae surveys returned, 12 or 46% of alumnae also had employers return employer surveys. Given the small number of respondents, limited inferences can be made from this data. It should be noted, however, that none of the employers rated Walsh alumnae as "Lower" than other counselors at the same experience level in any category, and in every category, some percentage of Walsh alumnae were rated "Higher" than other counselors at the same experience level.

## C. Site Supervisor Surveys

In 2008, surveys were sent to the site supervisors who had provided supervision in both mental health and school counseling over the last two years. 17 school site supervisors and 21 mental health site supervisors returned completed surveys. Faculty review of the data resulted in the following summary:

### School Counseling Site Supervisors

#### Relative Areas of Strength

- 82% rated Walsh interns "higher" in **computer skills**
- 71% rated Walsh interns "higher" in **professional behavior**
- 65% rated Walsh interns "higher" in **writing skills**
- 59% rated Walsh interns "higher" in **basic counseling skills, speaking and presentation skills, self-confidence as counselors, and program development skills.**

#### Relative Areas for Improvement (but not rated less than "comparable")

- Only 24% rated Walsh interns "higher" in **understanding and applying research to counseling practice** (18% considered this N/A)
- Only 35% rated Walsh interns "higher" in **case conceptualization skills** (18% considered this N/A)

### Mental Health Site Supervisors

#### Relative Areas of Strength

- 71% rated Walsh interns "higher" in **professional behavior**
- 62% rated Walsh interns "higher" in **writing skills**
- 53% rated Walsh interns "higher" in **ethical and legal knowledge and behavior**
- 52% rated Walsh interns "higher" in **knowledge/skills in treatment planning**

#### Relative Areas for Improvement

- 14% rated Walsh interns as "lower" in **self-confidence as counselors**
- Only 19% rated Walsh interns "higher" in **clinical hypothesis formulation**
- Only 14% rated Walsh interns "higher" in **knowledge of human development theories and application with clients**
- 10% rated Walsh interns "higher" in **knowledge of systemic level structures of practice (e.g. mental health admin., mgd. care)** (14% considered this N/A)
- Only 9% rated Walsh interns "higher" in **research skills** (48% considered this N/A) and **understanding and use of clinical psychological tests in assessment** (29% considered this N/A)

### Outcomes

- 1) Alums report little opportunity to be involved in research, and rate availability of Practicum internship sites (need to clarify survey question here) as relatively weak. Faculty need to clarify survey question here to improve data collection.
- 2) Several general themes emerged from more than one survey: need for increased study re: the application of research, counseling theories and human development theories to counseling practice; the need to improve case conceptualization skills; and the need to improve instruction on systemic level structures which govern mental health and school counseling practice.
- 3) See summary curriculum review (Section IV) for curricular changes which emerged from faculty review of survey data.



### Alumni Survey Summary - 2008

Items were rated on a scale from 1 - 5: 1=poor 2=fair 3=satisfactory 4=very good 5=exceptional NA=not applicable

N=26 (84 sent=31% return rate)

	1	2	3	4	5	
	poor	fair	satisfactory	very good	exceptional	N/A
<b>1. Program evaluation: university resources and services</b>						
a. Instructional facilities			35%	38%	23%	4%
b. Library facilities		4%	50%	31%	11%	4%
c. Health services		8%	4%	19%		69%
d. Financial aid		19%	19%	35%	11%	16%
e. Administrative offices (e.g., registrar's office, business office, etc.)		11%	35%	31%	19%	4%
f. Computer lab/computer services		7%	35%	31%	23%	4%
g. Counseling services		4%	4%	31%	23%	38%
h. Student disability services			4%	15%		81%
i. Ministry services			4%	15%	15%	66%
j. Other (please specify)		4%			4%	92%
<b>Average by student</b>						
<b>2. Professional/Personal Development</b>						
a. Writing skills		4%	27%	31%	38%	
b. Self awareness			12%	46%	42%	
c. Analytic skills			15%	62%	23%	
d. Speaking/presentation skills		19%	12%	50%	19%	
e. Computer skills	4%	27%	23%	35%	11%	
f. Assessing, critiquing, and using research literature in your counseling practice		4%	19%	50%	23%	4%
g. Social and cultural foundations, trends, issues		11%	11%	46%	32%	
h. Self-evaluation/openness to supervision and continued development		4%	11%	31%	50%	4%
i. Self-confidence and self efficacy as a counselor		4%	19%	27%	50%	
j. Professional identity as a counselor			30%	35%	35%	
k. Involvement in professional associations (ACA, ASCA, AMCHA, OCA)		4%	19%	50%	23%	4%
l. Individual development (moral, psychological, intellectual, vocational, etc.)		4%	11%	50%	31%	4%

Items were rated on a scale from 1 - 5: 1=poor 2=fair 3=satisfactory 4=very good 5=exceptional NA=not applicable

N=26 (84 sent=31% return rate)

	1	2	3	4	5	N/A
	poor	fair	satisfactory	very good	exceptional	
<b>3. General Aspects of the Counseling Program</b>						
a. Admissions process		4%	19%	35%	42%	
b. Orientation of Walsh University and CHD program		4%	35%	42%	19%	
c. Program overall/in general			8%	46%	46%	
d. Quality of instruction		4%	15%	50%	31%	
e. Quality of supervision at internship sites		4%	23%	27%	46%	
f. Accessibility/availability of faculty members		4%	4%	54%	38%	
g. Faculty support		4%	8%	38%	50%	
h. Advising		4%	15%	23%	54%	4%
i. Practicum experiences and supervision		4%	19%	27%	50%	
j. Environment for developing peer networks/peer interaction/peer support		4%	19%	31%	46%	
k. Flexibility of curriculum to accommodate to individual differences among students		4%	35%	46%	15%	
l. Site available for field-based practicum internships	15%	12%	15%	23%	23%	12%
m. Opportunities to interact with faculty members			23%	54%	23%	
n. Opportunities to be exposed to/involvement in research activities	15%	31%	23%	15%	8%	8%
o. Faculty members' knowledge of subject matter		4%	8%	38%	50%	
p. Faculty members' clinical knowledge and skills		4%	8%	19%	69%	
q. Faculty members as role models, mentors		8%	8%	42%	50%	
r. Opportunities to evaluate instruction and supervision	4%	8%	18%	35%	35%	
s. Opportunities to obtain feedback from faculty about your progress in the program			12%	42%	46%	
<b>Average by student</b>						
<b>4. Counseling Knowledge and Skills</b>						
a. Basic counseling skills			8%	46%	46%	
b. Counseling theories and their application with clients		8%	15%	54%	23%	
c. Ethical standards and legal issues			12%	23%	65%	
d. Professional behavior			8%	34%	58%	
e. Group counseling theory and skills		8%		65%	23%	4%
f. Consultation theory and skills		11%	20%	50%	11%	8%

Items were rated on a scale from 1 - 5: 1=poor 2=fair 3=satisfactory 4=very good 5=exceptional NA=not applicable  
 N=26 (84 sent=31% return rate)

	1	2	3	4	5	
	poor	fair	satisfactory	very good	exceptional	N/A
g. Understanding and applying research results to counseling practice		15%	35%	42%	8%	
h. Developmental theories and their application with clients		8%	19%	42%	31%	
i. Assessment and clinical appraisal (including use for mental health counseling)		4%	19%	42%	23%	12%
j. Career development theories and their application with clients		19%	19%	31%	23%	4%
k. Career counseling		19%	19%	42%	16%	4%
l. Issues of diversity and impact on counseling process (e.g., race, ethnicity, gender, sexual orientation, SES)		15%	15%	42%	28%	
m. Case conceptualization		4%	15%	31%	50%	
n. Hypothesis formation		4%	35%	42%	15%	4%
o. Evaluation of counseling interventions		8%	27%	46%	15%	4%
p. Systemic level structures governing curriculum practice (mental health and school admin., managed care)		15%	50%	20%	4%	11%
q. Research and program evaluation methods	4%	15%	42%	35%		4%
r. Client advocacy		8%	19%	46%	27%	
s. Electives (please specify)			11%	19%	38%	32%
t. Other (please specify)			4%	4%	4%	88%
<b>Average by student</b>						
6. Rate Relevance of time and learning experiences to current position in each of the following areas using a scale of 1-5.						
1. Psychotherapy		8%	19%	15%	23%	35%
2. Diagnosis		4%	8%	31%	19%	38%
3. Treatment planning	8%		11%	19%	24%	38%
4. Use of clinical psych master in assessment		4%	15%	19%	8%	54%
<b>Average by student</b>						

## Fall 2008 Survey

**Program Evaluation** – Following are additional comments from alumni related to the areas of evaluation summarized on the Alumni Survey Summary.

### University Resources and Services

- I really enjoyed the counseling program and I feel well-rounded as a result of all that I learned.
- I was very upset when I lost my financial aid after one year – that was the reason I chose Walsh.
- I resided on campus, therefore, had the advantage of all services at my convenience.
- There have been several great changes as I was leaving the university.
- Sometimes the computers did not have paper or ink to print on. Library staff was always there to help with research in the library.
- My billing was constantly wrong with the same problems every semester.
- Walsh University is an exceptional educational institution; perfect place for counseling training. The spirit of the university, environment, learning climate is next to none.

### Professional/Personal Development

- Due to a very poor practicum supervisor, it was difficult for me to obtain the self confidence I needed to develop for counseling. It has also caused me to struggle with supervision and accepting critical comments. This has been something I have worked hard to overcome and caused me to nearly drop out of the program. It took me about a year and a half to rebuild the confidence needed to complete my internship. Other professors, at the time, offered little support and no advice on handling the situation. Only through the support of friends and family was I able to complete my internship and the help of my professor.
- Dr. Green has been a really big help with my writing skills for papers. My supervisor has made numerous comments about how thorough my diagnostic assessments are during supervision. Dr. Barclay always challenged my class to understand and apply studies (materials) to prepare us as counselors. I do believe there continues the need for improvement to apply classes to real life situations, which was not always the case in some classes.
- I felt very confident as a counselor before and now at my job. I have noticed especially in my writing skills that my assessments are thorough and comprehensive and I was prepared for the agency's transition of SOQIC progress notes. My supervisors, previous and current, have noticed my skills learned from the counseling program at Walsh.
- Through practicum I built some confidence. I enjoyed practicing right at Walsh and discussing cases with my supervisor. I would have also liked more case studies in class to do and discuss.
- Although I enjoy mental health and psychology, and diagnosis and treatment planning, I have no desire to do counseling. I will probably pursue a Ph.D. in behavioral neuroscience within the next two years.

- I feel as if I graduated two steps ahead of many graduates from other programs. I feel very prepared and confident in my abilities.

### General Aspects of the Counseling Program

- I do not feel my practicum experience was fair or that I was treated appropriately. My concerns were made to others and dismissed, making me feel as though there was nothing I could do about the situation.
- Anytime we had an opportunity to “see” first hand experiences were so beneficial, i.e. grief therapy – spent day at funeral home and learned what to expect; family counseling – we were required to select a family and watch and analyze interactions.
- Non-sufficient instruction in Psychological Testing and Research Methods.
- I graduated from Walsh’s undergraduate program, therefore, was familiar with the campus. I was a graduate assistant, which provided me with more opportunities to work with the staff. Some of the professors that were difficult to interact with, are no longer employed at Walsh.
- A few professors were difficult to learn from, but they are no longer at the university.
- I enjoyed many of the faculty members. But there were a few adjuncts who did not give the class the time it deserved.
- Exceptional-Practicum completed on site in CHD lab.
- Dr. Green was my advisor and she did an excellent job teaching and mentoring me. She continues to be helpful in anything that comes up.
- Some profs were much better than others in some key areas
- I enjoyed being at Walsh and was lucky enough to consider two of my advisors also to be “mentors”.

### Counseling Knowledge and Skills

- Motivational Interviewing was by far the most outstanding class I took. It gave me practical and useful skills that I utilize on a daily basis!
- Grief therapy and art therapy – exceptional electives (three comments)
- Exceptional classes - AOD and family systems
- Exceptional - Psych meds course-very helpful
- Loved grief therapy and art therapy...wish we could have taken more electives...learned a lot more practical information to use at work
- Art therapy – Great!
- I enjoyed most my grief course; I have pulled from that information many times since then.

### Please rate relevance of time and learning experiences to current position in psychotherapy, diagnosis, treatment planning, and use of clinical psych master in assessment

- Not currently in a position of mental health counselor
- I’m in a preschool-kindergarten building

- The realm of a school counselor is multi faceted. The mental health needs of students are overlooked and replaced by achievement tests and District Report Cards at the State level, unfortunately.
- The quality of my education had a lot to do with the professors I had for different classes. Those that I enjoyed the most were articulate and passionate about the subject matter. That made a big difference.
- I wish there was more focus on children and adolescent.
- The solid background of my knowledge helped the mental healthcare team at the hospital (where) I was working to listen and take my advice in the care conference and diagnosis discussion of the patients.
- I have been asked many times to help others with treatment planning. Also constructed a “treatment planning guide”.

### Overall Evaluation of the CHD Program

#### **The counseling program met, exceeded or did not meet my expectations.**

*Met: 11*

- My experiences were very good until practicum & all professors were knowledgeable & pushed us to think outside the box.
- I wanted a program with a solid reputation that would challenge me and that would encourage self growth along with academic growth.
- The counseling program continues to be the most challenging when preparing students to be counselors, from other school programs I learned from other students.
- The program offered a demanding set of classes that encouraged me to continually do my best.
- Faculty very helpful in the classroom and post-degree.
- This is a good core, foundational counseling program.
- I was not prepared for the huge volume of paperwork in a public agency. Some concerns about dual diagnosis.
- The program did well preparing for the school counseling setting; mental health did OK. The professors were great, and especially Dr. Green and Dr. Foss-Pierce at offering help outside the classroom.
- I got the basic skills I needed to start.

*Exceeded: 15*

- I enjoyed my education through the CHD program; I felt prepared for working in the counseling field and look forward to obtaining employment when I return to Ohio.
- I was very well prepared in the counseling field and felt comfortable handling issues my 1<sup>st</sup> year.
- I felt like I got a quality education and made positive connections w/faculty & other students.
- We covered so many topics & kinds of counseling that I felt prepared to go into any job and succeed.

- When I enrolled at Walsh I had no intention of leaving the position I held. I am still at that position but now have tools that make me more effective.
- I truly feel I was prepared for real world experience, especially after practicum. Class. I had a high case load and severe cases (borderline) and felt I could apply skills on the job.
- Throughout my time in the program, and after, I have realized how much my professional identity was shaped by my professors, colleagues in class, and experience.
- Access to a great deal of one to one time with highly knowledgeable instructors
- From the first day of my work I was confident with my approach to therapy; I was ready to share with (an) experienced care team who praised my approach.
- I was in internship with Ph.D. students, and I felt 90% of the time that I knew more than they did.
- I feel very well trained and felt supported throughout my time at Walsh.

*Did not meet expectations: 0*

**What were your significant learning experiences outside the classroom?**

- Being able to attend conferences & workshops through Walsh
- My practicum and internship really prepared me for my current job.
- I learned a lot during my internship that prepared me and reinforced my decision to enter this field.
- Funeral home for grief therapy; practicum & internship
- Public speaking opportunities, better communication skills in meeting professionals and parents in the school community
- Serving as OCA secretary for a year taught me about the political side of advocacy both for client and professional identity.
- Family counseling project; internship
- Internship
- The immersion experience for cultural diversity
- My internship was a wonderful learning environment.
- We were the first people to use SOQIC forms at my internship agency/place of current employment.
- Internship at C & A and with help of Dr. Barclay during practicum. Meetings at SCDJFS and at Children's Network have been great learning experience and have an average case load of 40-50 clients.
- Observation, practicum, and internship. I wish we would have been given more out of the class experience projects.
- Time management & basic counseling skills in practicum; acclamation to the social services community in my area during internship
- My internship at Child Guidance & Family Solutions was invaluable.
- I worked full-time throughout my program at a counseling center, so I was able to apply a lot of examples to what I was learning.
- My internship; multicultural immersion assignment
- Internship!
- Practicum and internships were crucial to my professional and personal growth.
- Consultation and reference is part of daily routine.

- I did not feel prepared in treatment planning when entering my internship and felt that impacted my treatment with clients.
- Cooperation with peers socially (not in group work, but social time)
- At the psychiatric hospital witnessing severe mental illness
- My internship was significant to me; (I) also had the opportunity to do research there.

**In 3-5 descriptive words, I would characterize the counseling program at Walsh University as:**

- A valuable education
- Rewarding, positive, encompassing
- Professional, client-centered, and thorough
- Comprehensive, growth promoting, exceptional
- Intense, well-rounded & in-depth
- Striving, moving forward for a strong program
- Challenging, worthwhile, effective
- Challenging, educational, demanding
- Challenging, exhausting, personal growth
- Challenging, encouraging students to strive to do the best
- Informative, challenging, experiential
- A demanding program with caring faculty
- More than learning a profession
- Structured, caring, preparatory
- Foundational, involved, growing/improving program
- Emphasis on ethical issues and diagnosis strong
- Comprehensive, supportive, relevant
- Expansive, challenging, rewarding
- Comprehensive, extensive, deep training for competent counselors
- Intense, focused, challenging, organized
- Direct, expensive, biased, unpredictable, complete
- Prepares you for "real" counseling
- Consistent, committed, integrity

**Have you recommended Walsh University's counseling program to others?**

Yes   26   No           

**If you had the opportunity to do so (or do so again), would you?**

Yes   24   No   2   (one respondent checked both yes and no)

**Please explain:**

- I look forward to attending workshops offered at Walsh.
- I feel that the changes in faculty have been positive. It is an exceptional program that provides the framework for a counseling career. One change that should be made is the



opportunity for more observations & hands on experience, particularly in practicum so it is not just undergrad Walsh students.

- I was very happy with my education at Walsh. I do suggest that for school counseling track students that they are able to experience internships at all 3 levels: elementary, middle and high. Also I did feel that I didn't receive a lot of background on testing at the high school level.
- I liked the "small school" environment & classes & felt that we were really respected as individuals & could ask for & receive help whenever we needed it.
- There were several times I was ready to quit the program b/c of finances & time commitments. Dr. Green went above and beyond to encourage & push me to the finish. I will always be grateful.
- For school counselors, with one caveat: Don't expect to find many job opportunities in Ohio due to economic circumstances and the ineffective method of school funding.
- I have recommended the program to several friends, two of whom have since enrolled and graduated. It is worth the effort.
- I wish I would have dual majored; adding school counselor
- I liked that Walsh University was a small campus and that I had access to numerous services and the one on one time with faculty and staff.
- Walsh's small classes help you get the help you need to truly understand the material and get feedback. Lots of great mentors and students help motivate you!
- I feel that Walsh has a good program that people would gain a lot from.
- I would continue to recommend Walsh, but have some concerns about recent organization and difficulty current students have had entering practicum and internship.
- There was a lot more requirements & work in this program vs. many other comparable programs in the area.
- Loved small class size and appreciated the actual experience working in Mental Health the faculty had.
- Moved by the quality of my work, the charge psychiatric nurse has asked me where I did my studies.
- Enjoyed the program, but working as a counselor is not for me, therefore, I would not complete the program again. I have recommended the program to others because I believed it did a better job than the other master's programs from surrounding schools, after talking with colleagues.
- There was too much of an undertone of dislike and distrust between staff and often about students from some of the staff.
- A co-worker recently registered in the CHD Program; was previously in BAMA program at Walsh.

### Internship Site Supervisors Survey Results - Mental Health Counseling

Items were rated on a scale from 1 - 3: 1=Lower; 2= Comparable; 3= Higher; N/A= Not Applicable (Percentage format)

**N= 21**      **Lower 1**      **Comparable 2**      **Higher 3**      **N/A 4**

Question	Lower 1	Comparable 2	Higher 3	N/A 4
1. Basic counseling skills		62	38	
2. Knowledge of counseling theories and their application		57	43	
3. Ethical standards and legal issues		48	53	
4. Professional behavior		29	71	
5. Assessment and clinical appraisal (including MSE for MH counseling)		62	38	
6. Understanding and applying research results to counseling practice		71	5% (N=1)	24
7. Understanding use of clinical psychological instruments in assessment		62	9	29
8. Case conceptualization		67	33	
9. Hypothesis formation		81	19	
10. Psychopathology		76	24	
11. Diagnosis		71	29	
12. Treatment planning		48	52	
13. Group counseling theory and skills	5% (N=1)	43	33	19
14. Consultation theory and skills		52	33	14
15. Human development theories and their application with clients		86	14	
16. Career development theories and career counseling		57	5	38
17. Evaluation of counseling interventions		71	24	5
18. Systemic-level structure governing counseling practice (mental health, and school counseling, managed care)		76	10	14
19. Issues of diversity (e.g., race, ethnicity, gender, sexual orientation, SES)		67	33	
20. Writing		38	62	
21. Computer skills		57	24	19
22. Research skills		43	9	48
23. Speaking/presentation skills	9	48	24	19
24. N/A for MH				
25. N/A for MH				
26. Self-confidence/self-efficacy as a counselor	14	1	29	
27. Program development		57	5	38
28. Program evaluation and outcome assessment		52	0	48
29. Making appropriate referrals/community linkages	5	62	29	5
30. Other (please specify)				

INTERN SUPERVISOR SURVEY-MENTAL HEALTH  
Comments from Intern Supervisors  
Interns from Fall 2005 through Spring 2007

Have you noted any areas in the intern/supervisee's counseling **knowledge** or training that are deficient? Please explain. (*Italics* used in place of names for privacy purposes)

- No (8 responses)
- Community resources in the county in which they will practice. Specifically, people/students don't know about Rehab. Services Commission.
- *The intern* initially reported minimal experience in family therapy but she has utilized supervision and sat in with other clinicians to become more experienced in this area. Another focus in supervision has been on setting clear boundaries with clients.
- *The intern* is doing a fine job. Growing edge – dealing with people who “pull out” the “suicide” card when they are about to be discharged.
- *The intern* displays more than adequate knowledge of counseling which indicates good training.
- ?
- *The intern* has many strengths and was an asset to work with. No deficits noted.
- Could use more training on Rorschach interpretation.
- No, she was very well prepared for internship.

Are there any areas in which the intern/supervisee seems unusually knowledgeable and well trained? Please explain:

- *The intern's* documentation and writing skills are exceptional. Her progress notes are clear, concise, and to the point.
- They had a great grasp on the BASIC EXPECTATIONS!
- No (2)
- Her ability to develop ISP's (treatment plans) is well beyond a typical student.
- Knowledge of theory
- They are generally more responsible, have better reliability, and more knowledgeable about theory(ies).
- Her desire to learn, her readiness, her knowledge of diagnostic information, ability to think and speak clinically. The staff at *the agency* are enjoying her presence. A lot of positive feedback from our support staff on her helpfulness.
- *The intern* has demonstrated a strong ability to connect with her clients and establish trust. She is creative in her approach to counseling and the therapeutic process. She is also a team player and always willing to help out in any way.
- Mature!
- She is very insightful, has great self awareness, and is generally well trained. She will be a great counselor.
- She was an excellent intern, her knowledge and skills were/are exceptional. Her co-workers at this internship site still say she was the best intern we have ever had.

- The counseling relationship-how to establish and maintain it over time and how to end effectively.
- ?
- I think this is due to her work in a professional role as a case manager. However, she is very bright, motivated, assertive.
- *The intern's* empathic skills along with his genuine care for the client came through as he interacted with them.
- *The intern's* skills were comparable to most counselor trainees. She was very willing to learn and took direction well.
- She is an especially good presenter/teacher of other adults.
- Very good treatment planning and assessment skills, highly professional behavior. Also demonstrated exceptional professional ethics.

Do you believe that the intern/supervisee was well prepared by his/her graduate school program?

Yes 21 No 0

If given the opportunity to hire a candidate with the same educational background as this intern/supervisee's, would you do so?

Yes 21 Following are related comments:

- Absolutely! (3 responses)
- She was hired prior to completing her internship and has proven to be an excellent employee.
- Did this year.
- In fact, we are trying to hire *the intern*.

No 0 Following are related or general comments:

- I think more should be done in all programs to diagnose and address chemical dependency, abuse or use by mental health clients.

## Internship Site Supervisors Survey Results - School Counseling

Items were rated on a scale from 1 - 3: 1=Lower; 2=Comparable; 3=Higher; NA= not applicable (Percentage format)

**N = 17**

**Lower 1      Comparable 2      Higher 3      N/A 4**

Question	Lower 1	Comparable 2	Higher 3	N/A 4
1. Basic counseling skills		41		59
2. Knowledge of counseling theories and their application		47		53
3. Ethical standards and legal issues		41		47 6% (N=1)
4. Professional behavior	6% (N=1)	24		71
5. N/A for SC				
6. Understanding and applying research results to counseling practice		59		24 18
7. N/A for SC				
8. Case conceptualization		65		35
9. Hypothesis formation		47		35 18
10. N/A for SC				
11. N/A for SC				
12. N/A for SC				
13. Group counseling theory and skills		41		53 6
14. Consultation theory and skills		53		47
15. Human development theories and their application with clients		41		47 12
16. Career development theories and career counseling		18		24 53
17. Evaluation of counseling interventions		47		53
18. Systemic-level structure governing counseling practice (mental health, school counseling, managed care)		41		41 18
19. Issues of diversity (e.g., race, ethnicity, gender, sexual orientation, SES)		35		53 12
20. Writing		6		
21. Computer skills		29		65
22. Research skills		18		82
23. Speaking/presentation skills		47		41 12
24. Classroom management		6		
25. Teaching skills		29		59 6
26. Self-confidence/self-efficacy as a counselor		41		53 6
27. Program development		47		47 6
28. Program evaluation and outcome assessment		41		59
29. Making appropriate referrals/community linkages		47		47 6
		53		47

## INTERN SUPERVISOR SURVEY-SCHOOL COUNSELING

Comments from Intern Supervisors  
Interns from Fall 2005 through Spring 2007

Have you noted any areas in the intern/supervisee's counseling **knowledge** or training that are deficient? Please explain. (*Italics* used in place of names for privacy purposes)

- She came very well prepared. I was pleased with her.
- Unfortunately, administrators still prefer school counselors to have teaching experience, although it is no longer required by the state. Please be aware that this bias exists, as unfair as that is.
- No. *The intern* has an excellent grasp of School Counseling. She evaluated attendance issues and poor academic performance with behavior.
- No, *the intern* is very intelligent and willing to learn.
- *The intern* was very positive and proactive.
- *The intern* related very well to students and faculty. My only observation is that I believe he needs to improve his ability to multi-task many guidance-related duties. When talking with students, I noticed he sometimes seemed overwhelmed with other/or additional demands. However, I think he'll get much better at this!
- No.
- *The intern* was an excellent intern.
- None (two responses)
- She was a good counselor who became a great counselor.
- No. I believe you have done an excellent job of training the interns and each one is different. I've had several interns in the past with a teaching background. They have a much better understanding of the students and methods for teaching lessons.
- Your interns have all come to us with a good educational background! Each one is an individual, as you know.

Are there any areas in which the intern/supervisee seems unusually knowledgeable and well trained? Please explain:

- Great work ethic-completed extra time with groups and classroom after internship was complete.
- Her maturity and past work experiences were a big plus for her.
- Professionalism, rapport with students, rapport with staff, counseling knowledge, sense of humor, excellent attendance, ability to move ahead in any project.
- *The intern's* evaluation skills were excellent. She planned counseling sessions and addressed anger, grief, and family issues and related extremely well with the students.
- *The intern* was especially knowledgeable regarding the additional needs of the special education student. His work experience as a follow-along aide gave him insight into the special education program that few experience. Since this is a critical area for all counselors to grasp, it would be important to incorporate more time devoted to this area.
- She works well with groups.

- Her willingness to do ANYTHING was appreciated by the entire staff.
- Very good relating to students, especially those with some academic and behavioral issues. Very good at group counseling/vocational counseling. He'll make a great school counselor!
- Career/vocational counseling skills
- *The intern's* computer skills were excellent! He was a hard worker and extremely cooperative.
- *The intern* was an extremely hard worker. She even found time to coach volleyball for our 7<sup>th</sup> grade.
- *The intern's* previous experience as a teacher and a career coordinator was a great asset.
- Groups; organized a group that was very effective.
- Very competent and self motivated.
- Average-*the intern* is a good writer and has excellent computer skills. He also is a time keeper and very ethical.

Do you believe that the intern/supervisee was well prepared by his/her graduate school program?

Yes 17

No 0

If given the opportunity to hire a candidate with the same educational background as this intern/supervisee's, would you do so?

Yes 15 Following are related comments:

- But it is much more than the educational background that impressed me. *The intern* is a natural in the school counseling field! If it were up to me, I'd feel confident placing *her* in any school guidance opening immediately!
- *The intern* is a wonderful young woman. Perhaps her only difficulty is the language component-understanding the nuances, but it is also an asset with youth, because she is disarming!

No ? Following are related comments:

- It depends on the intern. In *the intern's* case, I think *the intern* decided school counseling is too much. In *the intern's* case, I think *the intern* thought it would be an "easy" job. Reality set in too early and it was more work than *the intern* thought it would be. Also not having a teaching background and methods made it more difficult when going into a class with a lesson to teach. In *the intern's* defense, *the intern* was newly married and working full time at *an agency*.

**Employer Survey Summary - 2008**  
 Items were rated on a scale from 1 -3: 3=Higher; 2=Comparable; 1=Lower; NA=not applicable

	Lower	Comparable	Higher	N/A
<b>Employee's level of counseling knowledge and skills compared to other counselors at the same experience level:</b>				
<b>Counseling Knowledge and Skills</b>				
1. Basic counseling skills		50%	50%	
2. Knowledge of counseling theories and their application		75%	25%	
3. Ethical standards and legal issues		41%	58%	
4. Professional behavior		33%	66%	
5. Assessment and clinical appraisal (including MSE for MH counseling)		50%	50%	
6. Understanding and applying research results to counseling practice		58%	17%	25%
7. Understanding use of clinical psychological instruments in assessment		66%	8%	25%
8. Case conceptualization		50%	50%	
9. Hypothesis formation		66%	25%	8%
10. Psychopathology		58%	33%	8%
11. Diagnosis		42%	42%	16%
12. Treatment planning		66%	33%	
13. Group counseling theory and skills		58%	33%	8%
14. Consultation theory and skills		50%	42%	8%
15. Human development theories and their application with clients		75%	17%	8%
16. Career development theories and career counseling		50%	8%	42%
17. Evaluation of counseling interventions		58%	33%	8%
18. Systemic-level structure governing counseling practice (mental health and school counseling, managed care)		75%	17%	8%
19. Issues of diversity (e.g., race, ethnicity, gender, sexual orientation, SES)		75%	25%	
20. Writing		50%	50%	
21. Computer skills		58%	42%	
22. Research skills		50%	25%	25%
23. Speaking/presentation skills		42%	42%	16%
24. Classroom management		25%	17%	58%
25. Teaching skills		33%	33%	33%
26. Self-confidence/self-efficacy as a counselor		66%	33%	
27. Program development		66%	8%	25%
28. Program evaluation		66%	8%	25%
29. Other (please specify)				



**Walsh University**  
**Counseling & Human Development Program**

**Three-Year Evaluation Report**  
**2005-2008**

**IV. Mission and Program Objectives Review, Curriculum Review and Summary Outcomes**

**A. Mission and Program Objectives Review**

Faculty members reviewed the program philosophy and objectives in relation to the overall university mission statement, as well as the findings from three year surveys, comprehensive and licensure exams, and field competency ratings. Faculty noted that as the program begins preparation toward 2009 CACREP standards during the next three-year program evaluation cycle, program objectives will probably require some modification. Faculty did not propose changes to the mission statement; however, discussion at the Advisory Board regarding diversity training and lack of diversity in program applicants resulted in a proposed change to the program mission to emphasize the importance of diversity training. Faculty will follow up on this suggestion.

**B. Curriculum Review and Summary Outcomes**

As part of their three-year program review, faculty members reviewed, in detail, the CHD core and specialty curriculum matrices in relation to findings from the reviews of comprehensive examination data, and survey results from alumnae, site and work supervisors. Faculty members also reviewed, in detail, the extent to which specific syllabi matched CACREP syllabi standards. The purpose of this review was to realign courses with our curriculum plan, to make changes in that curriculum plan as needed to address program evaluation findings, and to ensure that course syllabi reflect both matrices and CACREP standards.

1) Faculty members noted specific areas for improvement and agreed to the following modifications in the curriculum:

a) CHD 772 (Abnormal) and CHD 775 (Diagnosis) courses should continue the changes begun last year to include diversity issues in case work in those classes. Case conceptualization will be a component in both courses.

b) Similar recent changes re: case conceptualization work need to be continued in the School Counseling specialty courses.

c) CHD 612 (Lifespan Development) should continue the recent addition of case conceptualization activities.

d) CHD 610 (Theories) should include more casework emphasizing case conceptualization per basic counseling theories;

e) Recent efforts to strengthen case conceptualization activities in both Practicum and Internship also need to be continued.

f) Move introductory case conceptualization to CHD 603 (Appraisal) from BSC 560 (Intro)

g) Strengthen the program evaluation and outcome assessment components in CHD 602 (Research Methods).

h) Strengthen counseling outcome assessment components of CHD 795/6 (Internship)

i) Move introduction to clinical supervision (for M.H counseling) from CHD 740 (Ethics and Prof. Issues) to CHD 796 (M. H. Internship)

j) Strengthen consultation component in CHD 740

One faculty intent in these curricular changes is to begin strengthening program evaluation and outcome assessment components in various courses to improve student performance as well as begin preparation toward 2009 CACREP standards. Another faculty intent is to expand the infusion of case conceptualization (and hypothesis formulation) more specifically across key courses in the core and specialty curricula, and to address faculty concerns which have arisen about students' ability to integrate diversity issues into case conceptualization and clinical hypothesis formulation.

Faculty concerns over the need for improvement in students' ability to integrate diversity issues into case conceptualization are, however, connected to broader faculty concerns about student attitudes, perceptions and values re: diversity issues which have arisen over the last two years. The majority of Walsh students bring limited exposure to diversity to their graduate coursework, and the limited number of students from diverse cultural backgrounds in the program does not help to move that exposure forward in meaningful ways.

2) Faculty members have begun to infuse personal diversity exploration assignments into BSC 560 and into CHD 740 in addition to those activities in the Social & Cultural course.

3) Faculty members are also investigating the possibility of creating both curricular and non-curricular programs to facilitate student development in relation to attitudes, perceptions and values re cultural diversity. Another option being considered is to develop a multicultural counseling elective. Finally, faculty members will be exploring the possibility of involving graduate students in any University para-counseling program initiatives in Uganda.

Faculty members also agreed on some other minor adjustments to the matrices and course content re: which CACREP content is addressed in which courses. Attention in the curriculum review was also given to insuring that course syllabi accurately and completely address the CACREP standards according to the changes made in the three-year review and matrices changes. Faculty members are to complete these syllabi changes by the end of the Spring term, 2009.

4) Faculty members also discussed ways to insure that adjuncts teaching in the program adhere to the course syllabi standards and curricular standards which faculty re-established in this three-year review. Suggestions included a review of each adjunct syllabus, and preparation of a one-page write-up describing CACREP standards for syllabi for adjuncts. Faculty will also query other CACREP programs for adjunct syllabi/adjunct orientation guidelines.

5) Faculty members agreed to establish a broader review of admissions data to track applicant performance and academic needs.

6) Faculty members agreed to identify strategies to seek community input re: barriers and possible initiatives to increase the cultural diversity of applicants.

## **Walsh University Mission**

“The University provides its students a higher education that fosters critical thinking, effective communication, spiritual growth, and personal, professional, and cultural development. Walsh University encourages individuals to act in accordance with reason guided by the example and teachings of Jesus Christ.”

## **Counseling and Human Development Mission and Goals**

### **Program Philosophy**

The Master’s program in Counseling & Human Development (CHD) is committed to developing conscientious, professionally skilled counselors who are responsive to the needs and individual differences of all people. We seek to cultivate within each student a greater self-awareness; a respect for the uniqueness, human dignity, and cultural diversity of each person; and the moral commitment to work, first and foremost, in the best interests of clients.

To accomplish this end, the CHD program provides students with a professional foundation in both theory and research about human behavior, and in counseling practice skills. We focus on how the understanding of human behavior and diversity is integrated into counseling practice. Consequently, our students are involved in both the practice of professional helping and the science of professional understanding.

We seek students with diverse backgrounds and experiences who will join in promoting the mission, values and goals of the CHD program.

### **General Program Goals**

1. Develop within students the knowledge and competencies necessary to function as professional counselors.
2. Assist students to develop a sense of their identity as counselors, and the professional orientation needed to work for the welfare of diverse clients.
3. Prepare students for their specialized professional roles as mental health counselors and school counselors.

## CHD – Mental Health

### Goal:

1. Develop within the students the core knowledge and competencies necessary to function as professional counselors.

**Mental Health Program Objectives:** The MHC Program is designed to enable students to:

- 1.a. Demonstrate appropriate use of core counseling skills within the context of the helping relationship

#### *Intended student learning outcomes:*

- 1.a. Possesses the knowledge and skills necessary to establish a professional helping relationship with clinical settings

Demonstrates the skills of assessment, goal setting, interventions and termination

Is skilled in the application of counseling techniques to achieve established goals

- 1.b. Understand the role and application of research findings and theory in the practice of mental health counseling.

- 1.b. Has an understanding of human growth and development throughout the lifespan and is capable of assessing developmental domains of functioning and of implementing developmentally appropriate counseling interventions

Is knowledgeable about the world of work, career and career development, and knows how to promote career development with variety of clients

Is knowledgeable about a variety of counseling theories and strategies, and their application in mental health counseling

Understands theories of group counseling and the basic principles of group work, and an design and implement group counseling strategies in a variety of clinical settings.

Understands the importance of assessment in the counseling process, and is capable of administering and interpreting instruments related to academic, career and personal-social domains.

Recognizes the importance of research in guiding the practice of mental health counseling and is knowledgeable of statistics and research design, especially those methods used to determine client needs and to conduct program evaluation.

2. Assist students to develop a sense of their identity as counselors, and the professional orientation necessary to assume counselor roles and responsibilities, particularly, awareness of and respect for the rights, welfare and diversity of clients.

- 2.a. Establish a professional identity and become actively involved in mental health counseling profession

- 2.a. Establishes a professional identity as a mental health counselor, and is active in professional counseling organizations

Is aware of both the history the mental health counseling profession and current trends in the field

- 2.b. Assume legal and ethical professional responsibilities in working with clients

- 2.b. Is knowledgeable about the legal and ethical issues that affect the practice of mental health counseling and the application of ethical decision-making principles and models to ethical dilemmas in counseling

Demonstrates behavior of the highest ethical standards in working with clients

- 2.c. Clarify the multiple roles of mental health counselors in community service delivery systems.  
2.c. Conceptualizes the multiple roles of mental health counselors (member of multidisciplinary treatment team, advocate, consultant, etc)

Demonstrates appropriate ethical and collegial behavior in working with other mental health professionals and other human service providers

- 2.d. Develop a multicultural perspective and be able to demonstrate appropriate counseling skills when working with diverse groups of people.

- 2.d. Is sensitive to, and understands, multiple issues of diversity (race, ethnicity, class, sexual orientation, ability and acculturation issues).

Utilizes effective counseling interventions with clients from diverse background

3. Prepare students for their specialized roles as mental health counselors.

- 3.a. Develop the clinical competencies of mental health counseling; assessment; DSM-IV diagnosis; case conceptualization; treatment planning; the use of effective counseling interventions, and knowledge of the use of psychotropic medications.

- 3.a. Applies five-axis DSM-IV diagnoses effectively to a variety of presenting client problems including addiction disorders

Conducts and documents a diagnostic interview including mental status exam, assessment of functional domains, and exploration of presenting problem in the context of client's psychosocial history

Integrates diagnostic interview and psychological assessment data into a coherent conceptualization of antecedents, contributing factors, and developmental-functional assessment of the presenting problem/symptoms.

Develops treatment plans which are sensitive to the client's context, and which integrate assessment results, diagnostic impressions and presenting problem/symptoms across DSM-IV diagnoses including addictive disorders

Understands the uses of clinical personality tests, intelligence tests, and symptom checklists in diagnostic assessment, case conceptualization and treatment planning for DSM-IV disorders including addiction

Is capable of administering and understanding the configural interpretation of the MMPI-2, the MCMI-III, and various commonly used symptom checklists

Is knowledgeable about the types of psychotropic medications (including indications, contraindications and major side effects) commonly used to treat mental and emotional disorders.

- 3.b. Understand community mental health program needs and the political and economic

organization of the community mental health service delivery systems, including managed care.

- 3.b. Is familiar with the basic functions and operating principles of managed care in mental health service delivery.

Understands the limitations, opportunities and ethical concerns for counselors in managed care environments.

Is familiar with the historical development and current operational structure of community mental health care system at the local, state and federal levels.

Understands the program planning-evaluation cycle in community mental health systems

- 3.c. Demonstrate awareness of and application of effective counseling interventions for a variety of clinical problems.

- 3.c. Is familiar with the research findings regarding the outcome effectiveness of counseling interventions in the treatment of mental and emotional disorders. Appropriately matches counseling interventions to client problems in context.

## **CHD- School Counseling**

### **Goal:**

1. Prepare school counselor candidates to demonstrate professional integrity, competence and leadership through development of core knowledge and competencies necessary to function as school counselors.

**School Counseling Program Objectives:** The School Counseling Program is designed to enable students to:

- 1.a. Demonstrate evidence of knowledge and skills in the area of foundations of school counseling.

#### **Intended student learning outcomes:**

- 1.a. Demonstrates knowledge of the history, philosophy, and current trends in school counseling and educational systems;

Understands the relationship of school counseling to the academic and student services programs of the schools;

Understands the role, functions and professional identity of school counselors, strategies of leadership to enhance the total school learning environment, and current issues, policies, laws, etc., relevant to school counseling.

- 1.b. Demonstrate appropriate use of core counseling skills within the contexts of the school counseling role

- 1.b. Possesses the knowledge and skills necessary to establish appropriate helping relationships within the school setting

Demonstrates the skills of assessment, goal setting, interventions and termination

Is skilled in the application of counseling techniques to achieve established goals

- 1.c. Appreciate the role of research and theory in the practice of school counseling and in the establishment of comprehensive school counseling programs

- 1.c. Has knowledge of human growth and development throughout the lifespan with specific knowledge of the learning process of students in Pre-K through grade 12 and is capable of implementing strategies and developing programs that enhance the learning of all students

Is knowledgeable about the world of work, career theory, and career development and knows how to work with parents, teachers, and community resources to promote career development in students

Is knowledgeable about various counseling theories and strategies; and, understands the limitations of counseling in the school setting and how to make appropriate referrals.

2. Assist students to develop a sense of their identity as school counselors, and the professional orientation necessary to assume counselor roles and responsibilities, particularly, awareness of and respect for the rights, welfare and diversity of individual students.

- 2.a. Establish a professional identity and to become actively involved in the counseling and school counseling profession

- 2.a. Establishes a professional identity as a school counselor, and is active in professional organizations of school counselors

Is aware of both the history & philosophy of the counseling profession and addresses current trends in the field

- 2.b. Assume legal and ethical professional responsibilities in working with students
- 2.b. Is knowledgeable about the legal and ethical standards and issues that impact the practice of school counselors and the application of decision making principles to ethical dilemmas in the school counseling setting

Demonstrates behaviors of the highest ethical standards in working with students/clients

- 2.c. Clarify the multiple roles of school counselors and counseling programs in relation to other roles and services of the educational setting

- 2.c. Conceptualizes the roles of the school counselor as consultant and in such role works with families, school personnel, and other service providers on behalf of students

Demonstrates appropriate ethical and collegial behavior in working with other professional counselors and other human service providers

- 2d. Develop a multicultural perspective and be able to demonstrate appropriate counseling skills when working with diverse groups of people.

- 2.d. Is sensitive to, and understands, multiple issues of diversity (race, ethnicity, class, sexual orientation, ability and acculturation issues) and is skilled at utilizing intervention strategies to effectively work with students

Utilizes effective counseling interventions with students from diverse backgrounds

- 2.e. Possesses the skills necessary to assist in the integration of the school counseling program into the total school curriculum;

Demonstrates skills in coordination, collaboration, referral, and team-building with teachers, parents, support personnel and the community to promote program objectives and facilitate successful student development and achievement of all students;

Promotes the use of counseling and guidance activities and programs throughout the whole school community to enhance positive school climate.

2. e. Recognizes the importance of research in guiding the practice of professional counseling and is knowledgeable of statistics and research design, especially those methods used to determine individual student needs and to conduct program evaluations

Understands theories of group counseling and the basic principles of group work; design and implements group strategies as appropriate to the school setting

Understands the importance of assessment in the counseling process, and is capable of administering and interpreting instruments related to academic, career and personal-social domains



3. Prepare students for their specialized roles as school counselors.

3.a. Understands the school environment and is able to structure programs that meet the developmental needs of all students, the school and the community

3.a. Is capable of using leadership strategies designed to enhance the learning environment of schools; promotes the use of counseling and guidance activities to enhance a positive school climate; integrates the school counseling program into the total school curriculum by providing information and training to assist all students in maximizing their academic, career, and personal development

3.b. Demonstrate an understanding of the role the school counselor to work consultatively with other school personnel for the betterment of the entire school counseling program

3.b. Is able to use strategies to promote, develop, and enhance effective teamwork within the school and larger community

Demonstrates effective use of theories, models, and processes of consultation and change with teachers, other school personnel, parents, students, community groups and agencies as appropriate

Conduct programs designed to enhance students' academic, social, emotional, career, and other developmental needs

Work effectively with parents, guardians, families and communities using strategies and methods that empower them to act on behalf of their children

3.c. Serve as competent elementary, middle, and high school counselors in public and parochial school settings

3.c. Appropriately match counseling strategies and interventions to individual student situations in the context of the school setting