Prescott College

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Master of Science in Counseling Limited-Residency Program

**Program Evaluation and Outcomes Report
2022 – 2023 Academic Year**

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Master of Science Counseling Program Overview

Prescott College began in the 1960s, with a vision "for a pioneering, even radical experiment in higher education" and "to graduate society's leaders for the twenty-first century who would be needed to solve the world's growing environmental and social problems." Prescott College received initial accreditation in 1969 from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools and is currently accredited until 2030.

In keeping with its tradition of promoting social justice and equality of care for all people, Prescott College, in 1994, offered a Limited-Residency Master of Arts in Counseling Psychology degree. In 2013, the Higher Learning Commission of the North Central Association of Colleges and Schools approved a change in the degree to a Master of Science in Counseling. The Prescott College Limited-Residency Master of Science in Counseling Program is designed to provide an opportunity to learn theory and build skills for professional practice while developing therapeutic qualities. The combination of core coursework, supervised practicum and internship, and electives provides the Prescott College Counseling Program graduate with a well- rounded preparation for professional life. Graduates obtain the necessary skills to be prepared for ethical and competent practice as mental health counselors alongside eligibility to pursue licensure.

Students enrolled in the Master of Science Counseling Program during the 2022-2023 academic year were required to complete 60 semester credit hours for the Clinical Mental Health Counseling (CMHC) specialization. Students matriculating in the Master of Science Counseling Program could also elect to complete one of four concentration areas:
● Addictions Counseling
● Marriage, Couple, and Family Counseling
● Social Justice in Counseling
● Somatic Counseling

Additionally, students enrolled in the program are also offered an option to choose a post-graduate certificate area. Coursework completed in a post-graduate certificate is in addition to the 60 semester credit hours required for program completion. Post-graduate certificates include the following:
● Adventure-based Counseling (ABC)
● Nature-based Counseling (NBC)
● Expressive Arts Therapy (EAT)

MS Counseling Program Mission Statement

The Master of Science in Counseling Program provides an interdisciplinary, student- centered learning environment that integrates social and professional issues, both locally and globally, with professional practice while maintaining an emphasis on student academic, professional, and cultural competency.

Summary of Program Evaluation and Student Assessment

The Master of Science Counseling Program engages in an annual comprehensive program evaluation and assessment of its students. Information about the program and student learning is collected from multiple sources, including surveys sent to key stakeholders (alumni, site supervisors, employers) on a biennial basis, exam results from credentialing boards, data collected from Tevera (the program's assessment system), and through demographic reports requested from the Admissions and Institutional Research offices. This data is analyzed and presented to the counseling faculty for recommendations as to whether curricular or program changes are needed. The final Program Evaluation Outcomes Report (PEOR) is posted to the Master of Science Counseling Program web page and an email is sent to all stakeholders notifying them of its completion. Data collected and reviewed during the 2022-2023 academic year was a continued opportunity to assess changes made based on the last program evaluation cycle, and to consider future program and curricular changes to the Master of Science Counseling Program.

Aggregate Student Assessment Data

The following represents aggregate data collected to assess both student knowledge and skills through the assessment of Key Performance Indicators (KPIs), and Key Professional Dispositions (KPDs). Data is collected and analyzed throughout the academic year.

Key Performance Indicators

The Master of Science in Counseling Program has identified nine KPIs. These KPIs are measured at two designated points during the student's program. Each KPI is measured through a signature assignment in the relevant core counseling course. A second measurement point of each KPI is in either the MACP51020 Supervised Counseling Practicum or MACP510201 Supervised Counseling Internship course. Assignments specific to each course and KPI definitions appear in Appendix A. KPI data is collected in Tevera toward the end of each term when corresponding assignments are submitted.

Additionally, the counseling program utilizes the Counselor Preparation Comprehensive Examination (CPCE) as its exit requirement. This is considered another measurement point of the CACREP eight core curricular content areas, though there is no direct link to the KPIs identified by the counseling program. Aggregate data from the CPCE is also collected, reviewed, and considered in all program or curricular changes.

Tevera data.

The table below presents the description of each KPI and what is being measured, along with both the first and second measurement points within the curriculum. Averages for each measurement point, and an overall average for the 2022-2023 academic year are also provided.

Using Tevera, KPIs are assessed using a four-point Likert scale: 1 = Below Expectations, 2 = Near Expectations, 3 = Meets Expectations, 4 = Exceeds Expectations.

Table 1: KPI Tevera Data

CACREP Core Area	Key Performance Indicator	Measurement 1	Average	Measurement 2	Average	Total Average
Professional Counseling Orientation and Ethical Practice	KPI Core Area 1 (Knowledge): The student will demonstrate understanding of ethical and legal considerations in professional counseling through their application in practice of counseling.	MACP51190 Professional Counseling Ethics	3.04	MACP51021 Supervised Counseling Internship	3.34	3.19
Social and Cultural Diversity	KPI Core Area 2 (Knowledge): The student will identify and articulate theories and models social/cultural identity development.	MACP50030 Social and Cultural Diversity in Counseling	3.18	MACP51020 Supervised Counseling Practicum	3.49	3.34
Human Growth and Development	KPI Core Area 3 (Knowledge): The student will understand and be able to articulate theories of human development across the lifespan and the systemic and environmental factors that affect it.	MACP50020 Human Growth and Development	3.86	MACP51020 Supervised Counseling Practicum	3.50	3.68
Career Development	KPI Core Area 4 (Knowledge): The student will identify and apply theories and models of career development, and counseling.	MACP50070 Career and Lifestyle Development: Challenges of Adulthood	3.55	MACP51020 Supervised Counseling Practicum	3.42	3.49
Counseling and Helping Relationships	KPI Core area 5 (Skill): The student will be able to demonstrate essential interviewing, counseling, and case conceptualization skills.	MACP50060 Helping Relationships: Basic Counseling Skills	3.53	MACP51021 Supervised Counseling Internship	3.58	3.56
Group Counseling and Group Work	KPI Core Area 6 (Knowledge): The student will articulate an understanding of the characteristics and functions	MACP50080 Group Work: Clinical Theory and Practice	3.04	MACP51020 Supervised Counseling Practicum	3.49	3.27

	of effective group leadership.					
Assessment and Testing	KPI Core Area 7 (Skill): The student will demonstrate the ability to select assessment instruments that appropriately measure a psychological construct and utilize these results to diagnose developmental, behavioral, and mental disorders.	MACP50090 Assessment: Psychological Testing and Appraisal in Counseling	3.00	MACP51021 Supervised Counseling Internship	3.55	3.28
Research and Program Evaluation	KPI Core Areas 8 (Skill): The student will demonstrate the ability to critique and synthesize current research in the advancement of the profession and into the practice of counseling.	MACP50040 Research and Program Evaluation	3.84	MACP51021 Supervised Counseling Internship	3.31	3.56
Clinical Mental Health Counseling - Specialty Area	KPI CMHC (Skill): The student will demonstrate understanding of the diagnostic process and the use of the current diagnostic classification system, the Diagnostic and Statistical Manual of Mental Disorders (DSM).	MACP50010 Psychopathology : Diagnostic and Treatment Planning	3.00*	MACP51021 Supervised Counseling Internship	3.55	3.28

*KPI data was missing for two sections of Fall 2022 and one section of Spring 2023 Psychopathology. This was in part due to an LTI integration issue between Tevera and Canvas.

Overall averages for each KPI were calculated by averaging all scores across the first and second points of measurement during the academic year. Human Growth and Development (KPI 3) was the highest average at the first assessment point 3.86/4.00, followed closely by Research and Program Evaluation and Counseling (3.84/4.00). The lowest overall initial averages were in the area of Professional Counseling Orientation and Group Work at 3.04/4.00. The lowest average scores at the second point of KPI assessment were the Professional Counseling Orientation and Ethical Practice score of 3.34/4.00 and Research and Program Evaluation at 3.31/4.00.

The KPI data had one major limitation in this reporting cycle which occurred due to moving to a new course management system (Canvas). We lost LTI integration with Tevera where KPI and KPD data are tracked by faculty and site supervisors that had to be fully rebuilt by Tevera and

then reintegrated into Canvas. This caused significant frustration and impacted some of the data collection in a few course sections.

A total of 24 students took the exam during the 2021- 2022 academic year. The CPCE data received from the Center for Credentialing and Education (CCE) demonstrated that Prescott College students had a **pass rate of 98%** during the 2022- 2023 academic year. The following table represents the average scores for each of the eight core content areas assessed through the CPCE. Additionally, national averages have been provided for the same time period that Prescott College students took the CPCE as a comparison.

Table 2: CPCE Results for 2022-2023

Prescott College Counseling Program CPCE Results		
Core Content Area	**2022-2023**	**National**
Professional Counseling Orientation and Ethical Practice	10.3	8.8
Social and Cultural Diversity	10.3	6.6
Human Growth and Development	11.2	8.1
Career Development	10.8	7.8
Counseling and Helping Relationships	11.4	7.0
Group Counseling and Group Work	13.1	8.8
Assessment and Testing	10.5	7.3
Research and Program Evaluation	12.2	8.0

Each core content area has 17 question items. The CPCE data shows that the core content area that Prescott students tested the highest in was Group Counseling and Group Work, followed by Research and Program Evaluation.

The lowest average score in a content area for Prescott students was in Professional Counseling Orientation and Ethical Practice and Social and Cultural Diversity (10.3), yet both scores remained at least 1.5 points above the national average in each particular content area.

It should be noted that that Prescott College student's overall score averages were above the national mean in every category, ranging between 1.5 to 4.4 higher.

Key Professional Dispositions

The Master of Science in Counseling Program has identified nine KPDs. These KPDs are coded as 1) Professional Conduct; 2) Ethical Practice; 3) Supervision; 4) Documentation; 5) Multicultural Competence; 6) Appropriate Boundaries; 7) Self-Awareness and Growth; 8) Tolerance for Vulnerability and Risk; and 9) Appropriate Self-Care. For a full description of these KPDs, please refer to Appendix B.

KPDs are evaluated informally by faculty on an ongoing basis, as well as formally during the fall

and spring term for students in their second term to ensure that faculty members have had time to encounter these students in classes, during colloquia, or in advising meetings. If a student has been identified as having challenges with any of the KPDs, faculty review and if appropriate, may make a recommendation to initiate the retention and remediation process. The retention and remediation process is designed to be supportive of students that need additional help navigating the program and in some instances, when retention intervention fails to work, to gatekeep from the profession. The KPD assessment points are students at the beginning of the program who are in their second term and students that are mid-way through the program and have begun their practicum experience.

The table below denotes the 2022-2023 average for each KPD assessed by program core faculty during the Fall 2022 and Spring 2023 assessment meetings. The following Likert scale was used in scoring each student individually: 1 = Below Expectations, 2 = Near Expectations, 3 = Meets Expectations, 4 = Exceeds Expectations.

Table 3: KPD Data from Two Faculty Assessment Points

Key Professional Disposition (KPD)	1st Assessment Point (2nd Term)	2nd Assessment Point (Practicum Term)
Professional Conduct	2.98	3.13
Ethical Practice	2.98	3.00
Supervision	N/A*	3.00
Documentation	N/A*	3.00
Multicultural Competence	2.99	3.03
Appropriate Boundaries	3.00	3.03
Self-Awareness and Growth	3.00	3.25
Tolerance for Vulnerability and Risk	2.99	3.09
Appropriate Self Care	2.99	3.00

* The Supervision (i.e. 3.33) and Documentation (i.e. 3.20) averages were established since they were recorded for a few students in the 1st assessment point; however, they are not considered accurate representations as faculty are not directly observing a student's ability to receive feedback in supervision or document their clinical work yet at this point in the program.

The table depicts the 2nd semester assessment points (Fall 2022, and Spring 2023), along with a second column for students' KPD averages in their 2nd assessment point of Practicum. All categories showed consistent improvement across both points of assessment. Of particular note are the gains from the first to the second KPD assessment points in both Self-Awareness & Growth and Tolerance for Vulnerability and Risk, especially given the site supervisor scores below as showing the lowest midterm average in Tolerance for Vulnerability and Risk.

Additionally, KPDs are formally measured by site supervisors during both MACP51020 Supervised Counseling Practicum and MACP51021 Supervised Counseling Internship. Feedback is given to students in these classes and is considered when determining a student's final grade. The table below represents the point of assessment of the KPDs contributed by site supervisors; MACP51020 Supervised Counseling Practicum and MACP51021 Supervised Counseling

Internship. Measurement of the KPDs is part of the Mid and End of Term Evaluation which uses the following Likert scale: 1 = Low; 3 = Neutral; 5 = High; 0 = Not Observed. Again, the Not Observed option was not given a value, and therefore did not affect the KPD overall average.

Table 4: KPD Data from Mid/End of Term Evaluations for Practicum & Internship

Key Professional Disposition (KPD)	2022-2023 Midterm Averages	2022-2023 Final Averages
Professional Conduct	4.48	4.63
Ethical Practice	4.53	4.68
Supervision	4.43	4.65
Documentation	4.16	4.37
Multicultural Competence	4.20	4.45
Appropriate Boundaries	4.38	4.63
Self-Awareness and Growth	4.37	4.55
Tolerance for Vulnerability and Risk	4.15	4.40
Appropriate Self Care	4.24	4.52

The highest average was in Ethical Practice at the midterm point of evaluation for both practicum (4.53/5) and internship (4.68/5), while the lowest average was in Tolerance for Vulnerability and Risk at midterm (4.15/5) and Documentation at final (4.37/5). Important to note is that all average scores improved from the midterm to final evaluation point for practicum and internship. All scores for both midterm and final evaluation were approaching the high range.

Demographics and Other Characteristics

Demographic data is collected for applicants, current students, and graduates. Characteristics are self-identified by gender, ethnicity, and age. However, two separate tables are presented below given the past two cycles of faculty feedback for this PEOR process to include more representative data from our student population, rather than the continued reliance of Integrated Postsecondary Education Data System (IPEDS) classifications. IPEDS data is reflected in the first table, as our internal PowerCampus system collects data using this system, while the second table denotes data from Slate, which is the system Prescott College uses for our Admissions process and therefore reflects applicant data, including students that ultimately enrolled and therefore one way to implement feedback to address the lack of diversity in IPEDS categories.

Table 5: Current Student and Graduate Demographic Data

Demographics*		Current Students	Graduates
Gender	Female	332	29

	Male	54	1
	Transgender	1	1
	Unknown	12	
		Total 399	**Total 31**
Ethnicity	White	295	22
	African-American, non-Hispanic		
	Asian	2	
	Black or African American	10	1
	Hispanic		
	Hispanics of any race	22	1
	Native HI or Pacific		
	American Indian/Alaska Native	4	
	Nonresident alien	1	1
	Other		
	Two or More Ethnicities		3
	Two or More Races	5	

	Race and Ethnicity unknown	60	3
	Not disclosed		
		Total 399	**Total 31**
Age	18 to 24	17	
	25 to 39	271	22
	40 and above	111	9
	Not disclosed		
		Total 399	**Total 31**

*The demographic descriptors listed are what is currently used by Prescott College when collecting this type of data and in alignment with the Integrated Postsecondary Education Data System (IPEDS).

Table 6: Applicant Demographic Data

Demographics		Applicants
Gender	Female	256
	Male	44
	Not disclosed	26
	Non-binary	16
	Transgender	5
	Other	3
Ethnicity	White (e.g. European, European American)	235
	Latina/o/x, Chicana/o/x, Hispanic	6

	Latina/o/x, Chicana/o/x, Hispanic, White (e.g. European, European American)	1
	Black, African, or African-American	14
	Black, African, or African-American, White (e.g. European, European American)	1
	Black, African, or African-American, Latina/o/x, Chicana/o/x, Hispanic	1
	Native Hawaiian, or Other Pacific Islander	1
	Native Hawaiian, or Other Pacific Islander, White (e.g. European, European American)	1
	American Indian, Native American, or Alaska Native	2
	North African or Middle Eastern (e.g., Lebanese, Iranian, Moroccan, Syrian)	2
	North African or Middle Eastern (e.g., Lebanese, Iranian, Moroccan, Syrian), White (e.g. European, European American)	1
	East Asian	5
	South Asian	2
	Southeast Asian	3
	South Asian, White (e.g. European, European American)	
	Not disclosed	66
Age	18 to 24	42
	25 to 29	75
	30 to 39	140
	40 to 49	67
	50 to 59	22
	60 to 69	7
	70 to 79	
	80 to 89	
	Not disclosed	

There were 219 applicants for the Fall term and 131 applicants for the Spring term applying to

the counseling program during the 2022- 2023 academic year for a total of 350 applicants. The Admissions office defines an applicant as anyone who has submitted a partial to fully completed application.

Please note that totals are not given in the second table purposefully to illustrate that applicants were required to answer male or female in the initial steps of the application process, but could later designate their pronouns and gender identity. This resulted in a different picture than initially presented about our student body in the first table in this section. Rather than seeing students in the gender binary, this second table demonstrates that even though a small percentage, 14% of candidates chose to either not disclose their gender identity, or to present a multifaceted identity when given the chance to do so in their applications. This is an increase from last academic year's candidate pool of only 5% of candidates that chose not to disclose their gender identity or selected non-binary, transgender, or other when given the chance to do so in border categories than IPEDS data allows.

Broader representation in the race and age categories also depicts a different view than the IPEDS data demonstrated in the first table. 11% of applicants listed historically excluded groups for their race, while 19% chose not to disclose their race.

At the conclusion of the academic year the Master of Science in Counseling Program had 399 students. Using IPEDs data in the first table, the majority of enrolled students identified as Female (83%), and as White (74%) and between the ages of 25-39 (68%). In the previous academic year, 73% of students were white. This small decrease in diversity at Prescott over the past academic year is inadequate and continues to be a focus for both recruitment and admissions in the faculty and student population.

There were 31 students who graduated during the academic year. Seven graduated in the summer 2022 term, 16 fall 2022 term, and 8 graduated in the spring 2023 term. The largest percentage of graduates identified as Female (94%), White (71%), and were between the ages of 25-39 (71%). The applicant data denotes the age range of 30 to 39 as the majority of student candidates (40%). Across applicants, students, and graduates, demographic characteristics remained consistent with female, white, between the ages of 25-39 being the most represented group. It should be noted that this demographic outcome of the Master of Science Counseling Program is consistent with representation of the counseling profession in general.

Systematic Follow–up Studies

As part of our ongoing program evaluation, surveys are emailed every other year to key stakeholders who include recent graduates, site supervisors, and employers. The purpose of these surveys is to identify areas within the program/curriculum that may need improvement based on input received. Surveys were last sent during 2021-2022 PEOR reporting period, so were not sent for this reporting period. These stakeholder surveys will be sent again for the 2023-2024 PEOR cycle.

Modifications Based on Program Evaluation

The data previously described in this report was collected, compiled, and analyzed into this comprehensive program evaluation. All Master of Science in Counseling Program faculty received a copy of the draft report on October 16, 2023 for their review. On October 31, 2023, the faculty met for a formal Program Evaluation meeting to discuss the data and determine if curricular and program changes were needed. The following provides a summary of the key discussions and outcomes based on this meeting.

Overall, faculty expressed satisfaction and gratitude for the Program Evaluation process. Specifically, they highlighted that the aggregate assessment process and its corresponding report were well organized, understandable, and appreciated as a method of communicating and processing a broader sense of the program as a whole.

During the Program Evaluation meeting, faculty also shared concerns about the limited expression of student demographic data, as Prescott College counseling students are unique in interests, creativity, and identities. Specifically, many Prescott College counseling students enroll in the Counseling Program based on nature-based, adventure-based, and arts-aligned interests, and faculty wonder how these unique interests might be better relayed in student data moving forward. In future assessment processes, the faculty hopes to have a renewed, more dynamic approach to collecting and reporting student demographic information. The Assessment Coordinators plan to organize a new approach to this process in alignment with CACREP 2024 standards.

Additionally, faculty identified a need for a renewed focus on faculty retention and support, which will bolster their ability to facilitate consistent student advising, support, and guidance from year-to-year. The goal of increased faculty retention efforts were proposed as directly relating to greater programmatic cohesion and morale. In response, the program is working to recruit additional faculty for the upcoming academic year, with an emphasis on cultural alignment, diversity, and expressed passions for the arts, adventure, nature, and social justice as critical components of the Prescott College mission and unique program offerings.

Further changes that will be explored and incorporated into the upcoming assessment and reporting cycle include: 1) the possibility for shifting from a Tevera-centric reporting system to one that includes the Canvas-supported Portfolium product as an alternative data collection and analysis platform, 2) a revision to the KPD rating scale to achieve consistency across forms (i.e. establishing a standard, four-point Likert scale), and 3) the establishment of continuously enhanced grading rubrics to account for greater inter-rater reliability and validation in the scoring of KPI assessments. The faculty and Assessment Coordinating team feel confident that, given these changes, we will continue to evolve in our practice of both individual student assessment and aggregate assessment of the Prescott College counseling program more broadly.

Other Substantial Program Changes

During this current reporting period, there were several additional changes regarding some of the elective offerings, personnel, and College-wide transition to a new learning management system (LMS) that are worth noting. The MS Counseling program offers four concentrations within its curriculum. These concentrations generally require students to complete two to three electives

that provide a concentrated foundation of knowledge in a particular area. Over the years, the Addiction Counseling concentration electives have had consistently low enrollment. This was discussed at several faculty meetings and it was decided to teach out this concentration, which would mean teaching out two electives. This was approved during the October 4, 2022 counseling faculty meeting, and then later approved through the College's faculty governance process on October 26, 2022. The 2023-24 academic year will be the last year this concentration will be offered.

Similarly, the Social Justice in Counseling concentration elective courses had consistent low enrollment. Because social justice is an integral part of the College's mission and a high value is placed on this during the training of the counseling students, faculty did not want to teach out of this concentration. Instead the decision was made to partner with the Critical Psychology graduate program, which is highly focused on social justice and addressing systemic inequity in mental health practices, and allow students to take up to two courses to apply toward the Social Justice in Counseling concentration. This was approved during the October 4, 2022 counseling faculty meeting, and then later approved through the College's faculty governance process on October 26, 2022. Enrollment will be closely monitored and assessed at the end of the 2023-24 academic year.

With a critical eye toward our concentrations, a Human Sexuality concentration was proposed and approved to be implemented in the 2023-24 academic year. For years the MS Counseling Program has offered the elective MACP53201 Human Sexuality in Counseling every other fall term. This course has been extremely popular with having a waitlist and/or requiring a second section to be added. Additionally, the MS Counseling Program had several faculty on staff that had this area of expertise. This new concentration was proposed and included the MACP53201 Human Sexuality in Counseling (existing elective), the MACP55032 The Neurobiology of Relationships course (existing elective), and the MACP55160 Advanced Human Sexuality Counseling course (new elective). This was approved during the October 4, 2022 counseling faculty meeting, and then later approved through the College's faculty governance process on November 16, 2022. This new concentration is being offered beginning the 2023-24 academic year.

The MS Counseling Program had several personnel additions and changes. During the reporting period three clinical faculty were hired. Two of the positions replaced faculty who had resigned and accepted positions elsewhere, and the third was a new faculty position that the MS Counseling Program was approved to hire. Additionally, the program welcomed their first dedicated administrative support staff. Due to the high degree of administrative tasks associated with licensure verification, exit exam management and accreditation compliance, an Administrative Coordinator position was approved and hired in November 2022.

Lastly, the Prescott College transitioned to a new LMS during this reporting period. Specifically, the transition from Moodle LMS to Canvas LMS demonstrates Prescott College's investment in delivering accessible, user-friendly online learning experiences. In their formal communication of the benefits and advantages of Canvas, the Prescott College Learning Technology team noted the Canvas has unique capabilities including: 1) enhanced learning and monitoring of student engagement trends, 2) demonstrated excellence in accessibility and accommodation, 3) smooth

user experience in terms of course design, communication, and management, 4) the introduction of LMS student career support, 5) LMS-based assessment options, and 6) a more available service support function for students and faculty alike. While overall transitioning to the new LMS has been positive, there were some initial issues with the LTI integration between Canvas and Tevera that impacted KPI data collection as noted earlier in this report.

Conclusion

The Master of Science in Counseling Program at Prescott College has undergone distinct growth since achieving CACREP-accreditation and consistently offers programming that allows our students to achieve high passing rates on two forms of standardized assessment. Our assessment process is served by the annual evaluation of the metrics noted above. However, further attention is needed to create a system of interrater reliability moving forward. More accurate assessment can support the continued growth in the student population by increasing the matriculation rate with the goal of better understanding how to replicate student success.

Appendix A: Key Professional Indicators Definitions

CACREP Core Area	Key Performance Indicators	Course
Professional Counseling Orientation and Ethical Practice	**KPI 1**: The student will demonstrate understanding of ethical and legal considerations in professional counseling through their application in practice of counseling.	**MACP51190 Professional Counseling Ethics**: Ethical Dilemma Position Paper
		MACP51021 Supervised Counseling Internship I: Theoretical Orientation Assignment
Social and Cultural Diversity	**KPI 2**: The student will identify and articulate theories and models of social/cultural identity development.	**MACP50030 Social and Cultural Diversity in Counseling**: Racial and Identity Development Essay
		MACP51020 Supervised Counseling Practicum: Professional Identity and Theoretical Influences Paper
Human Growth and Development	**KPI 3**: The student will understand and be able to articulate theories of human development across the lifespan and the systemic and environmental factors that affect it.	**MACP50020 Human Growth and Development**: Final Reflections on Human Development Paper
		MACP51020: Supervised Counseling Practicum: Professional Identity and Theoretical Influences Paper
Career Development	**KPI 4**: The student will identify and apply theories and models of career development, and counseling.	**MACP50070 Career Development and Lifestyle Development**: Career Interview Assignment
		MACP51020 Supervised Counseling Practicum: Professional Identity and Theoretical Influences Paper
Helping Relationships	**KPI 5**: The student will be able to demonstrate essential interviewing, counseling, and case conceptualization skills.	**MACP50060 Helping Relationships:** Role Play and Final Paper
		MACP51021 Supervised Counseling Internship II: Case Study Presentation and Biopsychosocial Assessment
Group Counseling and Group Work	**KPI 6**: The student will articulate an understanding of the characteristics and functions of effective group leadership.	**MACP50080 Group Work:** Group Participation and Reflection Paper
		MACP51020 Supervised Counseling Practicum: Group Facilitation/Leadership Experience
Assessment and Testing	**KPI 7**: The student will demonstrate the ability to select assessment instruments that appropriately measure a psychological construct and utilize these results to diagnose developmental, behavioral, and mental disorders.	**MACP50090 Assessment**: Assessment Report
		MACP51021 Supervised Counseling Internship II: Case Study Presentation and Biopsychosocial Assessment
Research and Program Evaluation	**KPI 8**: The student will demonstrate the ability to critique and synthesize current research in the advancement of the profession and into the practice of counseling.	**MACP50040 Research & Program Evaluation:** Group Research Project
		MACP51021 Supervised Counseling Internship I: Theoretical Orientation Assignment
Clinical Mental Health Counseling - Specialty Area	**KPI CMHC**: The student will demonstrate understanding of the diagnostic process and the use of the current diagnostic classification system, the Diagnostic and Statistical Manual of Mental Disorders (DSM).	**MACP50010 Psychopathology:** DSM-5 Final Paper
		MACP51021 Supervised Counseling Internship II: Case Study Presentation and Biopsychosocial Assessment

Appendix B: Key Professional Dispositions Definitions

Key Professional Disposition (KPD)	Description
Professional Conduct	Professional dress; punctuality (start/end sessions, on time to supervision, class…); follows policies and procedures; presents self as a professional to others; contributes meaningfully to the clinical team through observation and feedback of others' sessions and in classes. Thoughtfully accepts other's feedback. Communicates respect for the perspective of others by actions.
Ethical Practice	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
Supervision	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. Makes good use of individual/triadic supervision (arrives on-time, prepared), and maintains regular contact with supervisors about all clients. Consults a supervisor in all safety/risk situations. Is open to supervisory feedback and trying new things. Provides appropriate feedback to supervisors.
Documentation	Applies current record-keeping standards related to clinical mental health counseling (all client documentation is on-time, clear, concise, and well organized. Reports, letters, and other documentation leaving the clinic are professional in style and make appropriate recommendations).
Multicultural Competence	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
Appropriate Boundaries	Maintains appropriate personal and professional boundaries with clients, colleagues, and faculty; does not use time with clients to meet their own needs. Maintains appropriate boundaries in class and supervision
Self-Awareness & Growth	Recognizes own strengths and limitations. Understands impact of own values, experiences and biases on academic work, session dynamics, and case conceptualization. Willing to continue exploring how self-impacts clinical work. Willing to self-confront and grow. Is not defensive about feedback. Willing to seek help for personal awareness and growth when appropriate.
Tolerance for Vulnerability and Risk	Able to be appropriately vulnerable with clients and colleagues. Able to take risks with clients and colleagues. Is aware of and able to appropriately manage own affect in session, in class, and in supervision.
Appropriate Self Care	Recognizes own limits and physical, emotional, and spiritual needs. Seeks healthy means for meeting one's own personal needs. Makes self-care and holistic personal wellness a reasonable priority, both in idea and action. Seeks help from others (including personal counseling) when appropriate.