



2022-2023 Annual Report

The Rollins College Graduate Studies in Clinical Mental Health Counseling is guided by the program's mission statement:

The Graduate Studies in Counseling program prepares clinical mental health counselors as agents of social change and for productive careers in which they engage with clients in cultivating and increasing freedom in their lives. The core guiding principles of our graduate program are academic excellence, transformative education, social justice and advocacy, diversity, ethical practice, and responsible leadership. We strive to build an inclusive community of learners and global citizens. The program fosters personal and intellectual growth through collaborative relationships among students, faculty, staff, and community stakeholders.

During the 2022-2023 academic year, Graduate Studies in Counseling (GSC) served 100 students composed of 79 full time and 21 part-time students. The program is a year-round program and students are required to attend the fall, spring, and summer terms. Because it is a lock-step program of study, courses are only offered once per year. In May 2023, 29 students graduated with the degree of Master of Arts in Clinical Mental Health Counseling. Approximately 87% of admitted students graduate from the program in the expected time (3-5 years). In 2022-2023, interns in the GSC program (26 out of 29 graduating interns) participated in the application process for the National Certified Counselor credential and licensure examination (NCMHCE). 100% of graduates who completed the survey found employment in the field of counseling within 4-months of graduation (120 days).

The department is comprised of one half-time core faculty and four full-time core faculty. This includes the Clinical Practice and Assessment Coordinator who has core faculty and part-time teaching responsibilities in addition to the clinical placement of 100 students and conducting the on-going assessment procedures for the program in accordance with accreditation requirements. This team of faculty taught 46 sections of core courses during the 2022-2023 academic year (Fall – Summer). Additionally, nine adjuncts taught 20 sections of core courses during the same period. Graduate Counseling offered two electives (3 sections in total) during the past academic year, taught by three core faculty.

The Rollins program continues to be recognized as an exceptionally high-quality counselor education program in the central Florida area. We regularly receive formal and informal feedback from employers and internship site supervisors that our students stand out in terms of training and skills upon entry into internship and post-degree employment positions. These observations are routinely reflected in our site supervisor and employer surveys. Additionally, our interns and graduates consistently report that they are exceptionally well prepared and sought after by employers in the central Florida area.

The GSC program is also recognized locally and nationally for implementing the latest imperative in the counseling field: infusing social justice values, principles, and practices as an anchor the mission and subsequent training of counseling students. As an example, in March 2017 the Rollins GSC program received the inaugural **2017 Outstanding Counseling Program/Agency Award** from the association of **Counselors for Social Justice (CSJ)**, a division of the **American Counseling Association (ACA)** at the national conference in San Francisco.

The 2016-2017 academic year included the culmination of a two-year self-study in preparation for applying for accreditation renewal with the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**. This is the highest accrediting body for the counseling profession. The Rollins program was the first in the state to receive CACREP accreditation, which it has maintained since 1994. Preparation for the self-study included evaluation of every program component and the development and implementation of a comprehensive assessment model to create a system of continuous feedback that ensures excellence in program development. Currently the GSC program is preparing for the next accreditation renewal visit.

As an accredited program, GSC faculty conducts ongoing evaluation of various program components and student progress—academically, clinically, and professionally—throughout the academic year. The information and feedback acquired from these evaluation points provide the data for refining the curriculum, enhancing student development, and improving the overall graduate program and training experience.

As part of the comprehensive assessment plan, the GSC program identified assessment points that include, but are not limited, to:

- (1) Semi-annual/annual course reviews;
- (2) Analyses of enrollment and graduation rates;
- (3) Surveys of graduates, site supervisors, and employers about student/graduate proficiency;
- (4) Student evaluations of faculty and courses (CIEs);
- (5) Student attainment of knowledge and skills in core curricular areas of clinical mental health counseling;
- (6) Annual student progress self-reviews that includes student feedback to the program/faculty; and
- (7) Graduate exit reports.

(1) In the Fall of 2023, a review was conducted on a first semester course: CPY 510: Foundations in Mental Health Counseling. The program faculty determined that these courses met all CACREP standards and did not need any major revisions. Revisions were made to update the course aside of CACREP standards. The faculty also began to review the practicum and internship sequence to submit potential curricular changes during the 2023-2024 academic year for changes in the 2024-2025 academic year.

(2) Enrollment and graduate rates are listed in a prior paragraph and continue to remain constant.

(3) Alumni of the GSC program are surveyed every three years, as prescribed by CACREP, most recently in the summer of 2023. Of alumni responding to the *Triennial Alumni Survey*, which includes those who sought a career in the mental health field and those who did not, 80% of those graduating from 2016 – 2020 reported licensure after having completed the required two-year post-graduation supervised clinical experience or were currently Registered Mental Health Counselor Interns completing clinical hours for licensure. Program graduates choosing alternatives to licensure reported careers as teachers, academic advisors, school counselors, career development advisors, and case managers.

Two additional triennial surveys were conducted during the summer of 2020. The *Triennial Supervisor Survey* was sent to current and past site supervisors of practicum/internship students and the *Triennial Employer Survey* was sent to current and former employers of GSC graduates. The purpose of each survey was to evaluate curriculum and instructional methods and to obtain feedback and recommendations to enhance the GSC program.

Triennial Supervisor Survey – Supervisors assessed the quality of the GSC program in terms of counselor preparation, future hiring of graduates, and comparison of GSC graduates to graduates of similar programs utilizing a 5-point Likert scale. 100% of respondents chose the top rating of five (5) for all three categories.

Triennial Employer Survey – Employers assessed the quality of the GSC program in terms of counselor preparation, future hiring of graduates, and comparison of GSC graduates to graduates of similar program utilizing a 5-point Likert scale. 100% of respondents chose the top rating of five (5) for all three categories.

Data collected from the triennial surveys will be utilized for program improvement and to fulfill CACREP standards. Three CACREP-required Triennial Surveys will be sent out during the Summer 2023: 2023 Rollins GSC Triennial Alumni Survey, 2023 Rollins GSC Triennial Supervisor Survey, and 2023 Rollins GSC Triennial Employer Survey. A report will be generated and titled 2023 Triennial Survey Summary Report. This report can be utilized in the 2023-2024 GSC Student Handbook to update the data that was previously collected in surveys conducted with GSC alumni and employers of GSC graduates in 2017 and 2020.

(4) Student evaluations of faculty and courses (CIEs): Every semester faculty performance is assessed through course evaluations. Faculty and adjuncts are instructed to review these. The current department chair also reviews all CIEs. CIEs are also departmentally reviewed as a part of the tenure and promotion practice in annual reviews, midcourse review, tenure, and promotion to associate and full professor.

(5) Student attainment of knowledge and skills in core curricular areas of Clinical Mental Health Counseling

Annually, GSC interns complete the survey, *Exit Reflections and Final Graduation Progress Self-Reflection Report*, during the last month of their final semester in the program. Interns assess their clinical mental health counseling knowledge and skills by utilizing a 5-point Likert scale ranging from (1) Very Good to (5) Poor. In April 2022, 20 graduating interns completed the survey. In the categories of “Counseling and Helping Relationship”, “Group Counseling and Group Work”, “Career Development”, “Human Growth and Development”, and “Social and Cultural Diversity”, and “Professional Counseling Orientation and Ethical Practice” the majority of respondents rated themselves with scores of (1) Very Good or (2) Good. A small percentage of interns chose ratings of (3) Adequate, and none of the interns chose the lower ratings of (4) Fair or (5) Poor.

(6) Student Progress Self-Review, First Year Debrief, and Feedback

Returning Graduate Counseling students are required to complete a student progress self-review, which includes a section for feedback to the faculty, during the summer term. Faculty conduct a student progress review on each returning student prior to each fall semester and on each new student in early spring semester of their first year. The GSC program has established three student learning objectives

with outcome measures for the Rollins College SACS assessment process. These data are also used in the Comprehensive Assessment for CACREP. The three student learning objectives are as follows:

1. Students will successfully articulate their own integrated personal counseling theory based on their training and experience.
2. Students will demonstrate acceptable entry level counseling skills according to the standards of the profession.
3. Students will demonstrate acceptable counseling skills, as well as ethical and professional behaviors.

Based on student progress reviews for the 2022 to 2023 academic year, over 92% of returning students were found to be meeting or exceeding expectations in all three areas assessed: clinical/counseling skills (100%), academic performance (98%), and professional/personal dispositions (92%). Of new students assessed in spring term (2023), 81% of students met or exceeded expectations in all areas.

(7) Graduate Exit Reports

As mentioned in item number (5), graduating interns complete the survey called *Exit Reflections and Final Graduation Progress Self-Reflection Report*. This survey is completed in the final semester of the GSC program and gathers student reflections on their experience and learnings in Pre-Practicum, Practicum, and Internship. Students also provide self-reflections on their personal and professional growth throughout the graduate program, post-degree career plans, and provides an opportunity for students to provide feedback to the GSC program for purposes of improvement. Data collected from this survey will be utilized for future evaluation of coursework and clinical requirements.



DEMONSTRATION OF LEARNING PLAN|REPORT

Department/Program	Graduate Studies in Counseling	Year:	2022-2023
Major/Minor/Degree:	Clinical Mental Health Counseling	Date:	June 14, 2023

Department/Program Chair:	Dr. Derrick Paladino
Department/Program Assessment Liaison:	Dr. Kyle Baldwin

I. Department Overview

The Graduate Studies in Counseling (GSC) program, Master of Arts in Clinical Mental Health Counseling, is a 62-semester-hour program designed to prepare individuals to become mental health counselors. There are five full-time faculty and a full-time permanent Clinical Practice and Assessment Coordinator with teaching responsibilities (all licensed & National Certified Counselors). The Graduate Studies in Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and includes all courses, practica, and internships required by the State of Florida for licensure as a mental health counselor. This includes 1000 hours of clinical experience. In addition, the program contains the requirements and coursework for students to become licensed marriage and family therapists, if they elect to do so. The curricula include didactic courses, seminars, laboratory courses, and practical experiences necessary to pursue a counseling career in a wide array of community-based settings.

The GSC offers a *Certificate Program in Family and Relationship Therapy* and a *Certificate Program in College and University Counseling* for currently enrolled students. GSC is committed and very successful in providing a program that includes a personal growth component and operates with the philosophy that effectiveness as a professional counselor depends upon personal development, the ability to communicate effectively, commitment, and academic preparation. Thus, students are required to participate actively in growth experiences within the program that include: participation in a 10 session small group counseling experience in CPY 520; completion of 10 (minimum) therapeutic sessions with a licensed mental health professional in the first year of enrollment; 100 hours of experience in the Social Justice and Advocacy Pre-Practicum and requirements such as development of a family genogram in CPY 550; and various course requirements involving journal-keeping, self-reflection papers, in-class role-play, practice demonstrations, and other activities that call for personal reflection and interpersonal exploration.

II. Department Mission

The Graduate Studies in Counseling program prepares clinical mental health counselors as agents of social change and for productive careers in which they engage with clients in cultivating and increasing freedom in their lives. The core guiding principles of our graduate program are academic excellence, transformative education, social justice and advocacy, diversity, ethical practice, and responsible leadership. We strive to build an inclusive community of learners and global citizens. The program fosters personal and intellectual growth through collaborative relationships among students, faculty, staff, and community stakeholders.

III. Results of Actions Planned in Last Assessment Cycle (Closing the Loop)

- A. What actions planned to improve learning reported in the last assessment cycle were implemented?**
- B. What were the results of those actions?**
Examples include curriculum or course revision, faculty development, pedagogical adjustments, student services, resource allocations, or other factors contributing to student achievement.
- C. What adjustments to the department's assessment plans reported in the last assessment cycle were implemented and what impact did those changes have on the results reported in this cycle?**

During the 2022-2023 academic year, the Graduate Studies in Counseling (GSC) department served 100 students. In the Fall term 2022, Rollins College continued with face-to-face classes for all programs. Due to COVID-19 and based on Rollins College recommendations, faculty utilized WebEx, Microsoft Teams, and other online platforms for faculty meetings and to supplement on-campus classes. All syllabi and assignments were designed for face-to-face classes, while allowing for Hybrid options if needed. Faculty considered many factors when updating syllabi to plan for multiple scenarios, including international students who were unable to return to Florida and students who were sick, or had tested positive or had been recently exposed to COVID-19. In the late Spring term 2022, Rollins College revised COVID-19 procedures, i.e., making masks optional in classrooms and eliminating seating charts, which went into effect for courses in the Summer Term 2022.

Programming revisions and delivery mode options continued to be evaluated for annual student orientations, seminars, and workshops to address COVID-19 guidelines (no large capacity events). Multiple events were provided virtually during the 2022-2023 academic year, including *Clinical Orientation for Internship; Pre-Practica Orientation; Master Therapists Series Workshop (November 2022 event); Practicum Debriefing Workshop; Site Supervisors Workshop; Clinical Placement Orientation; Clinical Placement Workshop; Preparing to Launch Workshop; annual "All Faculty Meeting";* and *GSC Information Sessions (Connect with Faculty)*. Events held in person included the *New Student Orientation; First-Year Students' End-of-Semester Debriefing Meeting; Master Therapist Series Workshop (February 2023 event);* and the *GSC Graduation Party* in May 2023 (participation was limited due to COVID-19 protocols, i.e., graduates could bring one guest to the event).

During 2022-2023, the GSC Department Chair began his third year in the Spring term 2023 and reviews for two tenure-track professors were conducted for *CEC Annual Reviews*. The 2022-2023 Rollins College Catalogue reflected updates from the previous year to remove PSY 660 and change the GSC program to 62-semester hours. Faculty discussions included position request and approval for faculty member retiring in 2023-2024; faculty overloads; discussion and reviews pertaining to the *Rollins College GSC 2024 CACREP Accreditation Application and Self-Study Report*; development of the

Graduate Assistant Handbook (GSC Department); transition from WebEx to Microsoft Teams and Zoom; updates to *Cornell Counseling Clinic*; and ongoing discussions pertaining to GSC Department's commitment to Diversity, Equity, and Inclusion (DEI) and infusing social justice content in syllabi, textbooks, and instructional lens.

A new quantitative survey, "Evaluation of Practicum/Internship Resources" was created to evaluate the practicum and internship placement process for CACREP. This survey will be administered annually after the final student placement process is completed so that students can indicate their degree of satisfaction pertaining to the guidebooks and workshops provided. Surveys were administered in 2022 (N = 29) and 2023 (N = 28) with the majority of students reporting "extremely satisfied". **See attachment for 2022 Evaluation of Practicum/Internship Resources; 2023 Evaluation of Practicum/Internship Resources**

A Course and Curriculum Review was conducted on *PSY 680: Practicum in Clinical Mental Health Setting*; *PSY 690: Internship I in Clinical Mental Health Counseling*; *PSY 695: Internship II in Clinical Mental Health Counseling* in the Spring term 2023. Discussion on updates to syllabi and assignments, credit hours, 9-hour requirement for full-time status, concerns for veterans regarding full-time status; and updates to Theory of Counseling Paper grading and rubric. A 4 credit Independent Study was created for interns with Veterans Affairs status who must be actively enrolled in 9 credit hours to be considered full-time. Independent Study requirements will be determined on a case-by-case basis. **See attachment for syllabi PSY 680; PSY 690; and PSY 695; Rubric for My Theory of Counseling Paper (August 2022)**

During the 2022-2023 academic year, the *Cornell Counseling Clinic* (CCC) continued to offer telehealth (via WebEx in Fall 2022; Zoom in Spring 2023) and in-person counseling sessions to Rollins College students. By offering both modalities, the CCC increased accessibility for clients. Interns were provided with trainings on utilizing *Titanium* (electronic medical record system) for all documentation. In addition to individual counseling, services were expanded to offer couple and relationship counseling; CCC hours of operation were also expanded to provide more options for clients, and activation switches were installed on all CCC doors for accessibility purposes. Policies, procedures, and documentation, i.e., Informed Consent Form, were updated in the *Cornell Counseling Clinic Handbook* by the CCC Director and aligned with the telehealth policies and procedures provided by the *Rollins Wellness Center*, a referral source for CCC counseling services. In the Fall term 2022, the CCC became a practicum/internship site for one part-time intern. **See attachment for Cornell Counseling Clinic Handbook 2022-2023**

Starting with the Fall 2022 cohort, students will only be required to complete *PSY 661 – Social Justice and Advocacy Pre-Practicum*. New sites were acquired as options to fulfill the 100-hour PSY 661 requirement. The *Pre-Practica Orientation* was updated and will be called the *PSY 661 Orientation*. The *Pre-Practicum Guidebook* was revised to reflect the new 100-hour requirement. Practicum/Internship placements sites (PSY 680, PSY 690, and PSY 695) were evaluated throughout the academic year by the clinical practice coordinator to monitor appropriateness for on-site placement. New sites were approved for future practicum/internship placements due to the increase in cohort sizes. Updates were made to the *New Student Orientation* and *Information Sessions*, as well as Rollins College and GSC Department materials, web pages, syllabi (Key Performance Indicators), and full-time and part-time tracks (Programs of Study), to reflect new revisions, i.e., deletion of PSY 660 and 900 clinical hours requirement at graduation for Fall 2022 Cohort.

See attachments for Pre-Practicum Orientation (8.25.23); 2022-2023 GSC Pre-Practicum Guidebook; 2023 Clinical Placement Guidebook

In 2022-2023, 29 out of 30 interns were successful in completing their practicum/internship requirements (one student was dismissed from the practicum site and GSC program) and 29 interns

graduated from the GSC Program in May 2023. Requirements for interns completing practicum/internship continue to follow policies and procedures based on professional practice standards provided by the *Council for Accreditation of Counseling and Related Educational Programs (CACREP)*. Based on Florida Board revisions to clinical requirements for Registered Marriage and Family Therapist Interns, updates were made to the catalog and clinical experience verification forms for interns pursuing the *Family and Relationship Therapy Certificate Program*. Due to legislation changes in the requirement for clinical hours for registered mental health counselor interns (1,000 hours decreased to 700 hours) by the *Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling*, the GSC Department revised the total clinical hours requirement for interns from 1,000 to 900 hours total. The removal of *PSY 660 – Mental Health Pre-Practicum* (100 hours) from the Program of Study will result in a total of 900 clinical hours required for graduation beginning in the 2024-2025 academic year. Revisions were made to program guidebooks, websites, presentations, syllabi and CACREP's *Key Performance Indicators (KPIs)* as needed during 2022-2023. **See attachment for 2022 Certificate Program in Family and Relationship Therapy Guidebook**

The GSC Department continued to review CACREP's 2016 and 2024 Standards for possible implications to *Key Performance Indicators (KPI's)*. The CACREP Self-Study Report was finalized and submitted to CACREP by Dr. DeLorenzi in May 2022. A document was created with instructions on how to access the website containing materials for the *Rollins College GSC 2024 CACREP Accreditation Application and Self-Study Report* (see attachment: GETTING STARTED) GSC Faculty utilized the GSC Department website "2024 CACREP Self-Study Materials" to upload and store materials that were attached as evidence for the self-study narrative. GSC Faculty were added as participants to the CACREP accreditation module for Xitrac, an assessment and accreditation software system, which was utilized to produce the final compliance report and link evidence documents for the *CACREP Reaffirmation of Accreditation* process. **See attachment for GETTING STARTED**

The GSC Department evaluated assessment instruments utilizing Qualtrics Insight Platform for "My Theory of Counseling Paper", *Site Supervisor Evaluation*, and *Faculty Supervisor Evaluation* assessment of student performance utilizing CACREP Standards and questions based on the Counselor Competencies Scale-Revised. Due to revisions made in the Spring 2022 by the Task Force to the assignment "My Theory of Counseling Paper", the revised assignment, assessment instrument, and grading rubric were reviewed and evaluated by faculty supervisors teaching the Practicum/Internship classes during the 2022-2023 academic year (PSY 680, PSY 690, and PSY 695). Due to an increase in interest and training opportunities in *Eye Movement Desensitization and Reprocessing (EMDR)* at internship sites, the GSC Department created a new policy and information sheet for interns interested in completing "The Basic EMDR Therapy Training Program". Guidelines were provided to interns and site supervisors, who must be licensed mental health providers with EMDRIA-approved EMDR training/clinical hours and assume all supervision responsibilities. Interns will not be allowed to utilize basic EMDR with clients at the *Cornell Counseling Clinic*. **See attachment Rollins College EMDR Information Sheet for Site Supervisors**

For the sixth year in a row, faculty evaluated the revision to the internship sequence with the addition of *PSY 690 – Internship I in a Clinical Mental Health Setting*, which allows for a transition period from Practicum (PSY 680) to Internship I (PSY 690) for intern reflection and debriefing (based on CACREP recommendations). The three-day transition period includes a "Practicum Reflection Day" for interns to meet for individual supervision with their Faculty Supervisor to discuss their progress in practicum based on both Faculty and Site Supervisor evaluations; a half-day Practicum Debriefing meeting and workshop; and a full day "Master Therapist Series" workshop. Evaluations of this internship sequence continues to be positive and will continue to be utilized during the next school year (2023-2024).

The GSC program continues to participate in the *National Board for Certified Counselors* credentialing and licensure examination process and eleven graduates of the program took the NCMHCE licensure exam in Florida in late 2022. In 2022-2023, interns in the GSC program (26 out of 29 graduating interns) participated in the application process for the *National Certified Counselor* credential and licensure examination (NCMHCE). The GSC program was approved in 2018 by the *National Board for Certified Counselors* and interns have now participated in this process for six years (Spring Terms: 2018, 2019, 2020, 2021, 2022, and 2023). **See attachment NCMHCE-Exam-Annual Reports-2022** Dr. Leigh DeLorenzi received IRB approval and completed her 5th year of data collection for the longitudinal study known as "**Flourish: A Wellbeing Initiative for Counselors in Training.**" Over 14 weeks, first-year graduate students in counseling learned about the importance of personal wellbeing behaviors as a buffer against professional burnout. The experience also required students to participate in an interactive photo journal assignment with their peers. Out of a total of 141 students completing the assignment over 5 years, 79 students (56%) elected to participate in the research anonymously. The following breakdown presents participant survey feedback. After participating in the wellbeing initiative:

1. 77% strongly agreed or agreed that their overall wellbeing improved.
2. 85% strongly agreed or agreed that relationships with their peers were enhanced.
3. 61% strongly agreed or agreed that people in their personal life noticed their attempts to be more intentional about their personal wellbeing behaviors.
4. 90% strongly agreed or agreed that they were more mindful about integrating self-care behaviors into their daily life.
5. 95% strongly agreed or agreed that they learned more about how to better adhere to their personal wellbeing commitments.
6. 77% strongly agreed or agreed that they were more connected to their personal meaning/values after the experience.
7. 89% strongly agreed or agreed that they enjoyed sharing their journey with peers through the photo journal.
8. 95% strongly agreed or agreed that they liked the use of experiential learning (arts) in the class to reinforce their learning.
9. 94% strongly agreed or agreed that they preferred this method for considering and practicing personal wellbeing behaviors over reading/lectures alone.

The GSC Department utilized *Mailchimp Email Platform* for the List Serve for alumni communication and purchased Zoom accounts for utilization by the GSC Department and *Cornell Counseling Clinic*. The *10-Session Counselor Directory* was provided to the Fall 2022 cohort as a resource for their 10-session requirement. **See attachment 10-Session Counselor Directory (9.02.22)**. In the Spring term 2023, a survey was sent to alumni and community mental health associations with information on how to be added to the directory. Results of the survey will be reviewed during the Summer term 2023 and the guidebook updated for Fall 2023. The survey is sent out annually in the Spring term and updated during the summer term by the GSC Department Graduate Assistant (GA), who is working on a guidebook on GA roles and responsibilities by the Summer term 2024. GSC faculty and staff continued to utilize the CANVAS site for storage of department and student documentation. No changes were made in the assessment plan for this cycle and, thus, there were no changes to the reported results on the following outcomes: **Outcome 1: Students will successfully articulate their own integrated personal counseling theory based on their training and experience; Outcome 2: Students will demonstrate acceptable entry level counseling skills according to the standards of the**

profession; and Outcome 3: Students will demonstrate acceptable counseling skills, as well as ethical and professional behaviors.

Attachments: 2022-2023 Table for DoL-FINAL; GSC Curriculum 2022-2023; Rubric-My Theory of Counseling Paper Evaluation (August 2022); 2023(04) Faculty Supervisor Evaluation of Intern – INTERNSHIP; 2023(04) Site Supervisor Evaluation of Intern-INTERNSHIP; Syllabi for PSY 680, PSY 690, and PSY 695; Cornell Counseling Clinic Handbook 2022-2023; 2022 Certificate Program in Family and Relationship Therapy Guidebook, 2022-2023 GSC Pre-Practica Guidebook; NCMHCE-Exam-Annual Reports 2022; 10-Session Counselor Directory (9.02.22); Rollins College EMDR Information Sheet for Site Supervisors; GETTING STARTED; PSY 661 Orientation (8.25.23); 2023 Clinical Placement Guidebook; 2022 Evaluation of Practicum/Internship Resources; 2023 Evaluation of Practicum/Internship Resources; and 2022-2023 Faculty Meeting Minutes.

IV. Demonstration of Learning Plan

Articulate at least three and up to five learning outcomes for your program. Identify and measure each year, one primary outcome for year-over-year comparisons. Measure at least one additional outcome each year. All outcomes should be measures at least once in every five-year cycle. At least two learning outcomes for each department/program should connect to American Association of Colleges and Universities (AAC&U) Liberal Education for America's Promise (LEAP) learning outcomes: <http://www.aacu.org/leap/vision.cfm> and <http://www.aacu.org/value/rubrics>.

LEAP Outcome	Learning Outcome	Ways of Demonstrating Learning	Outcome Benchmark	Results	Evidence
Select a LEAP Learning Outcome, if appropriate, using the pull-down menu.	Specific and measurable statement of what students will know and be able to do at degree completion.	In what courses, assignments, or projects will the department/program provide students with opportunities to demonstrate what they are learning? How will faculty members assess student learning? <i>At least one direct and one indirect measure* must be included in the overall demonstration of learning plan.</i>	How will the department know students have met expectations? <i>Ex: 90% of students will demonstrate mastery of the ability to synthesize material from multiple viewpoints based on a departmental rubric.</i>	Based on evidence collected, summarize how students performed and compare results to expectations.	File name for evidence documents supporting results (attach as separate documents when submitting report).
Written Communication	Outcome 1: Students will successfully articulate their own integrated personal counseling theory based on their training and experience	Ways of Demonstrating Learning 1: My Theory of Counseling Paper Final Evaluation Criteria: Faculty supervisors evaluate a final thesis for each student discussing their: (a) theory of personality development, (b) counseling theory, (c) social justice and advocacy, (d) theory analysis, and (e) graduate-level writing ability. Course: PSY 695 – Internship II	Benchmark 1: 85% of students will receive an overall score of 4 (Meets Expectations) or above, out of 5, on the <i>My Theory of Counseling Paper</i> Evaluation measure.	Results 1: 100% of students earned an overall rating of 4 or higher. (Results based on 34 student evaluations.) This is the same percentage as the year prior (2021-2022).	Rubric-My Theory of Counseling Paper Final Evaluation (August 2022); DoL Assessment 2022-2023 FINAL.pdf; 2022-2023 Table for DoL-FINAL.pdf
Problem Solving	Outcome 2: Students will demonstrate acceptable entry level counseling skills according to the standards of the profession.	Ways of Demonstrating Learning 2: Site Supervisor Final Evaluation Criteria: Community site supervisors evaluate student interns' performance in the following areas: (a) professional performance, (b) professional attitude, adjustment, & relationships, (c) response to supervision, and (d) an overall rating of student performance.	Benchmark 2: 85% of students will receive an overall score of at least a 3 ("Average" rating) or above, out of 4, on the <i>Site Supervisor Final Evaluation</i> .	Results 2: 97% of students received a 3 or higher on the <i>Site Supervisor Final Evaluation</i> . (Results based on 34 student evaluations.) This is an increase of two percent (95% to 97% from the year prior (2021-2022).	2023(04) Site Supervisor Evaluation of Intern – INTERNSHIP; DoL Assessment 2022-2023 FINAL.pdf; 2022-2023 Table for DoL-FINAL.pdf

		Course: PSY 695 – Internship II			
Ehtical Reasoning	Outcome 3: Students will demonstrate acceptable counseling skills, as well as ethical and professional behaviors.	<p>Ways of Demonstrating Learning 3: Faculty Supervisor Final Evaluation of Intern; (CACREP Standards and questions based on Counselor Competencies Scale-Revised)</p> <p>Criteria: Faculty supervisors evaluate student interns' abilities in the following areas: (a) primary counseling skills, (b) professional attitude, adjustment, & relationships, (c) response to supervision, and (d) an overall rating of student performance.</p> <p>Course: PSY 695 – Internship II</p>	<p>Benchmark 3: 85% of students will receive an overall score of 3 (Meets Expectations/Demonstrates Competencies) or above, out of 4, on the <i>Faculty Supervisor Final Evaluation</i>. Likert Scale with highest rating of 4 (Exceeds Expectations/Demonstrates Competencies) to Zero (Harmful).</p>	<p>Results 3: 100% of students received a score of 3 or higher on the <i>Faculty Supervisor Final Evaluation</i>. (Results based on 34 student evaluations.) This is the same percentage as the year prior (2021-2022).</p>	2023(04) Faculty Supervisor Evaluation of Intern – INTERNSHIP; DoL Assessment 2022-2023 FINAL.pdf; 2022-2023 Table for DoL-FINAL.pdf
Choose an item.					
Choose an item.					
Choose an item.					
*For an overview of direct and indirect methods of assessing demonstrated student learning, see Suskie, L. (2009). Assessing student learning: A common sense guide (2 nd ed.). San Francisco, CA: Jossey-Bass .					

Attachments: 2022-2023Table of DoL FINAL.pdf; DoL Assessment 2022-2023 FINAL.pdf; Rubric – My Theory of Counseling Paper Final Evaluation (August 2022); 2023(04) Site Supervisor Evaluation of Intern – INTERNSHIP; 2023(04) Faculty Supervisor Evaluation of Intern – INTERNSHIP.pdf

Outcome 3 <i>Students will demonstrate acceptable counseling skills, as well as ethical and professional behaviors.</i>	I, R, D	I, R, D	R, D	R, D	R, D	R, D	R, D	M, D
Outcome 4								
Outcome 5								

Attachments: Syllabi for CPY 525, CPY 535, CYP 540, CPY 545, CPY 565, PSY 551, PSY 680, PSY 690, PSY 695; and GSC Curriculum 2022-2023. Each syllabus includes expected Student Learning Outcomes (SLO) for the course and Key Performance Indicators (KPI) utilized for CACREP Reports.

VI. Action(s) Planned to Improve Learning Based on Results

1. What was learned as a result of your analysis this year that has implications for teaching and learning?
2. What issue, action item, or change will the department/program undertake based what was learned?

These changes could include curriculum or course revision, faculty development, pedagogical adjustments, student services, resources, or other factors contributing to improved student learning and achievement.

The results from the 2022-2023 Demonstration of Learning Plan (Outcomes 1, 2, and 3) are favorable, with 100% of students earning the required minimum scores and meeting graduation expectations of the Graduate Studies in Counseling (GSC) Department (Percentage is based on evidence submitted). See attachment for all scores (no students identified) – **DoL Assessment 2022-2023 FINAL.pdf**. The assessment instruments utilized via Qualtrics for Outcomes 1, 2, and 3 continue to be reviewed and assessed by faculty on an annual basis and will be revised if needed. At this time, no revisions are required. See attachment for three assessment instruments: **2023(04) Faculty Supervisor Evaluation of Intern - INTERNSHIP, 2023(04) Site Supervisor Evaluation of Intern – INTERNSHIP, and Rubric-My Theory of Counseling Paper Evaluation (August 2022)**

Rollins College will continue with on campus instruction during the 2023-2024 academic year. All syllabi and assignments will be designed for face-to-face instruction, with options provided for virtual learning as needed. The GSC Department will continue to monitor COVID-19 conditions and utilize Rollins College campus guidelines when preparing for classes and scheduling mandatory department events during the 2023-2024 academic year. Programming revisions and delivery of events will be finalized when campus scheduling guidelines are provided at the start of the Fall term 2023. The following event, which occurs prior to the start of the Fall term, has been scheduled virtually: *Clinical Orientation to Internship*. The *New Student Orientation* scheduled for August 21, 2023, has been scheduled as an in-person event on campus. Events that will need to be scheduled during the academic year include *Master Therapists Series Workshops; Practicum Debriefing Workshop; Site Supervisors Workshop, First-Year Students End-of-Semester Debriefing Meeting; PSY 661 Orientation; Clinical Placement Orientation; Clinical Placement Workshop; Preparing to Launch Workshop; “All Faculty Meeting”, and GSC Information Sessions: “Connect with Faculty”*.

The *Cornell Counseling Clinic (CCC)* will continue to utilize both telehealth and in-person counseling services during the 2023-2024 academic year. An orientation will be provided to all interns and a training on *Titanium* (electronic medical records software) will be offered to interns providing counseling services for the CCC. Internship sites providing telehealth services are also required to provide telehealth training to all new interns. Beginning in the Fall term 2022, the CCC became a Practicum/Internship placement site for one (1) part-time clinical mental health counseling student. This opportunity will continue in 2023-2024 with one part-time intern assigned to the site. The CCC plans to continue offering individual, couple, and relationship counseling to its clients. The CCC Director will review training and evaluation protocol for The Collaborative Assessment and Management of Suicidality (CAMS) model, with the intention of possibly utilizing this model for assessment.

The longitudinal study, **Flourish: A Wellbeing Initiative for Counselors in Training** will continue for the Fall 2023 incoming cohort (voluntary student participation). Dr. DeLorenzi is preparing for a 6th year of data collection and will be engaged in quantitative and qualitative analysis for a journal article entitled, *Beyond the burnout lecture: Infusing curricular experiences that increase student wellbeing*.

The course *CPY 602, Human Growth and Development*, taught by adjunct faculty, will be reviewed by the GSC Department to update syllabi and assignments. Suggestions to be reviewed include a focus on child and adolescent development. A faculty mentor will be assigned to work with adjunct faculty, as has been done previously. The GSC Department will continue ongoing discussions and review of syllabi based on the department's commitment to Diversity, Equity, and Inclusion (DEI) to infuse social justice content in syllabi, textbooks, and instructional lens.

The GSC Department will continue to evaluate the assessment instruments utilizing Qualtrics Insight Platform for "My Theory of Counseling Paper", *Site Supervisor Evaluation*, and *Faculty Supervisor Evaluation* assessment of student performance utilizing CACREP Standards and questions based on the Counselor Competencies Scale-Revised. These forms were updated in 2016 and have been reviewed and assessed yearly in order to monitor student learning and outcomes. Due to revisions made by the Task Force to the assignment "My Theory of Counseling Paper", the revised assignment, assessment instrument, and grading rubric will continue to be reviewed by faculty supervisors teaching the Practicum/Internship classes (PSY 680, PSY 690, and PSY 695) to determine if additional modifications are needed.

The GSC Department Guidelines for interns interested in "The Basic EMDR Training Program" (not provided by Rollins College) will be reviewed and updated as needed. Guidelines will be provided to all interns, faculty supervisors, and site supervisors at the beginning of the Fall term 2023. Interns will not be allowed to utilize basic EMDR with clients at the *Cornell Counseling Clinic*. **See attachment Rollins College EMDR Information Sheet for Site Supervisors**

The *Certificate Program in College and University Counseling* will no longer be offered as an option beginning in the Fall term 2023. Students who began the GSC program in the Fall 2022 will have the opportunity to pursue this certificate track during their clinical year of practicum/internship if they so desire. Information pertaining to the college certificate will need to be removed from all guidebooks, presentations, and websites beginning with the Fall 2023 cohort.

Due to the removal of PSY 660 from the Program of Study and legal changes in the requirement for clinical hours for registered interns by the *Florida Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling*, the GSC Department revised the total clinical hours requirement for interns from 1,000 to 900 hours total. This clinical requirement will go into effect for full-time track Interns who started the program in the Fall term 2022 and who will begin Practicum in the Fall term 2024. The guidebooks and presentations on practicum/internship and "Preparing to Launch" workshop will need to be updated for students starting internship in the Fall 2024.

The updated *10-Session Counselor Directory* will be provided to the Fall 2023 cohort as a resource for their 10-session requirement. In the Spring term 2023, a survey was sent to alumni and community mental health associations with information on how to be added to the directory. The survey will be sent out annually (Spring term 2024) and updated during the summer term by the GSC Department Graduate Assistant (GA), who will continue working on a guidebook on GA roles and responsibilities, to be completed by the Summer term 2024. **See attachment 10-Session Counselor Directory (9.02.22)**

Three CACREP-required Triennial Surveys will be sent out during the Summer 2023: *2023 Rollins GSC Triennial Alumni Survey*, *2023 Rollins GSC Triennial Supervisor Survey*, and *2023 Rollins GSC Triennial Employer Survey*. A report will be generated and titled *2023 Triennial Survey Summary Report*. This report can be utilized in the *2023-2024 GSC Student Handbook* to update the data that was previously collected in surveys conducted with GSC alumni and employers of GSC graduates in 2017 and 2020. The GSC Department will continue to utilize Mailchimp Email Platform, Microsoft Teams, Time2Track, and Zoom accounts. The GSC faculty will review student guidebooks, handbooks, syllabi, and department web pages to ensure updates have been made for revisions made to GSC program and coursework. GSC

Faculty will continue to utilize the folder called, “2024 CACREP Self-Study Materials”, to upload and store department materials. CACREP data and materials will be reviewed and discussed in faculty meetings during the 2023-2024 academic year in preparation of the CACREP Reaccreditation Site Visit. (The accreditation cycle end date is October 31, 2024.)

In the upcoming academic year, one faculty member will be retiring, and interviews will be conducted to fill this position. Dr. Bennett will Chair the Search Committee and a job description for an *Assistant Professor, Counseling* position has been created and officially posted to Rollins College Human Resources (May 2023) and additional employment resources. This position will be for one full-time faculty, tenure-track, and start in August 2024. Search committee members will complete two trainings via Vector Solutions to participate in reviewing resumes and conducting on-campus interviews. **See attachment assistant-professor-counseling.pdf**

The Administrative Assistant for the GSC Department will be leaving the position in July 2023. The GSC Department will develop a plan for filling this position in the 2023-2024 academic year.

During 2023-2024, unforeseen changes may occur in pedagogy and course assignments to improve student learning and achievement due to COVID-19 or unforeseen circumstances. Feedback provided from the *2022-2023 DoL Report* review will be utilized to implement department/program changes in the future.

