



2023-2024 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 2023-2024 academic year, Graduate Studies in Counseling (GSC) served 92 students composed of 68 full time and 24 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 2024, 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 \(3-5 years\).](#)

The GSC program continues to participate in the National Board for Certified Counselors credentialing and licensure examination process and twelve graduates of the program took the NCMHCE licensure exam in Florida in the Fall 2023. Ten out of twelve graduates passed the examination for an 83% program pass rate. The national pass rate was reported as 67%. In April 2024, full-time track interns in the GSC program (24 out of 30 graduating interns) participated in the application process for the National Certified Counselor credential and licensure examination (NCMHCE).

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 31 sections of core courses during the 2023-2024 academic year (Fall – Summer). Additionally, thirteen adjuncts taught 25 sections of core courses during the same period. Graduate Counseling offered two electives (2 sections in total) during the past academic year, taught by two 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 in 2024 –2025.

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 second year course: CPY 602: Human Growth and Development. 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. In the Spring of 2024, the faculty reviewed CPY 550: Dynamics of Marriage, Relationship, and Family Systems. 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.

(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:	2023-2024
Major/Minor/Degree:	Clinical Mental Health Counseling	Date:	MAY 31, 2024

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 program offers a *Certificate Program in Family and Relationship Therapy* 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 and learning.
- C. What actions planned to improve learning reported in the last assessment cycle were implemented and what impact did those changes have on the results reported in this cycle?**

During the 2023-2024 academic year, the Graduate Studies in Counseling (GSC) department continued with on campus classes for all courses. All syllabi and assignments were designed for face-to-face instruction, with options provided for virtual learning as needed. The GSC Department continued 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. Faculty continued to utilize Microsoft Teams, Zoom, and other online platforms for faculty meetings and to supplement on-campus classes. Rollins College discontinued the use of WebEx.

Programming revisions and delivery mode options continued to be evaluated for annual student orientations, seminars, and workshops to address COVID-19 guideline, i.e., large capacity events.

Multiple events were provided virtually during the 2023-2024 academic year, including *Clinical Orientation for Internship; Pre-Practica Orientation; Master Therapists Series Workshop (November 2023 event); Practicum Debriefing Workshop; Site Supervisors Workshop; Clinical Placement Orientation; Clinical Placement Workshop; Preparing to Launch Workshop; Social Justice and Advocacy Pre-Practicum (SJPP) Debriefing Meeting; and GSC Information Sessions (Connect with Faculty)*. Events held in person included the *New Student Orientation; annual "All Faculty Meeting"; Master Therapist Series Workshop (February 2024 event); Faculty Retirement Party (4.20.24); and the GSC Graduation Party (5.08.24)*. The *First-Year Students' End-of-Semester Debriefing Meeting* was cancelled due to scheduling issues. **See attachments for Clinical Orientation 2023; 2023 New Student Orientation; CCC Orientation – 8.25.23; Pre-Practicum Orientation (8.31.23); Practicum Debriefing Workshop FINAL (11.01.23); MTS Workshop (11.03.23); 2023 Clinical Placement Orientation (11.4.23); 2023 GSC Faculty Connect; 2023 End of First Semester Debriefing; Site Supervisors Workshop 10.06.23; Clinical Placement Workshop PPT (1.27.24); MTS Workshop (2.17.24); 2024 Preparing to Launch PPT-FINAL (3.07.24); SJPP Debriefing Meeting (4.06.24).**

During 2023-2024, the GSC Department Chair began his fourth year in the Spring term 2024 and a review for one tenure-track professor was conducted for *CEC Annual Reviews*. Faculty discussions included interviews and hiring of new administrative assistant; hiring of one new faculty member; one faculty member Sabbatical in Spring 2024, one faculty retiring in May 2024; review of supporting faculty roles and faculty overloads; review of proposed Neuroscience Certificate; and review of new course proposal for the *Advanced Theory in Clinical Mental Health Counseling* course. Discussions, updates, and reviews were conducted pertaining to the *Rollins College GSC 2024 CACREP Accreditation Application and Self-Study Report* in preparation of the CACREP Reaccreditation Site Visit in the Fall 2024 (the accreditation cycle end date is October 31, 2024). GSC Department created

Advisory Board (CACREP requirement) with first meeting to be held in 2024-2025 academic year. Advisory Board members confirmed on 2.15.24. R-Share folders updated for all student documentation, with new folder called “Department Faculty Graduate Assistants” for storage of GSC documentation, including finalized *Graduate Assistant Handbook* (GSC Department). Ongoing discussions pertained to *Cornell Counseling Clinic* (CCC) updates and GSC Department’s commitment to Diversity, Equity, and Inclusion (DEI) and infusing social justice content in syllabi, textbooks, and instructional lens. **See attachment for “Spring 2024 Department Graduate Assistant Manual”.**

The 2023-2024 Rollins College Catalogue and *Graduate Counseling Student Handbook* reflected updates from the previous year to remove PSY 660 and change the GSC program to 62-semester hours. The “2023-2024 GSC Pre-Practicum Guidebook” was updated for PSY 661 only. 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 were updated for students starting internship in the Fall 2024. The *Certificate Program in College and University Counseling* was removed as an option for the cohort beginning in the Fall term 2023. The *Program of Study* for the Fall 2023 cohort was revised for financial aid purposes to have students register for *PSY 661, Pre-Practicum*, in their final semester of the program. *2023 Program of Study* forms for full-time and part-time track students were posted on *MyRollins* for the GSC Department. **See attachments for 2023-2024 GSC Pre-Practicum Guidebook (8.29.23); 2023 Clinical Placement Guidebook; 2024 Clinical Placement Guidebook; 2023-24 Graduate Counseling Student Handbook; Syllabi for PSY 680, 690, and 695; Program of Study forms (gsc-2023-ft-progstudy and gsc-2023-pt-progstudy); 2024 Preparing to Launch PPT FINAL (3.07.24).**

During the 2023-2024 academic year, the *Cornell Counseling Clinic* (CCC) continued to offer telehealth (via Zoom) 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, although no clients sought these specific services. The CCC hours of operation continue to offer expanded options to provide more availability for clients. Activation switches continue to be utilized 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. The CCC continues to serve as a practicum/internship site for one part-time intern. The CCC Director determined that CAMS would not be utilized at the CCC and will continue to utilize the *Safety and Wellness Plan* that focuses on crisis stabilization for safety. **See attachments for CCC Handbook Fall 2023 – Spring 2024 (1.25.24); CCC Orientation – 8.25.23.**

For the seventh 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 (2024-2025). **See**

attachments for Practicum Debriefing Workshop FINAL (11.01.23); MTS Workshop (11.03.23); MTS Workshop (2.17.24).

The GSC Department Guidelines for interns interested in “The Basic EMDR Training Program” (not provided by Rollins College) were reviewed and no updates required. Guidelines were provided to all interns, faculty supervisors, and site supervisors at the beginning of the Fall term 2024. Interns were not allowed to utilize basic EMDR with clients at the *Cornell Counseling Clinic* and required an EMDR Qualified Supervisor if utilized at the internship site. **See attachment Rollins College EMDR Information Sheet for Site Supervisors.**

The GSC Department continued 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). **See attachments for Theory of Counseling Paper Evaluation Form (Fall 2023); Theory of Counseling Paper Evaluation Form (Spring 2024); 2024(04) Faculty Supervisor Evaluation of Intern – INTERNSHIP; 2024(04) Site Supervisor Evaluation of Intern-INTERNSHIP; Syllabi for PSY 680, PSY 690, and PSY 695.**

The GSC program continues to participate in the *National Board for Certified Counselors* credentialing and licensure examination process and twelve graduates of the program took the NCMHCE licensure exam in Florida in the Fall 2023. Ten out of twelve graduates passed the examination for an 83% program pass rate. The national pass rate was reported as 67%. In April 2024, full-time track interns in the GSC program (24 out of 30 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 seven years (Spring Terms: 2018, 2019, 2020, 2021, 2022, 2023, and 2024). **See attachment NCMHCE-Exam-Fall 2023-Rollins College.**

In 2023-2024, 29 out of 31 full-time track interns were successful in completing their practicum/internship requirements (one intern was dismissed from the internship site and GSC program; and one intern will finish their clinical hours in the Fall term 2024). 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*. **See attachments for 2023-2024 Table for DoL-FINAL; DoL Assessment 2023-2024 FINAL; 2024 Certificate in Family and Relationship Therapy Guidebook; 2023 Clinical Placement Guidebook.**

The course *CPY 602, Human Growth and Development*, taught by adjunct faculty, was reviewed by the GSC Department to discuss syllabi and assignments. Suggestions included a focus on child and adolescent development. Dr. Norsworthy is the faculty mentor for CPY 602 and shared feedback with adjunct faculty. **See attachment for CPY 602 syllabus.** The course *CPY 550, Dynamics of Marriage, Relationship, and Family Systems*, was reviewed by the GSC Department to update syllabi and assignments. Dr. Bennett discussed plans to add a video case study based on the Madrigal Family (from

the film *Encanto*); students will be required to watch the film by class #2 and the family case study will serve as a family example that will be evaluated and analyzed through each family counseling theory that is explored in class. In adding the case study as an interactive element throughout the course, the family theory application group project will be removed from the syllabus/course. Dr. Bennett also plans to integrate more ‘flipped classroom’ components, specifically related to students watching pre-recorded videos as outside class time; the beginning of the course will start with a pre-recorded video discussing the decolonization process of marriage and family theories and being intentional in contextualizing the learned theories in a way that honors multicultural heritage, beliefs, and systems. **See attachment for CPY 550 syllabus.**

The *10-Session Counselor Directory* was provided to the Fall 2023 cohort as a resource for their 10-session requirement. In February 2024, a disclaimer regarding endorsement was added to title page. As done in the previous year, a survey was sent to alumni and community mental health associations in the Spring term 2024 with information on how to be added to the directory. The survey will be sent out annually each Spring term and updated during the summer term by the GSC Department Graduate Assistant (GA). The GA continued working on a guidebook on GA roles and responsibilities and provided a copy to the GSC Department. **See attachments for 10-Session Counselor Directory (Fall 2023); Spring 2024 Department Graduate Assistant Manual.**

Three CACREP-required Triennial Surveys were sent out during the Summer 2023 and final reports generated in October 2023: *2023 Rollins GSC Triennial Alumni Survey*, *2023 Rollins GSC Triennial Supervisor Survey*, and *2023 Rollins GSC Triennial Employer Survey*. Final reports were generated for each survey. **See attachments for 2023 Rollins GSC Alumni Survey; 2023 Rollins College GSC Employer Survey; 2023 Rollins College GSC Supervisor Survey.** The *2024 (1) 6 month+ Post-Graduation Employment Survey* was sent to May 2023 graduates and the final report generated in April 2024. The *12 month Post-Graduation Survey* will be sent to May 2023 graduates in June 2024. **See attachment 2024(1) 6 month+ Post-Graduation Employment Survey.**

The quantitative survey, “Evaluation of Practicum/Internship Resources”, developed in the Spring term 2022 to evaluate the practicum and internship placement process for CACREP, was administered in the Spring 2024. 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. In 2024, results of the final report stated 83% to 87% of participants rated all resources as “very satisfied” or “extremely satisfied”. **See attachment 2024 Evaluation of Practicum/Internship Resources Survey.**

During the 2023-2024 academic year, the GSC Department developed a plan for filling the Administrative Assistant position. A job description was created and posted by Rollins College and several candidates were interviewed over the course of two days. The position was offered to one candidate who accepted the position with a start date in October 2024. Interviews were conducted for one full-time faculty, tenure-track position, due to May 2024 retirement of one full-time faculty member. Dr. Bennett served as the Chair of the Search Committee. Three candidates were offered an on-campus interview; two accepted the interview and one chose to decline. Each candidate participated in a two-day, on-campus interview. The first candidate interview took place on 11/6/23 and 11/17/23; the second candidate interview took place on 11/8/23 and 11/9/23. One candidate was offered the position and accepted. Start date for new Assistant Professor will be August 2024. **See attachments for assistant-professor-counseling.pdf; Agenda Example for Campus Interview Schedule.**

The Faculty Evaluation Committee (FEC) met on February 20, 2024, to conduct a review of Dr. Caitlyn Bennett for tenure and promotion to associate professor. Prior to this meeting, an FEC liaison attended Dr. Bennett’s class and observed her Candidate Evaluation Committee (CEC) meeting. On February 8, 2024, Dr. Derrick Paladino chaired the CEC meeting, which included Drs. Kathryn Norsworthy, Leigh

DeLorenzi, Kyle Baldwin (observer), Todd French (outside department CEC member), and Patricia Tomé (FEC liaison). The CEC reviewed and voted unanimously to recommend Dr. Caitlyn M. Bennett's promotion to associate professor. In her letter of February 13, 2024, Interim Dean of the Hamilton Holt School, Stacey Dunn, stated that she agreed with the CEC's recommendation. At the FEC review, committee members and Dr. Bennett discussed the portfolio submitted (including the Professional Assessment Statement (PAS), curriculum vita, course syllabi, CIEs, and scholarship and research artifacts), the progress of her research and publications, and the CEC evaluation letter. Following the candidate's meeting, the FEC unanimously voted that Dr. Caitlyn Bennett meets the criteria for promotion to associate professor. The FEC vote and letter have been sent to the Vice President of Academic Affairs and Provost. Once his review is complete, and if approved, Dr. Bennett will be promoted to Associate Professor at the start of the fall 2024 semester.

Dr. Leigh DeLorenzi received IRB approval and completed her 6th 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 175 students completing the assignment over 6 years, 110 students (63%) 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. 87% 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. 91% strongly agreed or agreed that they were more mindful about integrating self-care behaviors into their daily life.
5. 94% 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. 87% 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. 92% strongly agreed or agreed that they preferred this method for considering and practicing personal wellbeing behaviors over reading/lectures alone.

Dr. Caitlyn Bennett will be a part of a collaborative study (with colleagues at University of Nevada, Reno; University of Tennessee, Chattanooga; and University of Central Florida) titled: *Counselor Empathy Development: Investigating the Changes in Trainee Empathy Levels in CACREP Accredited Addiction Courses*. We are in our final semester of data collection and aim to begin analyzing data and writing the manuscript during the fall 2024 semester. Rollins IRB approval was designated on 3/27/24. Goals of the research study:

- This study aims to explore the role of empathy development in students enrolled in an addictions course.
- Trainees may experience difficulty in understanding addiction and behaviors of addicted clients. Because of this, addiction courses often incorporate an abstinence project to help facilitate learning and empathy development.

- This study aims to determine if abstinence projects influence the level of empathy development in trainees.
- The researchers aim to answer the following research questions: (a) Do student empathy levels increase in Addictions courses that utilize abstinence projects?

Methodology:

- This study will implement a controlled, quasi-experimental design (Heppner et al., 2008), allowing for comparison of pre and posttests between treatment and control groups using two groups: (1) addiction counseling courses not using an abstinence assignment, and (2) addiction counseling courses using an abstinence assignment.

Participants will be asked to complete a demographics form and the three following measurements (*these measurements are included in IRB application*):

- Interpersonal Reactivity Index [IRI; Davis, 1980]: The IRI is a self-report inventory consisting of 28 statements rated on a Likert scale, which was designed to assess levels of cognitive and emotional empathy across four domains: (a) *Perspective Taking* (PT), (b) *Fantasy* (FS), (c) *Empathetic Concern* (EC), and (d) *Personal Distress* (PD).
- The Schutte Self Report Emotional Intelligence Test [SSEIT; Schutte et al., 1998]: The SSEIT is a self-report inventory that consists of 33 items pertaining to emotional awareness on three dimensions: (a) appraisal and expression of emotion, (b) regulation of emotion, and (c) utilization of emotion.
- Self-Compassion Scale Short Form [SCS-S; Raes, Pommier, Neff, & Van Gucht, 2011]: The SCS-SF is a self-report inventory consisting of 12 items measuring elements of self-compassion on six domains: (a) self-kindness, (b) self-judgment, (c) common humanity, (d) isolation, (e) mindfulness, and (f) over-identified items.

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: **2023-2024 Table for DoL-FINAL; DoL Assessment 2023-2024 FINAL; GSC Curriculum 2023-2024; Theory of Counseling Paper Evaluation Form (Fall 2023); Theory of Counseling Paper Evaluation Form (Spring 2024); 2024(04) Site Supervisor Evaluation of Intern-INTERNSHIP; 2024(04) Faculty Supervisor Evaluation of Intern – INTERNSHIP; Syllabi for CPY 550, CPY 602, PSY 680, PSY 690, and PSY 695; CCC Handbook Fall 2023 – Spring 2024 (1.24.24); 2024 Certificate Program in Family and Relationship Therapy Guidebook, 2023-2023 GSC Pre-Practicum Guidebook; 2023 Clinical Placement Guidebook; 2024 Clinical Placement Guidebook; 2023-2024 Graduate Counseling Handbook; assistant-professor-counseling.pdf; Agenda Example for Campus Interview Schedule; NCMHCE-Exam-Fall 2023-Rollins College; 10-Session Counselor Directory (Fall 2023); Rollins College EMDR Information Sheet for Site Supervisors; Spring 2024 Department Graduate Assistant Manual; Rollins GSC Alumni Survey; 2023 Rollins College GSC Employer Survey; 2023 Rollins College GSC Supervisor Survey; 2024(1) 6 month+ Post-Graduation Employment Survey; 2024 Evaluation of Practicum/Internship Resources Survey; Clinical Orientation 2023; 2023 New Student Orientation; CCC Orientation – 8.25.23; Pre-Practicum Orientation-Baldwin F23 (8.31.23); Practicum Debriefing Workshop FINAL (11.01.23); MTS Workshop (11.03.23); 2023 Clinical Placement Orientation (11.4.23); 2023 GSC**

Faculty Connect; 2023 End of First Semester Debriefing; Site Supervisors Workshop 10.06.23; Clinical Placement Workshop PPT (1.27.24); MTS Workshop (2.17.24); 2024 Preparing to Launch PPT-FINAL (3.07.24); SJPP Debriefing Meeting (4.06.24); 2023-2024 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 measureable 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 30 student evaluations.) This is the same percentage as the year prior (2022-2023).	Rubric for Theory of Counseling Paper - Evaluation Form (Spring 2024); DoL Assessment 2023-2024 FINAL.pdf; 2023-2024 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 30 student evaluations.) This is the same percentage as the year prior (2022-2023).	2024(04) Site Supervisor Evaluation of Intern – INTERNSHIP; DoL Assessment 2023-2024 FINAL.pdf; 2023-2024 Table for DoL-FINAL.pdf

		Course: PSY 695 – Internship II			
Ethical 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 30 student evaluations.) This is the same percentage as the year prior (2022-2023).</p>	2024(04) Faculty Supervisor Evaluation of Intern – INTERNSHIP; DoL Assessment 2023-2024 FINAL.pdf; 2023-2024 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: 2023-2024 Table for DoL FINAL.pdf; DoL Assessment 2023-2024 FINAL.pdf; Theory of Counseling Paper - Evaluation Form (Spring 2024); 2024(04) Site Supervisor Evaluation of Intern – INTERNSHIP; 2024(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: V. Curriculum Map (2023-2024); Syllabi for CPY 525, CPY 535, CYP 540, CPY 545, CPY 565, PSY 551, PSY 680, PSY 690, PSY 695; and GSC Curriculum 2023-2024. 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 assessments this year that has implications for teaching and learning in your program?
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 2023-2024 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 2023-2024 FINAL; 2023-2024 Table for DoL-FINAL**. 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: **2024(04) Faculty Supervisor Evaluation of Intern - INTERNSHIP, 2024(04) Site Supervisor Evaluation of Intern – INTERNSHIP, and Theory of Counseling Paper Evaluation Form (Fall 2023); and Theory of Counseling Paper Evaluation Form (Spring 2024)**.

Rollins College will continue with on campus instruction during the 2024-2025 academic year and continue to utilize Microsoft Teams, Zoom, and other online platforms for faculty meetings and to supplement on-campus classes. Faculty mentors will be assigned to work with the new Assistant Professor who is starting in the Fall term 2024. One faculty mentor has already been assigned for PSY 680/690 in the Fall term 2024.

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 2024-2025 academic year. Programming revisions and delivery of events will be finalized when campus scheduling guidelines are provided at the start of the Fall term 2024. The following event, which occurs prior to the start of the Fall term, has been scheduled virtually on August 23, 2024: *Clinical Orientation - Internship*. The *New Student Orientation* scheduled for August 26, 2024, has been scheduled as an in-person event on campus and the *CCC Orientation* will be a virtual event on August 30, 2024. Annual 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; SJPP Debriefing Workshop; Preparing to Launch Workshop; “All Faculty Meeting”, and GSC Information Sessions: “Connect with Faculty”*. 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. The evaluation points for the *Site Supervisor Evaluation* (PSY 680, PSY 695) will be reviewed by faculty to determine if modifications are needed. In the Fall term 2024, faculty will identify a course for review during the 2024-2025 academic year. **See attachment 2024(04) Site Supervisor Evaluation of Intern – INTERNSHIP.**

The Cornell Counseling Clinic (CCC) will continue to utilize both telehealth and in-person counseling services during the 2024-2025 academic year. An orientation will be provided to all interns and a virtual training on *Titanium* (electronic medical records software) will be offered to interns providing counseling services for the CCC. Internship sites providing telehealth services will be required to provide telehealth

training to all new interns. The CCC will continue as a Practicum/Internship placement site for one (1) part-time clinical mental health counseling student. The CCC plans to continue offering individual, couple, and relationship counseling to clients.

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 2024. 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.**

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. In May 2025, Interns will require a total of 900 clinical hours for graduation. (Two Second-Year, part-time track interns who graduate in May 2025 will have 1,000 hours total.) Revisions will continue to be made to program guidebooks, presentations, including the “Preparing to Launch” workshop, syllabi and CACREP’s *Key Performance Indicators* (KPIs) as needed during 2024-2025. The *Clinical Verification Forms* for interns will be updated to include Course Numbers and Course Titles based on feedback received by alums applying for Registered Intern status by the *Florida Board of Clinical Social Work, Marriage and Family Therapy and Mental Health Counseling*. **See attachments Clinical Experience Verification Form – FRT Certificate (2023-2024); Clinical Experience Verification Form – MHC (2023-2024).**

The updated *10-Session Counselor Directory* will be provided to the Fall 2024 cohort as a resource for their 10-session requirement. This updated version will include disclaimer regarding endorsement on title page. In the Spring term 2025, a survey will be 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 2025) and updated by the GSC Department Graduate Assistant (GA) for Fall 2025 distribution.

The longitudinal study, **Flourish: A Wellbeing Initiative for Counselors in Training** will continue for the Fall 2024 incoming cohort (voluntary student participation). Dr. DeLorenzi is preparing for a 7th year of data collection and will be engaged in quantitative and qualitative analysis on student wellbeing.

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 *Program of Study* forms to ensure updates have been made for revisions made to GSC program, faculty, and coursework. Faculty will continue discussion on elimination of department website/Cascade and review options available to post required reports for CACREP accreditation. Faculty will review *MyRollins* for use by GSC Department and students. GSC Faculty will continue to utilize R-Share to upload and store department materials. CACREP data and materials will continue to be reviewed and discussed in faculty meetings in preparation of the CACREP Reaccreditation Site Visit, date to be determined in the Fall term 2024. (The accreditation cycle end date is October 31, 2024.) GSC Department will schedule first Advisory Board Meeting (CACREP requirement) in 2024-2025 academic year; and review proposed *Advanced Theory in Clinical Mental Health Counseling* course and Neuroscience Certificate updates.

During 2024-2025, unforeseen changes may occur in pedagogy and course assignments to improve student learning and achievement due to unforeseen circumstances, such as COVID-19. Feedback provided from the *2023-2024 DoL Report* review will be utilized to implement department/program changes in the future.

Attachments: DoL Assessment 2023-2024 FINAL; 2023-2024 Table for DoL-FINAL; 2024(04) Faculty Supervisor Evaluation of Intern - INTERNSHIP, 2024(04) Site Supervisor Evaluation of Intern – INTERNSHIP; Theory of Counseling Paper Evaluation Form (Fall 2023); Theory of Counseling Paper Evaluation Form (Spring 2024); Rollins College EMDR Information Sheet for Site Supervisors; Clinical Experience Verification Form – FRT Certificate (2023-2024); Clinical Experience Verification Form – MHC (2023-2024).