

**DELTA STATE UNIVERSITY: ACADEMIC ANNUAL REPORT**  
**Academic Year 2005-06**

**I. Unit Title:** Division of Counselor Education and Psychology

**School or College:** College of Education

**Unit Administrator:** Dr. Matthew R. Buckley, Chair

**II. a. Educational Program Learning Outcome Assessment Plan (Master’s of Counselor Education; Counselor Education Program)**

<p><b>Learning Outcome</b> <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p><b>Data Collection and Analysis</b> <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p><b>Results of Evaluation</b> <i>What were the findings of the analysis? List any specific recommendations.</i></p>	<p><b>Use of Evaluation Results</b> <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Counseling students will demonstrate an appropriate knowledge base in the eight core areas identified by the Commission on Accreditation of Counseling and Related Education Programs (CACREP). The eight areas are:</p> <ul style="list-style-type: none"> <li>Professional Identity</li> <li>Helping Relationships</li> <li>Assessment</li> <li>Group Work</li> <li>Career Development</li> </ul>	<p><b>CPCE</b> (Counselor Preparation Comprehensive Exam) <b>NCE</b> (National Counselor Exam) The <b>CPCE</b> is offered every semester and students are eligible to sit for the exam after taking CED 609; the <b>NCE</b> is offered every spring semester and students are eligible to sit for the exam while they are in their last semester of coursework in the program. The <b>CPCE</b> generates a score based on a national standard and the faculty determine a cut score, usually .5 standard deviations below the mean.</p>	<p>Data from the last three years indicate that DSU student pass rates are strong and means and standard deviations are at or slightly below national norms (CACREP and non CACREP programs). [see summary tables at end of <b>Educational Program Learning Outcome Assessment Plan (Counselor Education Program)</b> table.</p> <p>Program faculty review results of the <b>CPCE</b> and the <b>NCE</b> in formal faculty meetings and discuss changes to curriculum within the program and in specific courses. Faculty</p>	<p>Faculty have developed “Survival Skills” tutorial programs to assist students in preparation for the CPCE and NCE exams. Study guides are also made available to students through the IRC in the library.</p>

<p>Human Growth and Development</p> <p>Social/Cultural Diversity</p> <p>Research and Program Evaluation</p>	<p>This has been determined to represent minimal competency for exiting counseling students. The <b>CPCE</b> is “NCE like” in that it has a .91 correlation with the NCE. The <b>NCE</b> generates a national counseling program and a national CACREP program score. The cut score is established semi annually by a national testing panel. The program tracks NCE results yearly as a corollary assessment source for program improvement</p>	<p>determined that student acquisition in content areas remains stable and that practical application of student learning (skills, conceptualization, relationship building, theoretical orientation, ethical functioning, etc.) remains strong. While exact correlations between the CPCE and the NCE cannot be drawn from the current DSU data, national data indicates a .9 correlation between passing the CPCE and passing the NCE. Faculty anticipate that program students will also reflect this trend.</p>	
<p>Counseling Students will demonstrate a strong skills base in relationship building skills, theoretical orientation, basic therapeutic intervention, and case conceptualization.</p>	<p>Counseling students are observed closely in at least <b>five</b> clinical courses (CED 630, 601, 604, 609, and 610 or 619). Documented taped session reviews in 630 and 604 and site supervisor observations reflected in formal evaluations serve to monitor student progress. Competency checklists are used to</p>	<p>For the fall 05 and spring 06 semesters, documented observations indicated that 10 students self-selected out in 630; 7 students self-selected out or were mandated to repeat the course in 604; 1 repeated 609; and all students moved successfully through 610 or 619. This process is determined by program faculty to be an effective “gate</p>	<p>Documented observations indicate that faculty maintain rigor in their assessment of student skill acquisition and that students who fail to meet established benchmarks self-select out of the program, are remediated, or advised out of the program. Faculty determined that no changes need to be made to this process.</p>

	document areas of weakness and to help remediate student performance as needed (See Appendix A)	keeping” process. Results indicated that students exiting the program had numerous deficiencies in each of the competency checklists (See Appendix A). Faculty will continue to monitor which students are struggling and how to best support them in skill acquisition.	
Counseling students display a disposition towards professional and ethical conduct, a sensitivity toward and ability to effectively work with diversity, and an acceptance of the personhood of those with whom they work.	As part of the clinical observations (Documented taped session reviews and site supervisor observations reflected in formal evaluations) faculty review and discuss student progress in the areas of professional and ethical conduct, and an appreciation for diversity; multicultural issues are covered in all coursework with the foundational course as CED 616. Students are evaluated by committee from use of the competency sheets and performance in the classroom.	Faculty and site supervisor observations have indicated that many students who self-select or who are advised out of the counseling program are those who also fail to develop the ability to work effectively with diverse populations, or develop professional and ethical conduct. Experiential and didactic experiences serve to develop a disposition toward appreciating diversity	Faculty continue to dialogue about didactic and experiential activities that will enhance the curriculum in student acquisition of knowledge of skills. Faculty teaching introductory courses (CED 600, 601, and 630) will keep other program faculty apprised of concerns about student ethical development.

Counseling students will have an appreciation for research and presentation at professional conferences and activity in professional organizations.	Students are required as part of their internship experiences (CED 610 or 619) to present at a professional conference. Many take the opportunity to present at the DSU Annual Spring Conference or the state's MCA conference. Students are observed and/or required to submit documentation of these presentations.	All graduating students to date have fulfilled this requirement. Students generally present and co-present with other students and faculty. Recommendations are that faculty continue to encourage students to co-present.	This continues to be an ongoing requirement in the program. Faculty continue to dialogue about how to motivate students to become members of state and national professional organizations (MCA; ACA).
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#### Summary Tables

##### Counselor Preparation Comprehensive Exam (CPCE) Pass Rates

CPCE Administration Dates	# of Students Tested	# of Students Passed
4/7/06 (Spring 06) retake	5	3
3/3/06 (Spring 06)	10	4
10/28/05 (Fall 05)	13	9
7/16/05 (Summer 05)	6	1
3/11/05 (Spring 05)	3	2

##### National Counselor Exam (NCE) Pass Rates

NCE Administration	# of Students Tested	# of Students Passed
Spring 06	9	unavailable
Spring 05	7	6
Spring 04	10	8

Spring 03	8	7
Spring 02	12	7

**II.b Educational Program Learning Outcome Assessment Plan – (Bachelor of Arts in Psychology) Psychology Program**

<p><b>Learning Outcome</b> <i>What should a graduate in this major know, value, or be able to do at graduation and beyond?</i></p>	<p><b>Data Collection and Analysis</b> <i>What assessment tools and/or methods will you use to determine achievement of the learning outcome? Describe how the data from these tools and/or methods will be collected. Explain the procedure to analyze the data.</i></p>	<p><b>Results of Evaluation</b> <i>What were the findings of the analysis? List any specific recommendations.</i></p>	<p><b>Use of Evaluation Results</b> <i>What changes in curriculum, courses, or procedures were made as a result of the program learning outcome assessment process?</i></p>
<p>Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology, including the areas of learning, cognition, development, biological psychology, research methods, and statistics.</p>	<p>Assessment in PSY courses via tests, papers, &amp; assignments</p> <p>PSY 490 (Senior Seminar) Capstone Course Assessment</p> <ol style="list-style-type: none"> <li>(1) GRE PSY subject test</li> <li>(2) Chapter tests over PSY subject areas</li> <li>(3) Journal article presentations &amp; discussions which are graded based on content, clarity, and presentation.</li> </ol>	<p>Average GRE PSY scores: Unselected PSY students = 482 *Highly selected national students = 500 (* students planning on attending PSY graduate school)</p> <p>Note - PSY students are a little below the national average. But ALL PSY students take the GRE in PSY 490, not just the ones planning on attending graduate school (this brings down the average).</p> <p>Based on this comparison, the</p>	<p>Faculty agreed to offer more deep learning, hands-on activities in PSY courses (i.e., in-class demonstrations, simulations, and experiments)</p> <p>Tests are periodically revised to reflect current course content.</p>

		<p>average PSY student has a high knowledge base in psychology.</p> <p>Mean chapter test and journal article presentation/discussion are high (i.e., 75% and 85%, respectively)</p> <p>Recommendations – Track differences in performance between PSY students who plan on attending graduate school and those who plan on starting a post-baccalaureate career and try to improve scores for both groups.</p>	
<p>Students will apply basic research methods in psychology, including research design, data analysis, and interpretation.</p>	<p>Assessment in various PSY courses (200, 201, 315, 402, 404, 492) through tests, creation of surveys (validity, reliability), research proposals, and research projects</p> <p>PSY 490 Capstone Course Assessment</p> <ol style="list-style-type: none"> <li>(1) GRE PSY subject test</li> <li>(2) Chapter tests over PSY subject areas</li> <li>(3) Journal article presentations &amp; discussions which are</li> </ol>	<p>Average GRE PSY scores: Unselected PSY students = 482 (Research and PSY are so closely integrated that in order to do well on one a student would need to do well on the other. Thus, GRE PSY is a good measurement of research methods.)</p> <p>Mean chapter test and journal article presentation/discussion are high (i.e., 75% and 85%, respectively).</p>	<p>Faculty agreed to have a research component in certain courses which are conducive to having a research component (i.e., class size and subject matter).</p> <p>Offer and maintain student research opportunities.</p>

	<p>graded based on content, clarity, and presentation.</p> <p>Student research and presentation production (Students are required to incorporate conceptual learning in professional research presentations that require students to present concepts to professionals in the area of PSY.)</p>	<p>PSY students produced a large number of research projects (57 professional research presentations in 2005-2006 academic year with only 4 faculty research mentors).</p> <p>Recommendations – Since the majority of undergraduate research projects are carried out voluntarily, increase research opportunities in course which are conducive to having a research component.</p>	
<p>Students will use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</p>	<p>Assessment in PSY courses through tests, papers, assignments, &amp; discussions</p> <p>PSY 490 Capstone Course Assessment</p> <ol style="list-style-type: none"> <li>(1) GRE PSY subject test</li> <li>(2) GRE test (Verbal/Quantitative)</li> <li>(3) GRE Analytical Writing</li> <li>(4) Chapter tests over PSY subject areas</li> <li>(5) Journal article presentations &amp; discussions which are graded based on content, clarity, and</li> </ol>	<p>Average scores in PSY 490:  482 GRE PSY  413 GRE Verbal  338 GRE Quantitative  3.00 GRE Analytical Writing I (note – 3.00 is required for acceptance into DSU graduate school.)  2.81 GRE Analytical Writing II (note – the GRE is used as an assessment of students’ progress through the program, rather than a measurement for pre-existing standards or goals.)</p> <p>Mean chapter test and journal article presentation/discussion</p>	<p>Tests are periodically adjusted to assess critical and creative thinking and skeptical inquiry.</p>

	presentation.	are high (i.e., 75% and 85%, respectively).  Recommendation - Implementation of more deep learning, hands-on activities in PSY courses (i.e., in-class demonstrations, simulations, and experiments)	
Students will demonstrate application of psychological principles to personal, social, and organizational issues.	Assessment in PSY courses through application test questions, papers, and discussions  PSY 490 Capstone Course Assessment (1) Application chapter test questions (2) Journal article discussions which are graded based on content, clarity, and presentation.	Mean chapter test and journal article presentation/discussion are high (i.e., 75% and 85%, respectively).  Recommendation- Implementation of more service learning activities.	A Service learning course (PSY 425) was developed to be offered in the summer.
Students will be able to use writing, oral communication, and interpersonal communication skills in various formats (e.g., essays, correspondence, technical papers, APA style	Assessment in PSY courses through application writing intensive assignments, essay tests, papers, and oral research presentations  PSY 490 Capstone Course	Mean chapter test and journal article presentation/discussion are high (i.e., 75% and 85%, respectively). 3.00 GRE Analytical Writing I (Note – 3.00 is required for acceptance in to DSU graduate	Faculty agreed to offer more writing intensive assignments and presentation/discussion activities in PSY courses.

<p>empirically-based reports, literature reviews, theoretical papers, group discussion, debate, lecture, professional presentation) and for various purposes related to psychology (e.g., informing, defending, explaining, persuading, arguing, teaching).</p>	<p>Assessment  (1) Journal article discussions &amp; presentations which are graded based on content, clarity, and presentation.  (2) GRE Analytical Writing test</p> <p>Student research and presentation production</p>	<p>school.)  2.81 GRE Analytical Writing II</p> <p>PSY students produced a large number of research projects (57 professional research presentations in 2005-2006 academic year with only 4 faculty research mentors).</p> <p>Recommendations – Since the majority of undergraduate research projects are carried out voluntarily, increase research opportunities in course which are conducive to having a research component and require students to present their findings in those courses.</p>	
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### III. Division/Department Goals for 2005-06

*Division Goal 1: Successfully mentor new division faculty members into their teaching, scholarship and service functioning within the university*

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.
2. **Evaluation Procedure(s):** Self-report of new faculty members; self-report of mentors and student course evaluations.
3. **Actual Results of Evaluation:** Evaluations indicated that in most respects, new faculty this year were mentored effectively. This impression resulted from the positive self-reports of both new faculty and mentors, and from positive indications from student evaluations around adjusting as a faculty member.

4. **Use of Evaluation Results:** Results indicate that senior faculty are appropriately aware of the needs of new faculty and do a good job in helping them acclimate to their positions here at DSU.

*Division Goal 2: Revise and launch a more comprehensive division webpage*

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Evaluation Procedure(s):** Development and loading of the website
3. **Actual results of evaluation:** This goal was not accomplished during this year
4. **Use of Evaluation results:** This will be a goal for 2006-2007

*Division Goal 3: Faculty will improve in their research and scholarship activities*

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation.
2. **Evaluation Procedure(s):** Number of professional presentations and publications
3. **Actual Results of Evaluation:** Number of professional presentations and publications indicate that this goal was achieved. See **Summary of Division Activities for 2005-06** under “**Noteworthy activities and accomplishments**”
4. **Use of Evaluation Results:** Faculty will continue to remain productive in their scholarship activities particularly with an emphasis on turning research into publishable material.

*Division Goal 4: Develop and offer intercession courses*

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation.
2. **Evaluation Procedure(s):** Number of intercession courses taught this year
3. **Actual results of evaluation:** Total number of intercession courses taught in the division this year was **6**.

4. **Use of Evaluation results:** faculty will continue to assess courses appropriate for intercession, evaluate student ratings for intercession courses and revise as needed.

### **Counselor Education Program Goals for 2005-2006**

#### ***CED Goal 1: Initiate doctoral track in Counselor Education***

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Evaluation Procedure(s):** Initiation of doctoral courses.
3. **Actual Results of Evaluation:** The doctoral track was initiated in Fall, 05. 2 CED track courses were offered in fall 05, 2 more in Spring 06, and 2 more in Summer I (intercession). There were 10 students enrolled in the track at the start of Fall 05 and 6 at the end of Spring 06.
4. **Use of Evaluation Results:** Improvements will continue to be made to the program.

#### ***Goal 2: Develop alternate course scheduling for the Counselor Education program***

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation.
2. **Evaluation Procedure(s):** Number of courses with alternative scheduling
3. **Actual Results of Evaluation:** Intercession courses and “Early” courses: CED intercession – 5; Early courses – 4; Student evaluations continue to indicate these changes are positive.
4. **Use of Evaluation Results:** Improvements will continue to be made to the program.

#### ***Goal 3: Initiate research component in the Practicum course***

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation.

2. **Evaluation Procedure(s):** Implementation of OQ-45 in practicum lab and collection and analysis of data; Student increased appreciation, use, and interpretation of the OQ-45
3. **Actual Results of Evaluation:** Students collected assessment data with the OQ-45 and used in their counseling interviews with clients. Presentation by Rasmus and Buckley of results of the research was made at ACES Conference in Pittsburg, PA, October, 2005.
4. **Use of Evaluation Results:** Will continue to collect data and instruct in the use of assessment instruments in a clinical setting. Will also develop innovative supervision techniques which will

***Goal 4: Extend "Survival Skills workshops" to students in the doctoral program***

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation.
2. **Evaluation Procedure(s):** Doctoral student attendance at workshop offerings
3. **Actual Results of Evaluation:** There were 4 students attending in Fall 05 and 3 students and 2 faculty members attending the Spring 06 offering
4. **Use of Evaluation Results:** Will continue to offer the workshops and assess with DAAC what is needed.

**Psychology Program Goals for 2005-2006**

***PSY Goal 1: Increase number of program majors***

1. **Institutional Goal which was supported by this goal:** SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation.
2. **Evaluation Procedure(s):** Number of recruiting opportunities; number of majors
3. **Actual Results of Evaluation:** The number of majors actually dropped slightly despite strong recruiting efforts on the part of program faculty.
4. **Use of Evaluation Results:** Program faculty will continue in recruiting efforts. Faculty recognize that student recruitment and retention are long term goals and will look closely to identify variables that contribute to a decrease in majors.

***PSY Goal 2: Develop and revise psychology curriculum***

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation.
2. **Evaluation Procedure(s):** Number of courses revised.
3. **Actual Results of Evaluation:** 9 courses were revised including (Psychology) PSY 102, 305, 308, 315, 320, 390, 402/502, 420/520, 425/525
4. **Use of Evaluation Results:** Faculty will continue to monitor how changes impact student learning through test scores and student course evaluations.

***PSY Goal 3: Create PSY 101 Research Participant Pool***

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.
2. **Evaluation Procedure(s):** number of research participants and participant feedback.
3. **Actual Results of Evaluation:** Dr. Scott Hutchens developed a file on a shared network space (I-Drive) that facilitated students signing up for research participant opportunities. Students were required as part of PSY101 to participate as subjects in these opportunities. 464 students participated in these activities.
4. **Use of Evaluation Results:** Program faculty determined that this goal was successfully met and will continue with the research pool next year.

***PSY Goal 4: Develop Student Advising Organization***

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation.
2. **Evaluation Procedure(s):** equal advisees for program faculty; a more unified process for advising
3. **Actual Results of Evaluation:** faculty developed an equitable distribution of advisees and the process established under the direction of Dr. Scott Hutchens was successful.
4. **Use of Evaluation Results:** Faculty determined that this was a good start and will continue to strengthen the advising process.

***PSY Goal 5: Strengthen Student Organizations***

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater

numbers and a larger percentage will persist to graduation. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

2. **Evaluation Procedure(s):** increase in number of students in Psi Chi and in Psychology Club
3. **Actual Results of Evaluation:** The number of students has increased in both Psi Chi (15) and Psychology Club (20)
4. **Use of Evaluation Results:** Recruiting efforts for these organizations will continue to be implemented with students taking the bulk of responsibility for increasing membership.

***PSY Goal 6: Develop Psychology Faculty (and other COE Faculty) Research Collaboration (Long-Term Goal)***

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Evaluation Procedure(s):** increase in presentations/publications between faculty and colleagues and faculty and students
3. **Actual Results of Evaluation:** A significant increase was noted in the number of professional presentations and publications as presented in the table: Summary of Division Activities for 2004-05
4. **Use of Evaluation Results:** Faculty determined this to be a worthy and productive endeavor and will continue to maintain collaborative efforts with other faculty and students.

***PSY Goal 7: Create Fund Raising Program (Alumni) & Research Grants (Long-Term Goal)***

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Evaluation Procedure(s):** number of funding sources and amount of money raised
3. **Actual Results of Evaluation:** while external funding sources were not developed, faculty collaborated with a publisher to create a hybrid, customized textbook for the PSY 101 courses. The proceeds were used to develop a fund to assist undergraduate Psychology students in their research activities.

4. **Use of Evaluation Results:** Faculty will continue to work to develop outside funding sources.

**PSY Goal 8: Develop Annual Undergraduate Research Conference (Long-Term Goal)**

1. **Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Evaluation Procedure(s):** Establishment of an undergraduate conference.
3. **Actual Results of Evaluation:** Although an undergraduate conference was not developed and implemented this year, undergraduate students in collaboration with faculty had numerous opportunities to present research; namely at the regional professional conferences, the 2<sup>nd</sup> Annual Research Symposium, and the spring conference sponsored by the Counselor Education program.
4. **Use of Evaluation Results:** This will continue as a long term goal for the Psychology program.

**IV. Data and information for department:**

The following tables represent data for the Division of Counselor Education and Psychology regarding comparison of enrollment by major (IV.A), division graduates by major (IV.B), and credit hour production by discipline (IV.C).

**II.A Comparison of Enrollment by Major**

	2004/05			2005/06		
	Summer	Fall	Spring	Summer	Fall	Spring
<b>CED</b>	59	103	100	66	120	120
<b>PSY</b>	20	66	69	23	76	76
<b>Total</b>	79	169	169	89	196	196

**II.B Division Graduates by Major**

	2004/05	2005/06

	Fall	Spring	Fall	Spring
<b>CED</b>	6	9	9	10
<b>PSY</b>	9	10	9	9
<b>Total</b>	15	19	18	19

**II.C Credit Hour Production by Discipline**

	Spring 2006		Fall 2005	
Discipline	undergrad	graduate	undergrad	graduate
<b>CED</b>	192	642	0	729
<b>PSY</b>	1359	0	1571	0
<b>EPY</b>	234	168	236	177
<b>Total</b>	1785	810	1807	906

**V. Personnel:**

Current full-time division faculty:

Dr. Matthew R. Buckley, Counselor Education

Dr. Darlene Crone-Todd, Psychology (Resigned, effective 5/31/06)

Dr. Heidi Eyre, Psychology (Resigned, effective 5/31/06)

Dr. Scott Hutchens, Psychology

Dr. Reid Jones, Psychology (Retired, effective 5/31/06)

Dr. Scott Rasmus, Counselor Education

Dr. Shelly Sheperis, Counselor Education

Dr. Laura Simpson, Counselor Education

Dr. Donna Starkey, Counselor Education

Ms. Shari Hospodor, Senior Secretary

Ms. Kashanta Murphy, MEd., Counseling Lab Director

### **Other Noteworthy Division Activities and Accomplishments:**

The Division of Counselor Education and Psychology has undergone some significant transitions regarding personnel but during these changes, has continued to make significant progress in strengthening existing pedagogy and developing resourceful approaches to teaching, research and scholarship, and service. Division faculty and staff are professionally active and dedicated to serving students and colleagues. The following presents a summary of the division accomplishments for the academic year 2005-2006:

#### Counselor Education:

- Initiated coursework within the doctoral track in Counselor Education and Supervision in the Professional Studies degree.
  - Five new courses were developed and/or revised (CED 705: Advanced Group Counseling, CED 714: Substance Abuse Counseling, CED 801: Advanced Counseling Theories, CED 809: Doctoral Practicum, CED 890: Theories of Counselor Supervision) and program faculty continue to engage in efforts to recruit students into the doctoral track.
  - Other related tasks include designing doctoral course curriculum, reformatting existing curriculum, developing an interest survey, orientation materials, and a program of study.
- Counselor Education faculty attended the national Association of Counselor Education and Supervision (ACES) conference in Pittsburgh, PA in October, 2005. Faculty made contacts with colleagues and publicized the new doctoral track in counselor education.
- Faculty initiated introductory coursework within the program to emphasize counseling skill development with the addition of CED 630: Pre-practicum Techniques.
- Program faculty developed three new intercession courses (total of five intercession courses offered). Students have expressed great enthusiasm for these courses and the efforts faculty have made toward creative scheduling of coursework.
- Chi Sigma Iota, the honor's society for counselors, initiated fundraising and volunteer labor in response to the Katrina disaster during August-December, 2005. CSI continues to function as a vital part of counseling students' professional development and contributes significant service to the community.
  - Program faculty participated in providing counseling services for victims of Katrina and consulted in crisis response efforts.
- The 25<sup>th</sup> Annual F.E. Woodall Spring Conference for the Helping Professions was well- attended and included the site supervisor orientation for internship supervisors.
  - Program faculty developed and initiated the first annual Counselor Education Awards Banquet in conjunction with Spring Conference with over 60 in attendance; a great success.
- Program faculty continue to sponsor a program and practicum/internship orientation for students at the start of each semester.

- Program faculty continued to provide workshops for the *Survival Skills Workshop* series. These offerings were expanded to doctoral students in “APA writing style” and the development of writing skills.
- Program faculty made significant inroads into state leadership within the Mississippi Counseling Association (MCA) with a faculty member as the president of the Mississippi Association of Counselor Educators and Supervisors (MACES) and three others as officers in Mississippi Licensed Professional Counselors Association (MLPCA).
- Program faculty participated in presenting original research at the Second annual Research and Scholarship Symposium including paper and poster presentations.
- Dr. Donna Starkey and Dr. Scott Rasmus received the COE teaching and research awards respectively for the 2005-2006 academic year.

#### Psychology:

- Execution of an external review (as mandated by IHL) by Dr. Bill Hill for the psychology program. Dr. Hill expressed praise for program faculty and general components of the program.
- Continuation and revision of the CAPSI web-based program (Drs. Crone-Todd and Eyre) used in three psychology courses that emphasizes writing, student-to-student tutoring and leadership and closer collaboration with program faculty.
- Development of online and other coursework (Hutchens) in response to the Katrina disaster to accommodate students who were evacuees.
- Program faculty continue to develop and maintain collaborative undergraduate research experiences with students, faculty and student and faculty presentations at state and regional conferences receiving awards for student work.
- Psychology faculty (Jones and Eyre) developed student research at the Second Annual Research and Scholarship Symposium
  - Psychology faculty also presented original research at this event.
- Dr. Scott Hutchens and Dr. Reid Jones received DSU faculty prizes (\$5000) for research and service respectively during the spring semester.
- The psychology undergraduate research travel fund was continued to fund student travel to regional and national conferences through the royalties generated from the sales of the Psychology Program’s custom General Psychology textbook.
- Faculty continue to develop and teach selected coursework in an online and Web-based format.
- Faculty revised all curriculum syllabi and incorporated APA guidelines and learning objectives for undergraduate psychology programs in response to SACS accreditation and the external review.
- Psi Chi and the Psychology Club also continue to be viable and important component of program efforts to develop students.

- Dr. Hutchens assumed responsibility of Editor for the *Delta Education Journal* and developed protocols for transforming it into a refereed journal. The journal has begun to receive submissions from professionals within other institutions in the state.
- Dr. Hutchens assumed primary leadership in initiating a job searches, contacting, interviewing and successfully recruiting 3 of 4 new hires for the psychology and educational psychology programs (as of 5/9/06) to start Fall, 2006 with the impending retirement of Reid Jones and resignation of Drs. Darlene Crone-Todd and Heidi Eyre:
  - Scott Drury from Luther University, Decorah, Iowa
  - LeAnne Torque from Central Michigan University, Mt. Pleasant, Michigan
  - Tiffany Culver from Mississippi State University, Starkville, Mississippi
  - Duane Shuttlesworth from Union College, Barbourville, Kentucky

**Summary of Division Scholarly and Professional Service Activities for 2005-2006**

Activity	*Counselor Education	*Psychology	Total
Total faculty presentations at professional conferences	19	52	71
Total faculty presentations in workshops or other public forums	10	10	20
Total faculty submissions for publications (articles, text chapters, books)	16	26	42
Submissions accepted for publication	11	23	34
Total editorial board positions held	1	3	4
Total number of professional organization memberships	30	19	49
Total number of dissertation committees (members)	2	3	5
Total faculty-mentored student professional paper presentations	5	57	62
Total number of invited text reviews	2	0	2
Total number of professional appointed/elected board positions held	5	3	8
Total number of professional conferences attended	17	15	32

\*Counselor Education: (5 faculty) / Psychology: (4 faculty)

Other notable division accomplishments by program:

Counselor Education Program:

August, 2005 and January 2006: *Initiation of Saturday Program / Internship Orientation* (over 80 graduates in attendance with lunch provided by Chi Sigma Iota)

August, 2005: *Survival Skills workshop on APA writing style and NCE preparation.* (Faculty created supplemental workshops to assist students in their academic and professional development) Well attended by counseling and doctoral students

August, 2005: Counselor Education program faculty provide pro bono counseling services to Katrina evacuees. Chi Sigma Iota (under the direction of Dr. Donna Starkey) provides fundraising and donation activities to help in the relief efforts.

September, 2005: *Internship Field Experience visit to State Hospital South.* (6 community counseling interns took a tour of the institution and interviewed personnel regarding mental health policy, treatment issues and professional development.)

December, 2005: Offering first winter intercession course: CED 711: Crisis Counseling offered by Dr. Laura Simpson

April, 2006: *Internship Field Experience visit to State Hospital South.* (6 community counseling interns took a tour of the institution and interviewed personnel regarding mental health policy, treatment issues and professional development.)

April, 2006: *Mississippi Counseling Association Annual Conference.* (Chi Sigma Iota sponsored 5 students to attend the conference held in Biloxi, MS.)

April, 2006: *Chi Sigma Iota initiation.* (12 new members inducted into counseling honors society)

April, 2006: *25<sup>th</sup> Annual F.E. Woodall Spring Conference for the Helping Professions* (over 180 registered attendees; 2 vendors; 18 site supervisors; 25 student and professional presentations; nationally recognized keynote speaker; this event continues to draw attention from all areas of the state and other adjacent states)

Psychology Program:

Fall, 2005 – Spring, 2006: *Faculty / Student Research* (program faculty involved 32 students in research projects that resulted in 17 student presentations including honorable mentions at the Mid-South Psychology Undergraduate Conference in Memphis, TN; this research activity continues to stimulate a disposition toward research within these students)

Fall, 2005 – Spring, 2006: *Psychology faculty collaborate with publishers Brooks-Cole to create a customized text for PSY 101 courses.* (Royalties exceeded a total of \$1800 and will be put in an account to fund student travel for presentation of research.)

Fall, 2005: *Psi Chi Induction ceremony* (4 new student members inducted)

Fall, 2004 – Spring, 2005: *Drs. Crone-Todd and Eyre revise and gather data developing CAPSI courses in PSY 101, 201, and 420.* (This on-line interactive format is being used in conjunction with the University of Manitoba and has great potential for research in the area of on-line learning modalities and student outcomes. The program assists students in written work, student-to-student tutoring and mentoring, and feedback.)

Fall, 2005 – Spring, 2006: *Multiple service projects and fundraisers for Psi Chi* (these included a bake sale and raffle, garage sale, and T-shirt sale)

April, 2006: *Psi Chi Induction ceremony* (9 new student members inducted)

April, 2006: *Dr. Scott Hutchens and Dr. Reid Jones each receive DSU faculty awards for research and service.*

**New position(s) requested, with justification:**

No new positions are requested for year 06-07, but the following positions have been or will be filled in the Psychology Program:

Scott Drury from Luther University, Decorah, Iowa to replace Heidi Eyre (position #132)

LeAnne Forquer from Central Michigan University, Mt. Pleasant, Michigan to replace Darlene Crone-Todd (position #179)

Tiffany Culver from Mississippi State University, Starkville, Mississippi to replace the former Camille Branton (position #782)

Duane Shuttlesworth from Union College, Barbourville, Kentucky to replace Reid Jones (position #810)

### **Recommended change of status**

Reid Jones is now Professor Emeritus of Psychology.

### **VI. Degree Program Addition/Deletions and/or Major Curriculum Changes:**

Deleted: IV

**Changes made in the past year:** August, 2005 – May, 2006. Faculty in both Counselor Education and Psychology programs initiated extensive updating of course syllabi in compliance with SACS and NCATE accreditation standards which included inclusion of the Delta Education Model (COE conceptual framework), statements of policy on accommodation of disabilities, the use of technology, and diversity, and most importantly, specific course-related student learning outcomes and how each outcome is linked to specific student activities and how each is assessed. Faculty included rubrics for papers and projects.

**Recommended changes for the coming year(s):** Program and Curriculum changes will most likely occur as a result of the external review conducted on the Psychology program and with the assimilation of four new faculty members. These changes are unknown at this time, but program faculty under the capable leadership of Dr. Scott Hutchens as program coordinator will continue to maintain high standards of teaching and research for the program.

### **VII. Division/Department Goals for Coming Year**

This is a statement of goals for the **coming year**. These are operational goals for the unit that are NOT tied directly to student learning outcomes.

***Division Goal#1: Division faculty will develop plans for and initiate a retreat for division/faculty development***

- 1. Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities.
- 2. Expected Results:** Faculty will begin to coalesce and develop and further define program/division goals and objectives. New faculty will become invested as primary stakeholders to the process.
- 3. Evaluation Procedure(s):** The retreat and the development of a feedback form for the retreat experience.
- 4. Use of Evaluation Results:** The results will help develop better quality retreats in the future.

***Division Goal #2: The Division will develop and launch a comprehensive Website***

- 1. Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
- 2. Expected Results:** Increased visibility of the division programs; greater contact with the public; increased recruitment opportunities; increased marketability
- 3. Evaluation Procedure(s):** Assimilation of photographs, faculty and program data, and programs of study, etc.
- 4. Use of Evaluation Results:** Will continue to update and maintain the division website

**Counselor Education Program Goals (2006-2007)**

***CED Goal 1: Develop a “Brown bag” helping professionals get-together each month***

- 1. Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
- 2. Expected Results:** There will be a better connection within the local therapeutic community, opportunities for student recruitment
- 3. Evaluation Procedure(s):** Initiation of the “brown bags” and participant feedback.
- 4. Use of Evaluation Results:** Invitations will be made to different speakers

***CED Goal 2: Initiate research in the counseling lab around involving “clients” in feedback sessions with interns***

- 1. Institutional Goal which was supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation.
- 2. Expected Results:** Enrich the supervision experience by adding an important perspective; add to the body of research in counselor education; provide collaborative opportunities for scholarship within the program.

3. **Evaluation Procedure(s):** Interviews and the use of the OQ45.
4. **Use of Evaluation Results:** These results will be used to stimulate research within the doctoral program

***CED Goal 3: Refurbish the counseling lab with state of the art recording equipment***

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Expected Results:** New recording equipment will aid in skill development and performance feedback and will better allow students to more effectively learn.
3. **Evaluation Procedure(s):** Accomplishment of the remodel and updating of recording technology
4. **Use of Evaluation Results:** Faculty will utilize updated lab.

**Psychology Program Goals (2006-2007)**

**PSY Program Goal # 1: Rebuild faculty effectiveness in the Psychology program. (Mentor and train four new faculty to become effective teachers, researchers, and advisors, and to understand DSU/COE/Division policy and procedures; help new faculty develop research programs and labs; encourage new faculty to participate in faculty-mentored undergraduate research with PSY students; encourage and help faculty become active in student activities (Psi Chi and Psychology Club); and foster collegiality among faculty)**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Expected Results:** With 4 out of 5 faculty positions being new, growing pains are anticipated. New faculty teaching evaluations may be lower than usual. The high faculty and student research productivity enjoyed by the PSY program may decrease due to

new faculty “learning the ropes.” Dr. Hutchens’ research productivity may also decrease due to the large amount of time and effort it will take to mentor and train new faculty.

3. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty
4. **Use of Evaluation Results:** The results will be used to help shape a rebuilding program in the future.

#### **PSY Program Goal # 2 Review and Implement Recommendations from the PSY Program External Review**

**Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.

1. **Expected Results:** The PSY program and curriculum will become stronger and more organized.
2. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors; Long-term retention of faculty
3. **Use of Evaluation Results:** Results will be used to modify the curriculum and PSY program in the future

#### **PSY Program Goal # 3 Attend a PSY Teaching Conference as a Group**

1. **Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#3: The university community will benefit from better communication, effective operational and administrative systems, an optimal work environment, and a performance-responsive reward structure. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
2. **Expected Results:** The transition for new faculty will be made easier. The PSY faculty will become more effective teachers. New teaching techniques to engage students will be learned, shared, and implemented. Collegiality will be fostered among PSY faculty.
3. **Evaluation Procedure(s):** Chair and student evaluations; Number of PSY majors per year; Retention and graduation rates of majors

**4. Use of Evaluation Results:** Results will be used to consider attending a similar conference as a group again.

**PSY Program Goal # 4 Develop and Host a Teaching Symposium at DSU's ROMEA Conference as a Group**

- 1. Institutional Goal(s) supported by this goal:** SP#1: Enhanced academic programs will ensure that graduates are well prepared for successful careers and ready to contribute to the civic life of their communities. SP#2: Students will enroll in greater numbers and a larger percentage will persist to graduation. SP#4: Donors and other friends of Delta State University, along with the general public, will become more aware and more supportive of the institution. SP#5: The citizens of the region will benefit from increases in university outreach, service, and partnership initiatives.
- 2. Expected Results:** The transition for new faculty will be made easier. The PSY faculty will become more effective teachers. New teaching techniques to engage students will be learned, shared, and implemented. Collegiality will be fostered among PSY faculty. Collaboration and research productivity will be facilitated.
- 3. Evaluation Procedure(s):** Peer evaluation of the symposium.
- 4. Use of Evaluation Results:** Results will be used to consider developing a symposium in the future.

**Appendix A: Competency Checklists for CED 600, 601, 630, 609, 610, and 619**

**CED 600: INTRODUCTION TO COUNSELING**

NAME \_\_\_\_\_ SEMESTER \_\_\_\_\_ YEAR \_\_\_\_\_

INSTRUCTOR \_\_\_\_\_

**I. ETHICAL STANDARDS**

Sufficient	Deficient	
		<b>I. Knowledge:</b>
		1) Demonstrates an introductory level of understanding of Philosophical / Theoretical Foundations of ethics
		2) Demonstrates knowledge and understanding of the current ACA Ethical Code and Standards of Practice (ACA Code).
		3) Understands different ethical principles
		4) Has knowledge of different ethical decision-making models
		5) Understanding the role of personal values in ethical discernment and decision making
		<b>II. Application:</b>
		6) Is able to apply ACA Code to different ethical scenarios
		7) Demonstrate application and limitations of confidentiality
		8) Demonstrate ability to assess personal limits of competency
		9) Demonstrate understanding of responsibility to respect dignity and promote welfare of clients
		10) Demonstrate knowledge of current literature related to ethical and legal issues
		11) Demonstrate understanding of evaluation, assessment, and interpretation and its limitations

	12) Demonstrate understanding and limitations of relationships with other professionals
	13) Understand differences in ethical, moral, personal value, and legal issues in counseling

**II. RESEARCH SKILLS**

	1) APA style
	2) Grammar
	3) Organization
	4) Clarity of thought and expression

**III. PROFESSIONAL DEVELOPMENT**

	1) Professional membership / attendance at conferences
	2) Observation in counseling laboratory

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA:

Deficiencies for this course must be removed by: \_\_\_\_\_

I acknowledge that I have at least one deficiency in CED 600 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CED 601: COUNSELING THEORY**

NAME \_\_\_\_\_ SEMESTER \_\_\_\_\_ YEAR \_\_\_\_\_

INSTRUCTOR \_\_\_\_\_

**I. COUNSELING**

Sufficient	Deficient	
		1) Explains basic rationale of counseling
		2) Demonstrates counseling rationale
		3) Participates in in-class simulations
		4) Written case studies
		5) In lab observation reports
		6) Recognizes personal / professional limitations
		7) Uses standards from ACA Code of Ethics

**II. RESEARCH SKILLS**

		1) APA Style
		2) Grammar
		3) Organization
		4) Clarity of thought and expression

**III. PROFESSIONAL DEVELOPMENT**

		1) Attends professional meeting
		2) Observes in counseling laboratory

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA:

Deficiencies for this course must be removed by: \_\_\_\_\_

I acknowledge that I have at least one deficiency in CED 601 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CED 630: PREPRACTICUM TECHNIQUES**

NAME \_\_\_\_\_ SEMESTER \_\_\_\_\_ YEAR \_\_\_\_\_

INSTRUCTOR \_\_\_\_\_

**COUNSELING SKILLS**

**A. RESPONDING**

Sufficient	Deficient	
		1) Opening
		2) Open-ended questions
		3) Appropriate self-disclosure
		4) Reflection of feelings
		5) Communicates respect
		6) Communicates non-judgmental acceptance
		7) Paraphrases
		8) Summarizes
		9) Utilizes silence effectively

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

TESTS USED:

Deficiencies for this course must be removed by: \_\_\_\_\_

I acknowledge that I have at least one deficiency in CED 630 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CED 604: PRACTICUM and COUNSELING LABORATORY**

NAME \_\_\_\_\_ SEMESTER \_\_\_\_\_ YEAR \_\_\_\_\_

INSTRUCTOR \_\_\_\_\_

**I. PERSONAL CHARACTERISTICS**

Sufficient	Deficient	
		1) Effectively handles personal problems
		2) Maintains a professional role with clients
		3) Models appropriate behaviors during counseling sessions
		4) Demonstrates non-defensive behavior with peers and supervisors
		5) Demonstrates social responsibility, respectful curiosity and a desire to work with others

**II. PHILOSOPHICAL FOUNDATIONS**

		1) Conceptualizes client problems from a consistent frame of reference
		2) Interprets to clients explanations for client behavior based on a consistent theory
		3) Selects and utilizes counseling strategies consistent with stated theory

**III. COUNSELING SKILLS**

		1) Uses appropriate tone of voice and rate of speech
		2) Maintains appropriate non-verbal communication
		3) Demonstrates verbal and activity levels appropriately to facilitate communication
		4) Prioritizes problems appropriately for intervention
		5) Demonstrates knowledge of therapeutic change agents
		6) Selects appropriate evaluation procedures and instruments
		7) Attends adequately to client

		8) Encourages client independence
		9) Facilitates identification and exploration of alternatives
		10) Motivates client to reach identified goals
		11) Demonstrates effective communication skills
		12) Terminates client at appropriate time

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA:

DATE OF PRACTICUM MEETING \_\_\_\_\_

Deficiencies for this course must be removed by: \_\_\_\_\_

I acknowledge that I have at least one deficiency in CED 604 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CED 609: GENERAL INTERNSHIP**

NAME \_\_\_\_\_ SEMESTER \_\_\_\_\_ YEAR \_\_\_\_\_

INSTRUCTOR \_\_\_\_\_

**I. PROFESSIONAL DEVELOPMENT**

Sufficient	Deficient	
		1) Maintains accurate and complete records
		2) Produces a professional resume
		3) States behaviorally oriented goals for personal development
		4) Demonstrates knowledge of counseling problems incurred by novice counselors
		5) Maintains an active role in local and state professional organizations
		6) Makes professional presentation at a local counseling association meeting
		7) Pursues continuing education opportunities
		8) Maintains awareness of current issues in profession

**II. PERSONAL DEVELOPMENT**

		1) Interacts with supervisors in a competent and professional manner
		2) Provides competent and professional services within a community setting
		3) Demonstrates consistent evaluation of personal counseling skills
		4) Engages in self-exploration to enhance personal congruence

**III. PROFESSIONAL RESPONSIBILITY**

		1) Maintains confidentiality in accordance with ethical guidelines
		2) Demonstrates competence in individual and group counseling skills
		3) Demonstrates an awareness of professional community referral sources

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4) Demonstrates respect for the rights of clients

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA:

SEMESTER OF GENERAL INTERNSHIP - INTERNSHIP SITE:

SUPERVISOR:

Deficiencies for this course must be removed by: \_\_\_\_\_

I acknowledge that I have at least one deficiency in CED 609 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CED 610: COMMUNITY INTERNSHIP**

NAME \_\_\_\_\_ SEMESTER \_\_\_\_\_ YEAR \_\_\_\_\_

INSTRUCTOR \_\_\_\_\_

**I. PROFESSIONAL DEVELOPMENT**

Sufficient	Deficient	
		1) Maintains accurate and complete records
		2) Produces a professional resume
		3) States behaviorally oriented goals for personal development
		4) Demonstrates knowledge of counseling problems incurred by novice counselors
		5) Maintains an active role in local and state professional organizations
		6) Makes professional presentation at a local counseling association meeting
		7) Pursues continuing education opportunities
		8) Maintains awareness of current issues in profession

**II. PERSONAL DEVELOPMENT**

		1) Interacts with supervisors in a competent and professional manner
		2) Provides competent and professional services within a community setting
		3) Demonstrates consistent evaluation of personal counseling skills
		4) Engages in self-exploration to enhance personal congruence

**III. PROFESSIONAL RESPONSIBILITY**

		1) Maintains confidentiality in accordance with ethical guidelines
		2) Demonstrates competence in individual and group counseling skills
		3) Demonstrates an awareness of professional community referral sources

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4) Demonstrates respect for the rights of clients

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA:

SEMESTER OF GENERAL INTERNSHIP - INTERNSHIP SITE:

SUPERVISOR:

Deficiencies for this course must be removed by: \_\_\_\_\_

I acknowledge that I have at least one deficiency in CED 609 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CED 619: SCHOOL INTERNSHIP**

NAME \_\_\_\_\_ SEMESTER \_\_\_\_\_ YEAR \_\_\_\_\_

INSTRUCTOR \_\_\_\_\_

**I. PROFESSIONAL DEVELOPMENT**

Sufficient	Deficient

- 1) Maintains accurate and complete records
- 2) Produces a professional resume
- 3) States behaviorally oriented goals for personal development
- 4) Demonstrates knowledge of counseling problems incurred by novice counselors

		5) Maintains an active role in local and state professional organizations
		6) Makes professional presentation at a local counseling association meeting
		7) Pursues continuing education opportunities
		8) Maintains awareness of current issues in profession

**II. PERSONAL DEVELOPMENT**

		1) Interacts with supervisors in a competent and professional manner
		2) Provides competent and professional services within a community setting
		3) Demonstrates consistent evaluation of personal counseling skills
		4) Engages in self-exploration to enhance personal congruence

**III. PROFESSIONAL RESPONSIBILITY**

		1) Maintains confidentiality in accordance with ethical guidelines
		2) Demonstrates competence in individual and group counseling skills
		3) Demonstrates an awareness of professional community referral sources
		4) Demonstrates respect for the rights of clients

REQUIREMENTS TO REMOVE DEFICIENCIES:

RECOMMENDATIONS FROM INSTRUCTOR:

RESEARCH AREA:

SEMESTER OF GENERAL INTERNSHIP - INTERNSHIP SITE:

SUPERVISOR:

Deficiencies for this course must be removed by: \_\_\_\_\_

I acknowledge that I have at least one deficiency in CED 609 and that all deficiencies must be removed by the end of the semester listed above or I may not be permitted to continue in my program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

← - - - **Formatted:** Bullets and Numbering