

**CARSON-NEWMAN UNIVERSITY
GRADUATE STUDIES IN COUNSELING
Assessment System: Data Point 2.1:
Key Learning Objectives Assessment
Professional Orientation and Ethical Practice
2018**

The Continuous Assessment System includes an evaluation of student mastery of key course objectives that align with national standards of counselor competencies. Professors measure student mastery of objectives using a 5-point Likert Scale based upon student performance on course assignments linked to specific competencies.

In the domain of Professional Orientation and Ethical Practice, our students averaged at least a 4.4 on the 5-point scale in ten areas of counselor competencies in Professional Orientation and Ethical Practice. GSC faculty consider this adequate mastery of competencies.

Counselor Competencies	Average
1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE – studies that provide an understanding of all of the following aspects of professional functioning:	
a. History and philosophy of the counseling profession,	4.5
b. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications,	4.1
c. Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event,	4.4
d. Self-care strategies appropriate to the counselor role,	4.9
e. Counseling supervision models, practices, and processes,	4.5
f. Professional organizations, including membership benefits, activities, services to members, and current issues,	4.6
g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues,	4.6
h. The role and process of the professional counselor advocating on behalf of the profession,	4.8
i. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients, and	4.3
j. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	4.6
MH. Foundations – A. KNOWLEDGE	
1. Understands the history, philosophy, and trends in clinical mental health counseling,	4.4

2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling, and	4.4
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	4.6
SC. Foundations: A. KNOWLEDGE	
2. Understands ethical and legal considerations specifically related to the practice of school counseling, and	4.4
4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling.	4.7

Students are rated on their mastery of each competency using a Likert scale of 0 to 5. The numerical values are defined as follows:

5 - Knowledge learned and/or skill mastered and integrated into the comprehensive praxis of counseling.

4 - Knowledge or skill learned and understood at an intellectual level, lacking in consistent demonstration.

3 - Knowledge or skill learned however no evidence of demonstration or integration

2 - Knowledge or skill only marginally gained.

1 - Only minimal evidence of knowledge gained.

0 - Knowledge or skill not learned or demonstrated.

**CARSON-NEWMAN UNIVERSITY
GRADUATE STUDIES IN COUNSELING
Assessment System: Data Point 2.2:
Key Learning Objectives Assessment
Social and Cultural Diversity
2018**

The Continuous Assessment System includes an evaluation of student mastery of key course objectives that align with national standards of counselor competencies. Professors measure student mastery of objectives using a 5-point Likert Scale based upon student performance on course assignments linked to specific competencies.

In the domain of Social and Cultural Diversity, our students averaged at least a 4.4 on a 5-point Likert Scale in six areas of counselor competencies in Social and Cultural Diversity. GSC faculty consider this adequate mastery of competencies.

Counselor Competencies	Average
2. SOCIAL AND CULTURAL DIVERSITY – studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:	
a. Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally,	4.2
b. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients,	4.4
c. Theories of multicultural counseling, identity development, and social justice,	4.3
d. Individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies,	4.5
e. Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body, and	4.4
f. Counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.	4.4
MH. Diversity and Advocacy – E. KNOWLEDGE	
1. Understands how living in a multicultural society effects clients seeking mental health counseling services,	4.4
2. Understands the effects of racism, discrimination, sexism, power, privilege and oppression on one’s own life and career and those of the client,	4.2
3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders,	4.3

4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding and promote programs that affect the practice of clinical mental health counseling,	4.3
5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare, and	4.4
6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	4.6
SC. Diversity and Advocacy – E. KNOWLEDGE	
1. Understand the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	4.4

Students are rated on their mastery of each competency using a Likert scale of 0 to 5. The numerical values are defined as follows:

5 - Knowledge learned and/or skill mastered and integrated into the comprehensive praxis of counseling.

4 - Knowledge or skill learned and understood at an intellectual level, lacking in consistent demonstration.

3 - Knowledge or skill learned however no evidence of demonstration or integration

2 - Knowledge or skill only marginally gained.

1 - Only minimal evidence of knowledge gained.

0 - Knowledge or skill not learned or demonstrated.

**CARSON-NEWMAN UNIVERSITY
GRADUATE STUDIES IN COUNSELING
Assessment System: Data Point 2.3:
Key Learning Objectives Assessment
Human Growth and Development
2018**

The Continuous Assessment System includes an evaluation of student mastery of key course objectives that align with national standards of counselor competencies. Professors measure student mastery of objectives using a 5-point Likert Scale based upon student performance on course assignments linked to specific competencies.

In the domain of Human Growth and Development, our students averaged at least a 4.5 on a 5-point Likert Scale in eight areas of counselor competencies in Human Growth and Development. GSC faculty consider this adequate mastery of competencies.

Counselor Competencies	Average
3. HUMAN GROWTH AND DEVELOPMENT – studies that provide an understanding of the nature and needs of individuals at all developmental levels and in multicultural contexts, including all of the following:	
a. Theories of individual and family development and transitions across the life span,	4.5
b. Theories of learning and personality development, including current understandings about neurobiological behavior,	4.5
c. effects of crises, disasters, and other trauma-causing events on persons of all ages,	4.6
d. Theories and models of individual, cultural, couple, family, and community resilience,	4.5
e. A general framework for understanding exceptional abilities and strategies for differentiated interventions,	4.5
f. Human behavior including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior,	4.6
g. Theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment,	4.5
h. Theories for facilitating optimum development and wellness over the life-span.	4.6
SC. Foundations – A. KNOWLEDGE	
6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	4.5

Students are rated on their mastery of each competency using a Likert scale of 0 to 5. The numerical values are defined as follows:

5 - Knowledge learned and/or skill mastered and integrated into the comprehensive praxis of counseling.

- 4 - Knowledge or skill learned and understood at an intellectual level, lacking in consistent demonstration.
- 3 - Knowledge or skill learned however no evidence of demonstration or integration
- 2 - Knowledge or skill only marginally gained.
- 1 - Only minimal evidence of knowledge gained.
- 0 - Knowledge or skill not learned or demonstrated.

**CARSON-NEWMAN UNIVERSITY
GRADUATE STUDIES IN COUNSELING
Assessment System: Data Point 2.4:
Key Learning Objectives Assessment
Career Development
2018**

The Continuous Assessment System includes an evaluation of student mastery of key course objectives that align with national standards of counselor competencies. Professors measure student mastery of objectives using a 5-point Likert Scale based upon student performance on course assignments linked to specific competencies.

In the domain of Career Development, our students averaged 4.7 on a 5-point Likert Scale in seven areas of counselor competencies in Career Development.

Counselor Competencies	Average
4. CAREER DEVELOPMENT – studies that provide an understanding of career development and related life factors, including all of the following:	
a. Career development theories and decision-making models,	4.8
b. Career, avocational, educational, occupational and labor market information resources, and career information systems,	4.7
c. Career development program planning, organization, implementation, administration, and evaluation,	4.8
d. Interrelationships among and between work, family, and other life roles and factors including the role of multicultural issues in career development,	4.7
e. Career and educational planning, placement, follow-up, and evaluation,	4.6
f. Assessment instruments and techniques relevant to career planning and decision making, and	4.6
g. Career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.	4.9
SC. Counseling, Prevention, and Intervention – C. KNOWLEDGE	
4. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling.	4.8

Students are rated on their mastery of each competency using a Likert scale of 0 to 5. The numerical values are defined as follows:

5 - Knowledge learned and/or skill mastered and integrated into the comprehensive praxis of counseling.

4 - Knowledge or skill learned and understood at an intellectual level, lacking in consistent demonstration.

3 - Knowledge or skill learned however no evidence of demonstration or integration

2 - Knowledge or skill only marginally gained.

1 - Only minimal evidence of knowledge gained.

0 - Knowledge or skill not learned or demonstrated.

**CARSON-NEWMAN UNIVERSITY
GRADUATE STUDIES IN COUNSELING
Assessment System: Data Point 2.5:
Key Learning Objectives Assessment
Helping Relationships
2018**

The Continuous Assessment System includes an evaluation of student mastery of key course objectives that align with national standards of counselor competencies. Professors measure student mastery of objectives using a 5-point Likert Scale based upon student performance on course assignments linked to specific competencies.

In the domain of Helping Relationships, our students averaged at least a 4.0 on a 5-point Likert Scale in six areas of counselor competencies in Helping Relationships. Faculty will need to assign one area of competency that was not assessed. GSC faculty consider competencies that average 3 to be adequate level of mastery.

Counselor Competencies	Average
5. HELPING RELATIONSHIPS – studies that provide an understanding of the counseling process in a multicultural society, including all of the following:	
a. An orientation to wellness and prevention as desired counseling goals,	5.0
b. Counselor characteristics and behaviors that influence helping processes,	4.0
c. Essential interviewing and counseling skills,	4.0
d. Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling,	3.8
e. A systems perspective that provides an understanding of family and other Systems theories and major models of family and related interventions,	4.2
f. Crisis intervention and suicide prevention models, including the use of Psychological first aid strategies, and	N/A
g. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.	3.0

Students are rated on their mastery of each competency using a Likert scale of 0 to 5. The numerical values are defined as follows:

5 - Knowledge learned and/or skill mastered and integrated into the comprehensive praxis of counseling.

4 - Knowledge or skill learned and understood at an intellectual level, lacking in consistent demonstration.

3 - Knowledge or skill learned however no evidence of demonstration or integration

2 - Knowledge or skill only marginally gained.

1 - Only minimal evidence of knowledge gained.

0 - Knowledge or skill not learned or demonstrated.

**CARSON-NEWMAN UNIVERSITY
GRADUATE STUDIES IN COUNSELING
Assessment System: Data Point 2.6:
Key Learning Objectives Assessment
Group Work
2018**

The Continuous Assessment System includes an evaluation of student mastery of key course objectives that align with national standards of counselor competencies. Professors measure student mastery of objectives using a 5-point Likert Scale based upon student performance on course assignments linked to specific competencies.

In the domain of Group Work, our students averaged at least a 4.6 on a 5-point Likert Scale in five counselor competencies of Group Work. GSC faculty consider this adequate mastery of competencies.

Counselor Competencies	Average
6. GROUP WORK – studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:	
a. Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work,	4.6
b. Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles,	4.4
c. Theories of group counseling, including commonalities, distinguish characteristics, and pertinent research and literature,	4.0
d. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness, and	4.9
e. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.	4.9
SC. Counseling, Prevention, and Intervention – C. KNOWLEDGE	
5. Understands group dynamics-including counseling, psycho-educational, task, and peer helping groups-and the facilitation of teams to enable students to overcome barrier and impediments to learning.	4.7

Students are rated on their mastery of each competency using a Likert scale of 0 to 5. The numerical values are defined as follows:

5 - Knowledge learned and/or skill mastered and integrated into the comprehensive praxis of counseling.

4 - Knowledge or skill learned and understood at an intellectual level, lacking in consistent

demonstration.

3 - Knowledge or skill learned however no evidence of demonstration or integration

2 - Knowledge or skill only marginally gained.

1 - Only minimal evidence of knowledge gained.

0 - Knowledge or skill not learned or demonstrated.

**CARSON-NEWMAN UNIVERSITY
GRADUATE STUDIES IN COUNSELING
Assessment System: Data Point 2.7-PSC:
Key Learning Objectives Assessment
Individual and Group Appraisal
2018**

The Continuous Assessment System includes an evaluation of student mastery of key course objectives that align with national standards of counselor competencies. Professors measure student mastery of objectives using a 5-point Likert Scale based upon student performance on course assignments linked to specific competencies.

In the domain of Assessment, our Professional School Counseling students averaged at least a 4.6 on a 5-point Likert Scale in seven counselor competencies for Assessment. An average score of 3 on a 5-point Likert Scale is considered adequate mastery by GSC faculty.

Counselor Competencies	Average
7. ASSESSMENT – studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:	
a. Historical perspectives concerning the nature and meaning of assessment,	4.6
b. Basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, and performance assessment, individual and group test and inventory methods, psychological testing, behavioral observations,	4.7
c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations,	4.7
d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information),	4.6
e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity),	4.5
f. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations, and	4.7
g. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	4.7
SC. Assessment – H. SKILLS AND PRACTICES	
1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities,	5.0
2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development,	5.0

3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs,	5.0
5. Assesses barriers that impede students' academic, career, and personal/social development.	5.0

Students are rated on their mastery of each competency using a Likert scale of 0 to 5. The numerical values are defined as follows:

5 - Knowledge learned and/or skill mastered and integrated into the comprehensive praxis of counseling.

4 - Knowledge or skill learned and understood at an intellectual level, lacking in consistent demonstration.

3 - Knowledge or skill learned however no evidence of demonstration or integration

2 - Knowledge or skill only marginally gained.

1 - Only minimal evidence of knowledge gained.

0 - Knowledge or skill not learned or demonstrated.

**CARSON-NEWMAN UNIVERSITY
GRADUATE STUDIES IN COUNSELING
Assessment System: Data Point 2.7-CMHC:
Key Learning Objectives Assessment
Assessment and Treatment Planning
2018**

The Continuous Assessment System includes an evaluation of student mastery of key course objectives that align with national standards of counselor competencies. Professors measure student mastery of objectives using a 5-point Likert Scale based upon student performance on course assignments linked to specific competencies.

In the domain of Assessment, Our Clinical Mental Health Counseling students averaged at least a 4.3 on a 5-point Likert Scale in seven counselor competencies for Assessment. An average score of 3 on a 5-point Likert Scale is considered adequate mastery by GSC faculty.

Counselor Competencies	Average
7. ASSESSMENT – studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:	
a. Historical perspectives concerning the nature and meaning of assessment,	4.1
b. Basic concepts of standardized and non-standardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, and performance assessment, individual and group test and inventory methods, psychological testing, behavioral observations,	4.3
c. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations,	4.3
d. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information),	4.3
e. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity),	4.2
f. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations, and	4.3
g. Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.	4.3
MH. Counseling, Prevention, and Intervention – C. KNOWLEDGE	
9. Develop understanding of professional issues relevant to the practice of clinical mental health counseling.	4.3
MH. Assessment – G. KNOWLEDGE	
1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and	4.4

psychopathology leading to diagnoses and appropriate counseling treatment plans,	
2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptoms inventories, and psychoeducational and personality assessments,	4.3
3. Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified, and	4.3
4. Identifies standard screening and assessment instruments for substance use for disorders and process addictions.	4.5
MH. Assessment – H. SKILLS AND PRACTICE	
1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols,	4.3
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management,	4.2
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental health disorders, and	4.3
4. Applies the assessment of a client’s stage of dependence, change, ore recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.	4.3
MH. Diagnosis – K. KNOWLEDGE	
4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	4.4

Students are rated on their mastery of each competency using a Likert scale of 0 to 5. The numerical values are defined as follows:

5 - Knowledge learned and/or skill mastered and integrated into the comprehensive praxis of counseling.

4 - Knowledge or skill learned and understood at an intellectual level, lacking in consistent demonstration.

3 - Knowledge or skill learned however no evidence of demonstration or integration

2 - Knowledge or skill only marginally gained.

1 - Only minimal evidence of knowledge gained.

0 - Knowledge or skill not learned or demonstrated.

**CARSON-NEWMAN UNIVERSITY
GRADUATE STUDIES IN COUNSELING
Assessment System: Data Point 2.8:
Key Learning Objectives Assessment
Research and Program Evaluation
2018**

The Continuous Assessment System includes an evaluation of student mastery of key course objectives that align with national standards of counselor competencies. Professors measure student mastery of objectives using a 5-point Likert Scale based upon student performance on course assignments linked to specific competencies.

In the domain of Research and Program Evaluation, GSC students averaged 4.6 at least a 4 on a 5-point Likert Scale in eight of thirteen areas of Research and Program Evaluation competencies. GSC faculty consider this adequate mastery of competencies.

Counselor Competencies	Average
8. RESEARCH AND PROGRAM EVALUATION – studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:	
a. The importance of research in advancing the counseling profession,	4.9
b. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research,	4.8
c. Statistical methods used in conducting research and program evaluation,	3.9
d. Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications,	4.7
e. Use of research to inform evidence-based practice, and	4.7
f. Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	4.8
MH. Research and Evaluation – I. KNOWLEDGE	
1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling,	4.4
2. Knows models of program evaluation for clinical mental health programs, and	4.7
3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	4.5
MH. Research and Evaluation – J. SKILLS AND PRACTICES	
1. Applies relevant research findings to inform the practice of clinical mental health counseling,	4.3
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments, and	4.2
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	4.0

SC. Research and Evaluation – I. KNOWLEDGE	
1. Understands how to critically evaluate research relevant to the practice of school counseling.	4.5

Students are rated on their mastery of each competency using a Likert scale of 0 to 5. The numerical values are defined as follows:

5 - Knowledge learned and/or skill mastered and integrated into the comprehensive praxis of counseling.

4 - Knowledge or skill learned and understood at an intellectual level, lacking in consistent demonstration.

3 - Knowledge or skill learned however no evidence of demonstration or integration

2 - Knowledge or skill only marginally gained.

1 - Only minimal evidence of knowledge gained.

0 - Knowledge or skill not learned or demonstrated.