

# CACREP On-Site Visit Team Report

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Name of Institution:

Central Washington University

Academic Department:

Dept. of Psychology

CACREP Program Liaison:

Dr. Liz Haviland

Visiting Team Chair:

Dr. Stephen Feit

Visiting Team Members:

Dr. Rebecca Koltz, Montana State University

Dr. Brandon Wilde, University of Phoenix, Salt Lake City

Date of Site Visit:

October 18-21, 2015

Multiple Sites

No

## Agenda for On-site Team

<b>Day 1</b>		
<b>Monday, October 19, 2015</b>		
<b>Time</b>	<b>Event Description</b>	<b>Location</b>
8:00-9:00am	MHC Faculty	423
9:00-10:00am	Jeff Penick, MHC	423
10:00-11:00am	Meaghan Nolte, MHC	423
11:00-12:00pm	Fred Washburn, MHC	423
12:00-1:00pm	Liz Haviland, CACREP Liaison	423
12:00-1:00pm	Lunch	
1:00-2:00pm	Kevin Archer, Dean of Grad School	423
2:00-3:00pm	Non-core faculty: Heidi Bogue, Susan Lonborg, Terry	423

	<b>Schwartz</b>	
3:00-4:00pm	Vicki Sannuto, Site Supervisor; Director Career Services	423
4:00-5:00pm	COTS Dean, Tim Englund	423
5:15-6:45pm	Current Students: Andi Hefton, Jonathan Chi, Sara Rundlett, Tony Paul, Sarah Graham, Anna Church, Ana Gonzales, Lea Fairbanks, Joy Landeene, Jace Decker	Ice Cave (141)
<b>Day 2</b>		
<b>Tuesday, October 20, 2015</b>		
<b>Time</b>	<b>Event Description</b>	<b>Location</b>
8:34am	Meet at Psychology Building	
9:00-10:00am	Associate Provost, Anne Cubilie	Barge 202
10:15-10:45am	Chris De Villeneuve, Director of Counseling Center	SMACC
11:00-11:30am	Patricia Cutright, Dean of Libraries	Library 206
11:30-12:30pm	Lunch	
12:45pm	Meet at Psychology Building	
1:00-2:00pm	Cindy Bruns, Site Supervisor, Counseling Center; Greg Aubol, Site Supervisor, Central WA Comprehensive MH; Cindy Myers, Site Supervisor Children's Village Yakima	SMACC CWCMH 220 W 4 <sup>TH</sup> AVE 423
2:30-3:30PM	Stephanie Stein, Psychology Department Chair	423
3:30-4:30pm	Records Review, Student Files	
4:30pm	Work time	
5:30-6:30pm	MHC Graduates: Toni Woodman, Andrea Baker, Melissa Denner, Michael Johansen, Chelsea Buffum, Jonathan Douglas.	Ice Cave (141)
<b>Day 3</b>		
<b>Wednesday, October 21, 2015</b>		
<b>Time</b>	<b>Event Description</b>	<b>Location</b>
9:30-10:30am	Exit Interview: Nolte, Penick, Washburn, Haviland, Stephanie Stein at 10am	423

### Entry-Level Programs

Please select program area(s) for which accreditation is sought and indicate the degree(s) offered.

CACREP Program Title	Degree Awarded	Program Name
Clinical Mental Health Counseling	M.S.	Mental Health Counseling

### Program(s) Description

This is a 90 quarter hour program in Mental Health Counseling. The program is located in a Psychology Department which offers several Psychology graduate programs in addition to this program. There are four full time Counselor Educators with annual admissions of about eight students into a two year program. There is an in house clinic where all students do their Practicum. Internship is outside this clinic

in various community clinics as well as the University Counseling Center. The University is in a very rural setting and yet the program is able to attract students from all parts of the country.

Section I - The Learning Environment: Structure and Evaluation

Standards	Response
Standards   A. Institutional Media	Met
Standards   B. Academic Unit Responsibility	Met
Standards   C. Sufficient Financial Support	Met
Standards   D. Faculty Encouragement	Met
Standards   E. Access to Learning Resources	Met
Standards   F. Technical Support	Met
Standards   G. Personal Counseling Services	Met
Standards   H. Counseling Instruction Environment	Met
Standards   H.1 Individual Counseling Settings	Met
Standards   H.2 Small Group Settings	Met
Standards   H.3 Technology/Observational Capabilities	Met
Standards   H.4 Client Confidentiality Procedures	Met
Standards   I. Degree Hour Requirements	Met
Standards   J. Student Diversity Efforts	Met
Standards   K. Admissions Decisions	Met
Standards   K.1 Applicant's Interpersonal Potential	Met
Standards   K.2 Applicant's Graduate Study Potential	Met
Standards   K.3 Applicant's Career Goals	Met
Standards   L. New Student Orientation	Met
Standards   L.1 Orientation Session	Met
Standards   L.2 Student Handbook	Met
Standards   L.2.a Mission and Objectives	Met
Standards   L.2.b Professional Organizations	Met
Standards   L.2.c Written Endorsement Policy	Met
Standards   L.2.d Student Retention Policy	Met
Standards   L.2.e Academic Appeals Policy	Met
Standards   M. Core Faculty Credit Delivery	Met
Standards   N. FTE Ratio	Met
Standards   O. Faculty Advisor	Met
Standards   P. Student Progress	Met
Standards   Q. Course Load for Individual Supervision	Met
Standards   R. Group Supervision Section Maximum	Met

Standards   S. Student Liability Insurance	Met
Standards   T. Graduate Assistantships	Met
Standards   U. Faculty Diversity	Met
Standards   V. Teaching Loads	Met
Standards   W. Core Faculty Resources	Met
Standards   W.1 3 Full Time Appointments	Met
Standards   W.2 Doctorates in Counselor Education	Met
Standards   W.3 Assigned in Relevant Area	Met
Standards   W.4 Identify with Counseling	Met
Standards   W.5 Professional Activities	Met
Standards   W.5.a Development/Renewal	Met
Standards   W.5.b Research and Scholarly Activity	Met
Standards   W.5.c Service and Advocacy	Met
Standards   W.6 Determine Curriculum	Met
Standards   X. Academic Unit Leadership	Met
Standards   X.1 Academic Unit Leader	Met
Standards   X.1.a Coordination of Program	Met
Standards   X.1.b Receives Inquiries	Met
Standards   X.1.c Recommendation for Budget	Met
Standards   X.1.d Year-round Leadership	Met
Standards   X.1.e Release Time	Met
Standards   X.2 Practicum/Internship Coordinator	Met
Standards   X.2.a Coordination of Clinical Experiences	Met
Standards   X.2.b Practicum/Internship Inquiries	Met
Standards   X.2.c Defined Responsibilities	Met
Standards   Y. Noncore Faculty	Met
Standards   Y.1 Graduate Degrees	Not Met
Standards   Y.2 Relevant Preparation and Experience	Met
Standards   Y.3 Identify with Counseling Profession	Not Met
Standards   Z. Clerical Assistance	Met
Standards   AA. Continuous Systematic Program Evaluation	Met
Standards   AA.1 Review of Programs	Met
Standards   AA.2 Graduate Follow-up Studies	Met
Standards   AA.3 Site Supervisors/Employer Follow-up Studies	Met

Standards   AA.4 Student Learning Assessment	Not Met
Standards   AA.5 Use of Findings	Met
Standards   AA.6 Official Report Distribution	Met
Standards   BB. Students Evaluate Faculty	Met
Standards   CC. Results of Student Evaluations	Met
Standards   DD. Written Evaluation Procedures	Met

**Strengths:**

(No response)

**Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).**

The team urges the Counseling Faculty to attend the National ACES conferences so that they can participate in presentations and discussions of SLO's, their development and uses as well as other Counselor Education issues. It is noted that attendance at ACA and Washington Coun Assoc is a regular occurrence.

**Specific Requirements: (Specify Standard for each requirement not met).**

Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.

Y1. One, but not all non core faculty have appropriate degrees, licensure, and identification as Counselor Educators. To meet this standard faculty need to be vetted as to Professional Identity, appropriate degrees and licensure and then only those that meet the requirements be hired to teach courses.

Y3. Repeat exact same requirements as in Y1.

AA4 . Portions of this standard are met; however, the program area standards are not fully linked to their Mission Statement, Program Objectives, and SLO's for Clinical Mental Health. To meet this standard, their needs to be an integration of Mission, Objectives and SLO's and then continuous systematic program evaluation. Said another way, the Mission, and Program Objectives seem independent of the CACREP standards which appear to be an add on. Integration, merging, fluid follow through of these three areas needs to take place.

## Section II - Professional Identity

Standards	Response
Standards   A. Comprehensive Mission Statement	Not Met
Standards   B. Program Objectives	Met
Standards   B.1 Reflect Current Knowledge and Projections	Met
Standards   B.2 Reflect Input	Met
Standards   B.3 Related to Program Activities	Met
Standards   B.4 Can be Evaluated	Not Met
Standards   C. Students Identify	Met
Standards   D. Syllabi Distributed	Met
Standards   D.1 Content Areas	Met
Standards   D.2 Knowledge and Skill Outcomes	Met
Standards   D.3 Methods of Instruction	Met
Standards   D.4 Required Texts/Readings	Met
Standards   D.5 Evaluation Criteria and Procedures	Met
Standards   E. Infusion of Counseling Research	Met
Standards   F. Infusion of Technology	Met
Standards   G. Curricular Experiences	Met
Standards   G.1 Professional Orientation and Ethical Practice	Met
Standards   G.1.a History and Philosophy	Met
Standards   G.1.b Roles, Functions and Relationships	Met
Standards   G.1.c Counselors' Roles in Emergency Teams	Met
Standards   G.1.d Self-care Strategies	Met
Standards   G.1.e Supervision Models	Met
Standards   G.1.f Professional Organizations	Met
Standards   G.1.g Professional Credentialing	Met
Standards   G.1.h Advocating for Profession	Met
Standards   G.1.i Advocacy Processes	Met
Standards   G.1.j Ethical Standards	Met
Standards   G.2 Social and Cultural Diversity	Met
Standards   G.2.a Multicultural and Pluralistic Trends	Met
Standards   G.2.b Attitudes, Beliefs and Understandings	Met
Standards   G.2.c Theories of Multicultural Counseling	Met
Standards   G.2.d Individual, Couple and Group Strategies	Met

Standards   G.2.e Counselors' Roles in Self-Awareness	Met
Standards   G.2.f Counselors' Roles in Eliminating Biases	Met
Standards   G.3 Human Growth and Development	Met
Standards   G.3.a Life Span Development Theories	Met
Standards   G.3.b Learning and Personality Development	Met
Standards   G.3.c Trauma-causing Events	Met
Standards   G.3.d Theories and Models of Resilience	Met
Standards   G.3.e Exceptional Abilities	Met
Standards   G.3.f Human Behavior	Met
Standards   G.3.g Theories of Addiction	Met
Standards   G.3.h Facilitating Optimal Development	Met
Standards   G.4 Career Development	Met
Standards   G.4.a Career Development Theories and Models	Met
Standards   G.4.b Information Resources	Met
Standards   G.4.c Program Planning	Met
Standards   G.4.d Interrelationships	Met
Standards   G.4.e Career And Educational Planning	Met
Standards   G.4.f Assessment Instruments	Met
Standards   G.4.g Processes, Techniques, and Resources	Met
Standards   G.5 Helping Relationships	Met
Standards   G.5.a Orientation to Wellness and Prevention	Met
Standards   G.5.b Characteristics and Behavior	Met
Standards   G.5.c Interviewing and Counseling Skills	Met
Standards   G.5.d Counseling Theories	Met
Standards   G.5.e Systems Perspective	Met
Standards   G.5.f Consultation	Met
Standards   G.5.g Crisis Intervention	Met
Standards   G.6 Group Work	Met
Standards   G.6.a Group Dynamics	Met
Standards   G.6.b Leadership Styles	Met
Standards   G.6.c Theories	Met
Standards   G.6.d Methods	Met
Standards   G.6.e Small Group Experiences	Met
Standards   G.7 Assessment	Met



Standards   G.7.a Historical Perspectives	Met
Standards   G.7.b Standardized and Nonstandardized Testing	Met
Standards   G.7.c Statistical Concepts	Met
Standards   G.7.d Reliability	Met
Standards   G.7.e Validity	Met
Standards   G.7.f Social and Cultural Factors	Met
Standards   G.7.g Ethical Strategies	Met
Standards   G.8 Research and Program Evaluation	Met
Standards   G.8.a Importance of Research	Met
Standards   G.8.b Research Methods	Met
Standards   G.8.c Statistical Methods	Met
Standards   G.8.d Principles, Models, and Applications	Met
Standards   G.8.e Use of Research	Met
Standards   G.8.f Ethical Strategies	Met

**Strengths:**

(No response)

**Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).**

1. The team strongly recommends that a separate course in Addiction Counseling be developed and required of all students.
2. The faculty might want to review the Thesis requirement in light of the Mission Statement and program objectives. There seems to be a disconnect in this area and so reviewing the place of the thesis within the program seems to be in order.
3. The Core Faculty need to develop procedures to systematically review non core faculty for appropriate Professional Identity, course syllabi and course content to insure adherence to program mission and objectives and SLO's.

**Specific Requirements: (Specify Standard for each requirement not met).**

Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.

IIA. Though a Mission Statement does exist, it does not appear to be comprehensive and consistent with CACREP standards and the program objectives and is difficult to evaluate and present evidence that the

statements are systematically evaluated and reviewed. The Mission Statement should be rewritten so that it is measurable and so that the Program Objectives logically flow from the Mission.

IIB4. The Objectives need to be rewritten to reflect CACREP standards and be written in such a way that they flow from the Mission Statement and are measurable.

### Section III - Professional Practice

Standards	Response
Standard   A. Faculty Providing Supervision	Met
Standard   A.1 Degree and/or Preparation	Met
Standard   A.2 Relevant Experience	Met
Standard   A.3 Relevant Training	Met
Standard   B. Student Supervisors	Met
Standard   B.1 Completed Master's Equivalent	Met
Standard   B.2 Supervision Preparation	Met
Standard   B.3 Supervised by Faculty 1:6	Met
Standard   C. Site Supervisor	Met
Standard   C.1 Masters Degree and Credentials	Met
Standard   C.2 2 Years Experience	Met
Standard   C.3 Knowledge of Program	Met
Standard   C.4 Training in Supervision	Met
Standard   D. Orientation, Assistance, and Consultation	Met
Standard   E. Supervision Contracts	Met
Standard   F. Practicum	Met
Standard   F.1 Direct Service	Met
Standard   F.2 Individual Supervision	Met
Standard   F.3 Group Supervision	Met
Standard   F.4 Audio-Video Tape or Live Supervision	Met
Standard   F.5 Student Performance Evaluation	Met
Standard   G. Internship	Met
Standard   G.1 Direct Service	Met
Standard   G.2 Individual Supervision	Met
Standard   G.3 Group Supervision	Met
Standard   G.4 Professional Activities	Met
Standard   G.5 Audio/Video Tape Access	Met
Standard   G.6 Student Performance Evaluation	Met

**Strengths:**

The site Supervisors qualifications and the support offered by program faculty, particularly the program coordinator is exemplary. This is a major program strength that has major positive direct impact on students and stake holders.

**Suggestions:** (Not necessarily related to a specific Standard, but for program enhancement of improvement).

None

**Specific Requirements:** (Specify Standard for each requirement not met).  
Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.  
All standards passed.

## Clinical Mental Health Counseling

Standards	Response
Standards   Foundations	Met
Standards   A. Knowledge	Met
Standards   A.1 History, Philosophy, and Trends	Met
Standards   A.2 Ethical and Legal Considerations	Met
Standards   A.3 Roles and Functions	Met
Standards   A.4 Professional Organizations, Standards, and Credentials	Met
Standards   A.5 Variety of Models and Theories	Met
Standards   A.6 Recognizes Substance Abuse Disorders	Met
Standards   A.7 Professional Issues	Met
Standards   A.8 Management of Services and Programs	Met
Standards   A.9 Impact of Crises	Met
Standards   A.10 Emergency Management System	Met
Standards   B. Foundations - Skills and Practices	Met
Standards   B.1 Ethical and Legal Practice	Met
Standards   B.2 Policy, Financing, and Regulatory Processes	Met
Standards   C. Counseling, Prevention, and Intervention - Knowledge	Met
Standards   C.1 Principles of Mental Health	Met
Standards   C.2 Etiology, diagnosis, and nomenclature	Met
Standards   C.3 Models of Program Development and Service Delivery	Met
Standards   C.4 Addiction and Co-occurring Delivery	Met
Standards   C.5 Range of Mental Health Service Delivery	Not Met
Standards   C.6 Crisis Intervention	Not Met
Standards   C.7 Biopsychosocial Case Conceptualizations	Met
Standards   C.8 Importance of Family, Social Networks and Community	Met
Standards   C.9 Relevant Professional Issues	Met
Standards   D. Counseling, Prevention, and Intervention - Skills and Practices	Met
Standards   D.1 Diagnosis, Treatment, Referral and Prevention	Not Met
Standards   D.2 Multicultural Competencies	Met
Standards   D.3 Optimal Human Development	Not Met
Standards   D.4 Community Resources	Not Met
Standards   D.5 Culturally Responsive Modalities	Met
Standards   D.6 Suicide Risk	Met

Standards   D.7 Record Keeping Standards	Met
Standards   D.8 Addictions and Co-occurring Disorders	Met
Standards   D.9 Recognizes Own Limitations	Met
Standards   E. Diversity and Advocacy - Knowledge	Met
Standards   E.1 Effect of Multicultural Society	Not Met
Standards   E.2 Effects of Discriminations	Met
Standards   E.3 Current Literature on Special Population Techniques	Met
Standards   E.4 Client Advocacy and Public Policy	Met
Standards   E.5 Oppression and Racism	Met
Standards   E.6 Public Policies on Mental Health Services	Met
Standards   F. Diversity and Advocacy - Skills and Practices	Met
Standards   F.1 Community Resource Information	Not Met
Standards   F.2 Advocates for Equitable and Responsive Programs	Not Met
Standards   F.3 Modify Techniques for Diverse Populations	Met
Standards   G. Assessment - Knowledge	Met
Standards   G.1 Models of Assessment	Not Met
Standards   G.2 Clinical Evaluation Models	Not Met
Standards   G.3 Psychopharmacology	Not Met
Standards   G.4 Screening and Assessment for Addictions	Met
Standards   H. Assessment - Skills and Practices	Met
Standards   H.1 Selects Appropriate Instruments	Met
Standards   H.2 Intake, Evaluation and Assessment	Met
Standards   H.3 Screens for Addiction, Aggression, and Danger	Met
Standards   H.4 Assessment of Dependence	Met
Standards   I. Research and Evaluation - Knowledge	Met
Standards   I.1 Critical Evaluation of Research	Met
Standards   I.2 Models of Program Evaluation	Met
Standards   I.3 Evidence-based Treatments	Met
Standards   J. Research and Evaluation - Skills and Practices	Met
Standards   J.1 Applies Relevant Research	Met
Standards   J.2 Develops Measurable Outcomes	Met
Standards   J.3 Analyzes and Uses Data	Met
Standards   K. Diagnosis - Knowledge	Met
Standards   K.1 Principles of Diagnosis	Met

Standards   K.2 Established Diagnostic Criteria	Met
Standards   K.3 Impact of Co-occurring Disorders	Met
Standards   K.4 Biases and Diagnostic Tools	Not Met
Standards   K.5 Diagnosis During Crisis	Not Met
Standards   L. Diagnosis - Skills and Practices	Met
Standards   L.1 Appropriate Use of DSM	Met
Standards   L.2 Conceptualizes Multi-Axial Diagnosis	Met
Standards   L.3 Differentiates Diagnosis and Normal Reactions	Met

**Strengths:**  
(No response)

**Suggestions: (Not necessarily related to a specific Standard, but for program enhancement of improvement).**

1. Site Supervisors report that the evaluation form is unwieldy and includes objectives they cannot regularly evaluate. Suggest meeting with this group to review and possibly change the form to better meet the Supervisors needs and to insure that the program objectives are being met.
2. Faculty might want to consider adding new class possibly entitled Clinical Mental Health Counseling to alleviate the vast number of standards assigned to Psych 502 and Psych 567.
3. Faculty might want to consider adopting a portfolio model to better gather student data, evidence of systematic program review and program objectives, and for monitoring student progress.

**Specific Requirements: (Specify Standard for each requirement not met).**

Please note that if a program has requirements, only a 2-year accreditation can be recommended. If the program does not adequately address the requirements in this report, these requirements may become conditions.

F1. This standard was not reflected in the evaluation form. It needs to be added to the form so that there is evidence of meeting this standard.

F2. This standard was not reflected in the evaluation form. It needs to be added to the form so that there is evidence of meeting this standard.

G1,G2,G3,K4,K5. These standards do not appear in any class syllabi, class assignment or class schedule. In order to meet these 5 standards, each needs to be incorporated into an appropriate class so that they appear in the syllabi and class schedule and students can then be appropriately evaluated on the standards content.

