

April 20, 2015

Dear CACREP Review Committee,

Thank you for the care with which you conducted the initial review our Mental Health Counseling Self Study document submitted in August 2014. Your review brought several important issues to our attention. We have addressed some of these issues with changes in our program that further emphasize the role and identity of mental health counselors. We believe that some other matters appeared to be substantial problems only because our explanations were inadequate. Our program faculty have worked together to clarify some points in our Self Study. The attached Addendum to the Self Study responds to each point raised in the CACREP initial review. We request that our reaccreditation application be considered in light of the additional evidence presented in the attached Addendum.

We would like to address a few important issues that may not be clear from the Addendum to the Self Study or the original Self Study. We, the program faculty, see the Mental Health Counseling program as a program in transition. Working on the Addendum has helped us refocus our mission and goals. There has been a change in leadership in our program. Dr. Robyn Brammer has left the program and the university. She was kind enough to fulfill her responsibilities to the program and thus complete the Self Study after she moved. Dr. Elizabeth Haviland has stepped up to take over the Program Director role. She and the rest of the program faculty have spent much of this year solidifying the organization of the program.

Additionally, in January, we completed a faculty search. Fred Washburn, who is defending his dissertation in the next few days at University of Iowa, will be joining the core Mental Health Counseling faculty in the fall of 2015. We will then again have four faculty dedicated to the program.

We believe, as we move ahead through this time of transition, that our Mental Health Counseling program continues to gain in strength. We are a strong program with a long history as part of CWU. We continue to produce sought-after graduates every year.

Again, we appreciate your time in reviewing our work. We look forward to hearing back from you.

Sincerely,



Elizabeth Haviland
Mental Health Counseling Program Director and
Co-Director, CCPAC

PLEASE NOTE the organization of the Addendum to the Self Study. We addressed each reviewers' comment in a separate section. At times, the data in these sections were too cumbersome to include in the body of the Addendum, so we added an appendix. Thus we have included a separate section with Appendices A – M. We hope this format makes reading the Addendum easier for the reviewers! –EH.

Table of Contents

Policies..... 3

Transition Policy #5 - Assessment..... 3

Standard C..... 7

Standard F..... 10

Standard J..... 11

Standard K..... 13

Standard N..... 14

Standard U..... 15

Standard V..... 17

Standard X.1&2..... 18

Standard Y..... 21

Standard AA.4..... 23

Section II. Professional Identity..... 24

Standard B.2..... 24

Standard D.3..... 30

Standard G.1-8..... 31

Section III. Professional Practice..... 32

Standard C.1&2..... 32

Standards For Clinical Mental Health Counseling..... 33

Policies

Transition Policy #5 - Assessment

Reviewers' Comment:

Reviewers were unable to locate a comprehensive assessment plan that addressed all the elements required in Transition Policy #5 (see comments under Standard I.AA).

Response:

The following is the Mental Health Counseling (MHC) Program Assessment Plan. A copy is also located in [Appendix A - CWU MHC Program Assessment Plan](#).

Mental Health Counseling Program Assessment Plan Central Washington University

The Mental Health Counseling (MHC) program committee has developed the following assessment plan to assess student learning. This plan addresses both the continuous systematic program evaluation processes and the assessment of student learning outcomes processes.

PROGRAM EVALUATION

Several assessments are conducted at the program level.

The program committee reviews all course syllabi in the program to confirm that they contain student learning objectives based on specific CACREP standards. During this process, the committee confirms that all CACREP standards are covered in at least one course. The committee keeps a record of which course covers each CACREP standard.

The MHC program committee asks each instructor to evaluate students at the end of the quarter in which they teach a MHC course. Instructors evaluate student performance based on CACREP standards. Each student is rated 1-4, with 1 = unsatisfactory, 2 = acceptable, 3 = good, and 4 = excellent. During the annual meeting (see below), program faculty review these evaluations. The program committee uses these data to measure how well the standards are being met, with the intent of making changes to course syllabi.

The program committee surveys current students to get feedback on their experiences while in the program. Every other year the program committee also surveys MHC alumni to get their feedback on their experience during their time in the program. In addition, the program committee surveys employers of recent alumni to get feedback on how well employees are fulfilling the requirements of their jobs. As part of the intern evaluation, as interns complete their 600-hour internships, site supervisors evaluate how well interns are fulfilling CACREP standards.

The MHC program committee meets every year at the end of spring quarter. During this annual meeting, the committee reviews the above data to evaluate where the program is doing well and where it needs to be strengthened. Program faculty review the successes and challenges of students, recommend revisions as necessary to application criteria, and recommend changes to

the curriculum. In addition, the program committee reviews the mission statement and program objectives to be sure they are still relevant and useful. This is also time set aside for planning for the coming year.

The program committee takes the information gathered at this annual meeting and integrates it into the coming year. They decide what changes need to be made in courses. The committee makes sure that syllabi are updated. They agree to meet at the beginning of fall quarter to discuss how changes have been integrated into syllabi and teaching methods. The committee also meets with non-core faculty to discuss with them needed changes in syllabi and course content. This is an ongoing dynamic process to ensure all courses are up-to-date and meet CACREP standards.

STUDENT ASSESSMENT

The program committee conducts ongoing assessment of student progress throughout students' time in the program. Informal assessment of student progress is conducted weekly in a supervisors meeting. This meeting includes the program director and all MHC faculty who are supervising students in practicum. This meeting allows faculty to be up to date on student progress. In addition, at regular program committee meetings, there is time to discuss student concerns.

From the MHC Student Handbook (See Appendix B – MHC-Student-Handbook-14-15: Retention and Matriculation Policy, p. 69):

To gain full admission into the program, students must successfully complete PSY 560 (Theories and Practice of Counseling) and PSY 593A (Practicum in Counseling I: Interviewing). Students take these two courses in their first or second quarters, and may repeat PSY 593A once. Students not earning a passing grade the second time are denied full admission to the program. When this happens, the student's advisor will discuss the situation with the student, and the matter will be brought to the counseling program committee. Practicum is an important and necessary facet of counselor education, and students who fail to demonstrate competency will be counseled regarding their options, including alternative programs or schools.

A second method of student assessment comes from the Assessment of Candidate Progress. Candidates are assessed according their academic (knowledge), clinical (skills), and professionalism (dispositions). Strengths are noted as well as areas of concern. In most cases, when concerns are raised, students are given the opportunity to show progress by the second assessment. However, the program reserves the right to consider areas of concern egregious enough to remove a student after the first assessment. Examples of such problems would include gross misconduct with a client, significant ethical violations, or repeated concerns that do not improve with supervision.

This policy is consistent with ACA Ethical Standard F.3, which states that "Counselors assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations," and "Counselors seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance." While

this situation has occurred, it is rare. We do our best to ensure that the students who enter the program are well suited to enter the counseling profession.

Following full admission to the Counseling Program, students receive annual feedback from their academic advisor, with input from other counseling program committee members. Through this ongoing evaluation process, academic and/or personal limitations of students may be discussed. In most cases, we provide feedback that will help you grow as a counselor. Even when receiving negative feedback, our intention is to help you improve as a counselor. On very rare occasions, students who have been fully admitted into the program will receive evaluations indicating a poor fit within the counseling profession. When this happens, remedial assistance is offered. If the student is still unable to provide competent service they may be referred to other degree programs and dismissed from the Mental Health Counseling program.

Consistent with CWU's Academic Appeals policy (CWU Undergraduate/Graduate Catalog, Appendix C), students may file an academic grievance if they feel the assigned grade(s) in Counseling Practicum (or other courses) is unfair. Per the Academic Appeals policy, the student initially meets with the practicum supervisor or instructor. Should the issue not be resolved at this level, the department chair is asked to resolve the grievance. If resolution is not achieved at the department chair level, the matter is forwarded to the dean. Should resolution not be achieved at this point, the student may petition for a hearing before the Board of Academic Appeals.

Of course, grades are the most salient form of assessment of student learning outcomes. With courses based on CACREP standards, faculty assess students using these standards.

Assessment of Student Progress – 1st and 2nd Year Students

As described above, students are given formal evaluations twice during their two years in the MHC program. The program committee assesses their progress and their advisors give them written and oral feedback the end of spring quarter of their first year. During this feedback, the committee gives feedback on their progress in three areas: Academic Performance/Thesis Development, Clinical Performance, and Other Professional/Personal Development. The student receives a copy of this evaluation and a copy goes into their file. The committee believes this is a good time to give feedback to students because if there are areas that need improvement, the student has time to take steps to make changes during their second year of study.

The program committee also gives feedback to students at the end of winter quarter of their second year. This occurs just prior to the students' moving on to internship. This is a summative evaluation of how students have done in the program. It also confirms that students are ready to move on to internship. Again, the student gets a copy and another copy goes into their file.

At any time during the program when remediation is necessary, the program committee develops a plan of action for the student, including appropriate support from the committee. If remediation is required, the program committee develops a plan, which is signed by the student and the program director. This plan includes changes the student needs to make, as well as support

provided by faculty. A specific timeline is put in place so the student knows exactly what their responsibilities are.

If a student fails a practicum course, then their supervisor develops a supervision contract to be followed during the repeat. A student can fail only one practicum course. If student fails a second practicum course, then they are released from the program. If this occurs, the program committee works with the student to provide them support during this time of transition.

The MHC program has a policy for handling grievances (See Appendix B – MHC-Student-Handbook-14-15: Handling Grievances, p. 71). In addition, the program has a complaint procedure in place if a student is not satisfied with his or her practicum supervision (See Appendix B – MHC-Student-Handbook-14-15: PSY 593ABC Student Complaint Procedure, p. 172).

Section I. The Learning Environment, Structure and Evaluation

Standard C

Reviewers' Comment:

Please provide a current budget for the academic unit, excluding faculty salaries, and address the adequacy of the current budget in terms of ensuring continuity, quality, and effectiveness in all the program's learning environments.

Response:

C. The institution is committed to providing the program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the program's learning environments.

Central Washington University has supported the Mental Health Counseling Program for nearly half a century. It provides resources to support qualified faculty, clinical space that meets the training needs of the program, assistantships and tuition waivers, and goods and services needed to maintain the program. After faculty salaries, the major categories of support include,

1. Staff, supply, and technology expenses to support the program's training clinic, the Community Counseling and Psychological Assessment Center (CCPAC). Students complete three practicum experiences in the CCPAC, a clinic created in 1967 as part of the original design of the Psychology Building. The center serves as a training facility for graduate students in mental health counseling and school psychology and provides individual counseling for children and adults, marital and family counseling, and psychological testing services to the campus and local community. The CCPAC is supported by a full-time administrative assistant who covers the front desk and oversees operations. In addition the department also has a full-time computer/technology consultant, who designed (and maintains) our digital video monitoring system. Approximately 40% of this person's time is dedicated to the CCPAC. The Department of Psychology provides office supplies as well as hardware, software, video recording and playback equipment, computer workstations and individual personal hard-drives to record practicum activities.
2. Assistantships and tuition waivers for students. The School of Graduate Studies and Research provides in-state tuition waivers (approx. \$17,667) to all students awarded assistantships and additional out-of-state tuition waivers (approx. \$28,122) to some graduate assistants who are not Washington state residents. The assistantship contracts include graduate assistant salary, partial waiver of tuition, student health insurance and the Student Medical and Counseling Center fee. Of the 11 assistantships awarded this year ('14-'15), three went to students Mental Health Counseling Program. In addition, each year two or three psychology graduate students each year are awarded graduate assistantships in other departments.
3. Fees/expenses toward CACREP accreditation.

These expenses are summarized in the tables that follow.

Approximate Budget/Expenses for the 14-15 Year:

<u>COSTS RELATED TO THE CCPAC</u>	<u>AMOUNT</u>
Advertising-Daily Record-2 weeks-Fall	371.39
Advertising-Daily Record-2 weeks-Spring	371.39
Phone/fax lines \$26 x 5= \$130.00/month	1,560.00
Copier, paper, toner, office supplies=\$150.00/month	1,800.00
Lead Secretary salary & benefits/year	58,809.19
TOTAL	\$62,911.97

<u>CACREP-ASSOCIATED FEES</u>	
CACREP Annual Fee/year	2,668.00
CACREP Accreditation Fee	2,500.00
TOTAL	\$5,168.00

<u>TECHNOLOGY-RELATED EXPENSES ('14-'15)</u>	
Hard-drives	
Microphones	
Signal Processors	
Misc. cables/connectors	
Other	
TOTAL	~\$4,074.00

Other Recent CCPAC Expenses

Installation of permanent, ceiling-installed white noise generator system in hallways.

Misc. painting and repairs.

New carpet installation

Device	Description	Purchase Date	Estimated Life	Purpose	Quantity	Orig. Cost	Price Extension	Total IT Equipment	Average Equipment
Microphones	Crown 125G	Nov-93	22 Yrs	Session Recording	12	150	1800		
Cameras	Sony Color with Lens	Nov-93	22 Yrs	Session Recording	12	230	2760		
Audio Processor	Sony	Nov-93	22 Yrs	Session Recording	12	150	1800		
CCTV RF Modulator	Radio Shack	Nov-93	22 Yrs	Live Supervision	12	30	360		
CCTV Switcher	Radio Shack	Nov-93	22 Yrs	Live Supervision	12	40	480		
CCTV Video Monitor	Panasonic CT-13R30A	Nov-93	22 Yrs	Live Supervision	4	100	400		
VHS Recorder	Panasonic AG-5210	Nov-93	15 Yrs	Session Recording	24	500	12000		
Video Baseband Distribution Amplifier		Nov-08	15 Yrs	Live Supervision	12	200	2400		
Network Switch	Linksys SR216	Nov-08	7 Yrs	Network Connectivity	3	60	180		
CAT5 Cables	Belkin	Nov-08	25 Yr	Network Connectivity	1	600	600		
Video Digitizer	Plextor PX-M402/U	Nov-08	15 Yrs	Session Recording	24	100	2400		
Headphones	Sony MDR-XD100	Nov-08	7 Yrs	Session Analysis	24	50	1200		
Network Printer	HP Laserjet P2015	Nov-08	7 Yrs	Session Analysis	2	400	800		
Network Printer	HP Laserjet P3015	Nov-13	7 yrs	Session Analysis	2	750	1500		
Keyboards and Mice	Dell	Nov-08	7 Yrs	IT Infrastructure	32	40	1280		
17" CRT Monitors	Sony SX-200	Nov-08	5 Years	IT Infrastructure	32	50	1600		
23" Flat Panel Monitors	Acer V223W	Nov-14	5 Years	IT Infrastructure	32	50	1600		
Hard Drives	Western Digital 80 GB	Nov-08	7 Yrs	IT Infrastructure	90	100	9000		
Hard Drives	Western Digital 250GB	Nov-14	7 Yrs	IT Infrastructure	90	100	9000		
Removeable HD Bays and Cass	StarTech	Nov-08	7 Yrs	IT Infrastructure	70	60	4200		
Removeable HD Bays and Cassettes	SATA	Nov-14	7 Yrs	IT Infrastructure	70	55	3850		
Desktop CPU P2 500 MHz 500	US Micro	Nov-07	3 Yrs	IT Infrastructure	32	200	6400		
Desktop CPU 2.4 GHz 1GB RAM	US Micro	Nov-10	3 Yrs	IT Infrastructure	32	200	6400		
Deskto CPU 3.2 GHz 2.0 MB RA	US Micro	Nov-03	3Yrs	IT Infrastructure	32	200	6400		
Server 1GHz 2.0 GB RAM	US Micro	Nov-07	5 Years	IT Infrastructure	2	300	600		
Server 2.4GHz 4.0 GB RAM	US Micro	Nov-10	5 Years	IT Infrastructure	2	300	600		
Audio Processor	DBX-286S	Nov-14	15 Yrs	Session Recording	16	225	3600		
Microphones	AudioTechnica AT2020	Nov-14	15 Yrs	Session Recording	16	100	1600		
24" LCD Monitors	Acer AL2416W	Nov-09	5 Years	IT Infrastructure	3	125	375		
UPS Battery Backup	AP	Nov-08	5 Years	IT Infrastructure	5	200	1000		
UPS Battery Backup	AP	Nov-12	5 Years	IT Infrastructure	5	225	1125		
Redhat Enterprise Linux	Redhat	Nov-08	5 Years	IT Infrastructure	200	1	200		
Redhat Enterprise Linux	Redhat	Nov-11	5 Years	IT Infrastructure	200	1	200		
Audio Cables for Counseling R	Belkin	Nov-14	15 Yrs	Session Recording	20	12	240		
Surge Protectors for Server and	AP	Nov-08	5 Years	IT Infrastructure	32	15	480		
Noise Masking Privacy System	SpeechPrivacySystems Vc	Nov-08	20 Years	Clinic Privacy	1	1200	1200		
								\$89,630.00	\$4,074.09

Standard F***Reviewers' Comment:***

Reviewers noted that the narrative response addresses support the program receives from a library liaison. Please provide clarification and documentation demonstrating that the institution provides technical support to program faculty and students to ensure access to information systems for learning, teaching, and research.

Response:**F. The institution provides technical support to program faculty and students to ensure access to information systems for learning, teaching, and research.**

A variety of sources of funds are tapped to ensure that university faculty and students have access to information systems and data analysis for teaching and research. Computer hardware and software appropriate to the needs of faculty are provided and updated as needed.

Each full-time faculty member has a desktop computer in his or her office. In addition, a university-supported student laboratory on the fourth floor of the Psychology building provides access to six iMAC and 12 PC computers in the lab. Laboratory computers have internet access, the Microsoft Office software suite, and access to SPSS-PC statistical software. In total, the university supports 586 computer stations in 24 laboratories on the Ellensburg campus. The university also provides 46 laptops for student checkout. CWU provides wireless access across campus for all students, staff, and faculty. The CWU Information Services (ITS) department provides support for these labs and services. The computer lab on the fourth floor of the Psychology Building is convenient to MHC students and used by them regularly.

See detailed information about clinic (CCPAC) computers under I.C. above.

In addition, CWU provides ongoing trainings for all faculty for any software system on campus. There are both classes and individual help available throughout the year.

CWU faculty and students use Canvas by Instructure, a learning management system, for all classes. The help section of Canvas provides pages of detailed help, for both faculty and students. The university provides ongoing training workshops and tech support to the CWU campus community through Delayna Breckon, Canvas Administrator, and her staff at the Office of Multimodal Learning.

CWU Human Resources has put in place Faculty 180, a faculty workload management system. Human Resources provides support and training for Faculty 180 through the office of Charlene Andrews.

Standard J***Reviewers' Comment:***

Please address the systematic efforts taken by the academic unit to attract, enroll, and retain a diverse student body.

Response:

J. The counselor education academic unity has made systematic efforts to attract, enroll, and retain a diverse group of students and to create and support an inclusive learning community

The following is the MHC program policy as stated in the MHC Student Handbook (See Appendix B - MHC-Student-Handbook-14-15, p. 21):

Minority Recruitment Policy

The graduate program in counseling at Central Washington University is committed to the principles of equal opportunity and diversity. We believe that our program is enhanced by an environment that welcomes and appreciates cultural differences and similarities. Cultural diversity includes the richness of ethnicity, genders, ages, languages, disabilities skills, professions, religions, beliefs, values and all characteristics and factors that make us human. The recruitment of students representative of the diversity of society helps serve to enhance the educational experience of those associated with our program, including the clients we serve. In order to increase the number of minority applicants to our programs we engage in the following:

1. Market and promote our programs to identify potential applicants from local schools and colleges.
2. Maintain contact with campus minority student organizations.
3. Seek to employ minority faculty members.
4. Make use of equitable admissions criteria.
5. Use equal opportunity guidelines in the awarding of assistantships.
6. Assist potential students in the identification of financial aid opportunities.
7. Facilitate communication between potential minority applicants and minority Counseling Program students and graduates.
8. Maintain contact with state and local tribal organizations and governments.

This policy is reviewed at the annual spring meeting noted above.

In addition, Chi Sigma Iota and the Counseling Club are in the process of making contact with student groups and advisors across campus. For instance, they are supportive of the new Active Minds group on campus.

The following is the CWU Office of Graduate Studies' statement on diversity:

Central Washington University believes that the diversity of viewpoints, backgrounds and experiences strengthens our research, scholarship and teaching. For this reason, the Graduate School actively recruits underrepresented and socioeconomically disadvantaged students and strives to create an environment that is friendly to all ethnic groups, genders, and to individuals of diverse sexual orientations.

Specifically the School provides:

- For prospective students: an opportunity to explore graduate opportunities at Central Washington via a daylong visit.
- For current students: town hall meetings to engage faculty, administrators and students in exploring meaningful ways to build a more inclusive community; support through student led organizations; and comprehensive funding and support for professional meetings and conferences.
- To address holistically the needs of the students from the very beginning of their graduate career, the School of Graduate Studies and Research offers an orientation dinner in September for minority students. This will include an introduction to allies in the Graduate School and activities in the Graduate Student Council.

The university has an Inclusiveness Initiative in place. See <http://www.cwu.edu/diversity/> for a detailed explanation.

Standard K***Reviewers' Comment:***

Please provide documentation to support the narrative response.

Response:**K. Admission decision recommendations are made by the academic unit's selection committee.**

The selection committee is comprised of the MHC program committee. The 2015 committee includes Drs. Haviland, Nolte, and Penick.

Students apply to the MHC program through the Office of Graduate Studies. The Graduate office forwards all applicant information to the program director, who then distributes it to the selection committee. Each committee member reads the application materials and rates each applicant based on standards set by the committee. Committee members rate applicants on GPA, GRE scores, personal statement, and three letters of reference. The committee ranks applicants based on average rating scores. The committee then meets to discuss applicants' qualifications and their fit with the program. When the committee has picked the top eight to ten applicants, the director forwards these recommended applicants to the psychology department chair who looks at their application materials and then makes a recommendation to the Graduate Studies office. The Graduate Studies office then makes a formal offer. The committee continues the ranking process so that if/when applicants reject their offers, the committee recommends the next applicants to the department chair.

Standard N***Reviewers' Comment:***

Please provide a detailed overall calculation of (FTE) student to (FTE) faculty ratios, including a breakdown of the data used to determine figure.

Response:

N. Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.

The MHC program typically admits eight students each fall. We currently have 16 students (eight first year and eight second year). We currently have three full-time faculty. Thus the student to faculty ratio is 16:3 or 5.33:1.

Historically, the standard for the MHC program has been four full-time faculty. A successful faculty search was recently completed with the hiring of Fred Washburn. Thus beginning fall 2015, the MHC full-time faculty will again be at four. This will put the student to faculty ratio at 4:1.

Standard U***Reviewers' Comment:***

Please address the systematic efforts by the academic unit to retain a diverse faculty.

Response:**U. Systematic efforts to recruit, employ, and retain a diverse faculty.**

The Psychology department has improved mentoring over the past few years. Thus new faculty has a psychology department mentor. In addition, new faculty has a CWU mentor. All new faculty attend orientation day prior to the beginning of fall quarter. They interact in small groups, which allows the new faculty to begin to develop relationships with faculty across campus.

There is a psychology department Faculty Development committee, which assigns each new faculty to a mentor. The psychology department, and more especially the Mental Health Counseling program have a supportive environment. There is an open door policy within the program, allowing the faculty to consult as needed. In addition the program faculty have weekly supervision meetings to discuss student progress, especially in practicum and also in academic courses. Regular bi-weekly MHC program meetings also provide a place for faculty support.

Formal university policies have room to grow. We do have a gap here. The following is a statement in the MHC Student Handbook (See [Appendix B - MHC-Student-Handbook-14-15](#), p. 21)

Recruitment of Minority Faculty Action Plan:

The CWU Counseling Program supports the university's commitment to develop an inclusive and diverse community of students and employees. We, as a program, will continue to work in concert with CWU's Office for Equal Opportunity in the development of new policies and procedures for hiring and retaining diverse faculty.

Central Washington University Counseling Faculty attending national level conferences will be assigned the task of making an active effort to recruit individuals who will increase the ethnic diversity of the existing faculty. In particular, potential candidates holding existing faculty positions and students preparing to graduate from CACREP accredited programs will be recruited.

Created 4/3/2007

CWU does not have a specific Minority Retention Policy. Following is the CWU Faculty Retention Policy.

CWUP 2-30-090 Faculty and Exempt Staff Retention

This policy is established as authorized by RCW 28B.35.120 (12).

The university recognizes the worth and value of faculty and staff to the university and realizes that it is in the interest of the university to retain highly qualified faculty and exempt staff. It may be appropriate to increase the pay of a faculty or exempt employee in exchange for that employee remaining at CWU (i.e., offering a "counter-offer.")

A request for a retention increase may be triggered by one or both of two events: 1) the individual must be actively seeking external employment as evidenced by being invited for on-site interviews, or 2) the individual must receive a bona fide offer of employment from another organization. If the second option is the triggering event, the offer must include a salary level.

Standard V***Reviewers' Comment:***

Reviewers noted that the faculty's teaching load exceeds the full-time workload of 45-credit hours. Please provide further clarification on how the program's teaching loads compare to the other graduate programs as a whole.

Response:

V. The teaching loads of program faculty members are consistent with those of the institution's other graduate level units that require intensive supervision as an integral part of professional preparation, and incorporate time for supervising student research using formulae consistent with institutional policies and practices.

The CWU university wide work load unit (WLU) requirements for tenured and tenure-track faculty are 36 teaching units, 6 scholarship units, and 3 service units. The psychology department gives MHC faculty additional support by giving them one additional service unit for their supervision responsibilities, which typically lightens the teaching load by one unit. (35,6,4)

MHC faculty teaching loads were an unusual anomaly during the 2013-14 academic year. Because she accepted a half-time position as Associate Dean of Graduate Studies, Dr. Brammer was well above the typical 45 work load units for full-time. In addition, other faculty took on overload courses to help fill in.

As stated above, typically, psychology faculty, including mental health counseling faculty, are assigned 45 WLUs per academic year. The psychology departmental expectation is that faculty carry the standard 45 WLUs; faculty are allowed to volunteer to teach additional classes if they so choose. The current 2014-15 year, Drs. Penick and Haviland are at 45 credits, and Dr. Nolte is at 49 (45 + 4: she took on an extra course left open by Dr. Brammer's exit). Below are listed other psychology graduate program faculty WLUs for the 2014-15 year to use as comparison:

Experimental Psychology Program Director:	47 WLUs
Applied Behavioral Analysis Program Director:	45 WLUs
School Psychology Program Director:	45 WLUs
School Psychology Faculty:	48 WLUs

Standard X.1&2***Reviewers' Comment:***

Please provide documentation to support the narrative response.

Response:

X The academic unit has clearly defined administrative and curricular leadership that is sufficient for its effective operation. A faculty member may hold more than one of the following positions:

Currently, with the configuration of the Mental Health Counseling program, the Program Director works as both the academic unit leader and the practicum and internship coordinator.

In Appendix C - MHC Director Job Descriptions, please find two related documents: Director-Mental-Health-Counseling (D-MHC), Position Description (updated 4/14) and Co-Director-Counseling-CCPAC (CD-CCPAC), Position Description (updated 4/14). Together, these documents detail the responsibilities of the Mental Health Counseling Program Director.

A few of specific detail from both documents are listed below the CACREP requirements of Standard I.X. They are labeled by either D-MHC or CD-CCPAC for easy reference.

1 A faculty member is clearly designated as the academic unit leader for counselor education who

a is responsible for the coordination of the counseling program(s);

- Act independently, as needed, to support existing Counseling Program policies and procedures (D-MHC)
- Work in coordination with the Counseling Program Committee and the Psychology Department Chair to develop new program policies and procedures (D-MHC)
- Chair regular meetings of Counseling Program Committee (D-MHC)
- Supervise development and maintenance of candidates' professional files in the Community Counseling and Psychological Assessment Center (D-MHC)
- Coordinate end of quarter faculty/student course ratings (D-MHC)
- Coordinate Assessment of Student Progress on an annual basis or more frequently (D-MHC)
- Prepare the Annual Assessment Report for the MHC program (D-MHC)
- Coordinate student representative election (D-MHC)
- Review drafts of department class schedules to eliminate class conflicts in counseling classes (D-MHC)
- Develop and update program forms and documents (D-MHC)
- Serve as a member of the Graduate Council (D-MHC)
- Orient new adjunct and tenure-track faculty to the clinic and to the requirements of supervision practica (CD-CCPAC)
- Verify that quarterly faculty assessments of practicum students are turned in and filed with candidate's professional file (CD-CCPAC)

b receives inquiries regarding the overall academic unit;

- Correspond and meet with prospective applicants to the counseling program (D-MHC)
- Coordinate activities related to recruitment of new graduate students (D-MHC)
- Coordinate activities of the admissions committee for graduate programs in mental health counseling (D-MHC)
- Coordinate follow-up contacts with students admitted to graduate programs in mental health counseling (D-MHC)

c makes recommendations regarding the development of and expenditures from the budget;

- Prepare and submit to department chair the program committee’s recommendations regarding scheduling of graduate courses (D-MHC)
- Work with clinic co-director to coordinate recommendations for clinical capital improvements
- Order pencil/paper assessments related to counseling practica and update/order computer testing as needed
- Work with department Engineering Technologist director to order, maintain, update clinic hardware and software

d provides or delegates year-round leadership to the operation of the program(s); and All CWU faculty have academic year (9-month) contracts. Thus it is not possible for the director to have a 12-month contract. The CWU-UFC (United Faculty of Central) collective bargaining agreement for 2013-2017 is located in an appendix of the Self Study. This document details requirements of all CWU faculty.

Mental Health Counseling students complete full-time 600-hour internships during spring quarter and summer quarter of their second year in the program. Because second year students finish their internships during summer term, the MHC Director is assigned additional workload units (WLUs) during summer in order to provide supervision. These WLUs vary because they are based on the number of credits each student carries during summer term; typically WLUs range from one to five. The Director, as part of her job responsibilities, consistently provides program leadership during summer term, thus there is year-round leadership of the program.

e has release time from faculty member responsibilities to administer the academic unit.

The current Mental Health Counseling Program Director is a full-time contracted non-tenure track faculty. The breakdown of her annual work load units (WLUs) for the academic calendar is as follows:

Total Instruction WLUs		34 WLUs
MHC Program Director	6 WLUs	
CCPAC Co-Director	2 WLUs	
Other department/clinic service	<u>3 WLUs</u>	
Total Service WLUs		<u>11 WLUs</u>
Total WLUs		45 WLUs

2 A faculty member or administrator is identified as the practicum and internship coordinator for the academic unit and/or program who

a is responsible for the coordination of all practicum and internship experiences in each counselor education program for which accreditation is sought;

- Obtain student internship applications in Spring quarter of their first year (D-MHC)
- Confirm the filing of contact records, supervision logs, etc. for counseling internships (D-MHC)
- Maintain/update affiliation agreements with internship sites (D-MHC)
- Assign counseling practicum students to individual supervisors (CD-CCPAC)
- Direct preparation and maintenance of counseling client files (CD-CCPAC)
- Review counseling client files at end of each quarter to ensure that they are complete and file or dispose of appropriately (CD-CCPAC)
- File student client contact records in candidates' professional files (CD-CCPAC)
- Verify that quarterly faculty assessments of practicum students are turned in and filed with candidate's professional file (CD-CCPAC)

b is the person to whom inquiries regarding practicum and internship experiences are referred; and

- Develop and maintain contacts with potential internships and employment sites (D-MHC)
- Verify that all counseling students have completed the necessary client hours and maintain appropriate records for their documentation (CD-CCPAC)
- Serve as contact person for community counseling referrals to the Community Psychological Services Center (CD-CCPAC)
- Contact community client applicants as needed to do initial screening assessments, refer to community resources, etc. (CD-CCPAC)
- Collaborate with the program director to disseminate information relevant to opportunities for counseling student employment and external educational opportunities (CD-CCPAC)
- Receive and respond to requests for client records coming from other agencies. (CD-CCPAC)

c has clearly defined responsibilities.

Both documents (D-MHC and CD-CCPAC) speak for themselves on this point.

Standard Y

Reviewers' Comment:

Reviewers noted in Table 2 of the application that the program includes three non-core faculty members. Please provide documentation demonstrating that these faculty members meet the criteria specified for this standard.

Response:

Y. The academic unit may employ noncore faculty (e.g., adjunct, affiliate, clinical) who support the mission, goals, and curriculum of the program and meet the following requirements:

- 1 Hold graduate degrees, preferably in counselor education from a CACREP- accredited program.
- 2 Have relevant preparation and experience in the assigned area of teaching.
- 3 Identify with the counseling profession through memberships in professional organizations, appropriate certifications, and/or licenses pertinent to the profession.

Listed below are the three non-core faculty members, along with relevant credentials, who teach MHC courses (Their complete CVs can be found in the Appendix D - Selected Vitae).

Susan D. Lonborg

- Ph.D. 1984, Counseling Psychology (APA accredited), The Ohio State University.
- Washington State Licensed Psychologist, 1987-present
- Nationally Certified Counselor, 1998-present
- Washington State Educational Staff Associate (School Counselor), 1998-2005
- Director of Graduate Program in School Counseling (M.Ed. and certification; 2003 to 2004)
- Director of Graduate Programs in Counseling (M.S., Counseling Psychology; M.Ed., School Counseling) from 1992 to 2001
- Co-Director, Community Psychological Services Center from 1992 to 1996
- Professor of Psychology, CWU, 1994-present
- Associate Professor, Psychology, CWU, 1990-1994
- Assistant Professor, Psychology, CWU, 1986-1990
- Member, American Psychological Association
- Member, Division of Counseling Psychology (Div 17), American Psychological Association
- Member, Division of Psychotherapy (Div 29), American Psychological Association

Terrence J. Schwartz

- Ph.D. 1992, Educational Psychology, University of Washington
- Washington State Licensed Psychologist, 2001-present
- National Certified Counselor, 2000-2010
- Certified Mental Health Counselor, State of Washington, 1996-2001
- Associate Professor, Psychology, CWU, 1999-present
- Assistant Professor, Psychology, CWU, 1994-1999
- Part-time Mental Health Counselor, CWU, 1995-2000
- American Psychological Association, Division 17, Counseling Psychology

Terrence J. Schwartz (continued)

- Washington Counseling Association, Washington State Association of Counselor
 - Educators and Supervisors
- Western Psychological Association

Heidi E. Bogue

- Ph.D. 2012, Educational Psychology, School Psychology Specialization, Northern Arizona University (NAU)
- Arizona Certification in School Psychology 2010
- Nationally Certified School Psychologist, 2008
- Assistant Professor, Psychology, CWU, 2013-present
- Assistant Clinical Professor, NAU, 2012-2013
- School Psychologist and Postdoctoral Resident, Peoria (AZ) Unified School District, 2012-2013
- Washington State Association of School Psychologists
- National Association of School Psychologists; National Certified School Psychologist (NCSP)
- Trainers of School Psychologists

Standard AA.4***Reviewers' Comment:***

Please provide clarification on how the program utilizes the information and data from its review of student learning in relation to the program area standards for purposes of program evaluation and improvement.

Response:

AA Program faculty members engage in continuous systematic program evaluation indicating how the mission, objectives, and student learning outcomes are measured and met. The plan includes the following:

- 4 Assessment of student learning and performance on professional identity, professional practice, and program area standards.

The following two paragraphs, from the Mental Health Counseling Program Assessment Plan, explain how the program committee utilizes information and data for purposes of program evaluation and improvement. (See Appendix A - CWU MHC Program Assessment Plan, for complete document):

The MHC program committee meets every year at the end of spring quarter. During this annual meeting, the committee reviews the above data to evaluate where the program is doing well and where it needs to be strengthened. Program faculty review the successes and challenges of students, recommend revisions as necessary to application criteria, and recommend changes to the curriculum. In addition, the program committee reviews the mission statement and program objectives to be sure they are still relevant and useful. This is also time set aside for planning for the coming year.

The program committee takes the information gathered at this annual meeting and integrates it into the coming year. They decide what changes need to be made in courses. The committee makes sure that syllabi are updated. They agree to meet at the beginning of fall quarter to discuss how changes have been integrated into syllabi and teaching methods. The committee also meets with non-core faculty to discuss with them needed changes in syllabi and course content. This is an ongoing dynamic process to ensure all courses are up-to-date and meet CACREP standards.

In addition, see Appendix E - Agenda for Annual End-of-Year Meeting. This document shows the proposed agenda for the 2015 program committee annual meeting; obviously, this is a work in progress. This document provides the topics covered at these meetings.

Section II. Professional Identity

Standard B.2

Reviewers' Comment:

Please provide documentation to support the narrative response.

Response:

B The program area objectives meet the following requirements:

- 2 Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies.

The Mental Health Counseling Program Mission and Objective statements are formally reviewed in the program's annual program review meeting held each June (see Appendix E - Agenda for Annual End-of-Year Meeting). This review was done most recently in April 2014 (as noted in II.B.1., on p. 51 of the Self Study). Adequacy of the Mission/Objectives, and progress toward those, is reviewed using input from program faculty, current and former students, and personnel in cooperating agencies as described below:

Program Faculty

Student evaluations by CACREP standards are performed by all program faculty for each student in each course (see Appendix F - Student Evaluation by CACREP and CMHC Standards and Cohort). This information serves as one means of identifying holes in instruction in which some standards and program objectives may be underemphasized. These data are on the agenda for review in the annual spring program review meeting (See Appendix E - Agenda for Annual End-of-Year Meeting).

Current and Former Students

Each year, we solicit current student feedback regarding their feedback regarding supervision (Survey 1, below). Every other year (rotating), we solicit feedback regarding student perspective on their advice to new students (Survey 2, below) as well as alumni feedback and review of the program (Survey 3, below).

Survey 1, Supervisor Survey
(See p. 49 of the Self Study)

Table 12:
Evaluation of faculty practicum supervisors

	2011	2012	2013
1. clarified the ways in which I should prepare for supervision, including, e.g., when paper work should be written, how thorough video review should be, etc.	3.02	3.09	3.23
2. addressed potential student fears about supervision, emphasizing trusting members of the group, the use of non-punitive constructive feedback, etc.	3.51	3.39	3.75
3. was on time for supervisory sessions, did not cancel, reschedule, shorten supervisory sessions.	2.44	3.31	3.35
4. was willing to provide extra supervision as needed and requested by me.	3.42	3.43	3.72
5. stayed on topic during the supervisory sessions.	3.16	3.66	3.35
6. was willing to deal with unexpected client issues which arose without waiting for regularly scheduled supervisory sessions.	3.47	3.67	3.85
7. shared his or her relevant clinical experiences with me as appropriate.	3.64	3.61	3.78
8. helped me clarify both the clients' problems and the clients' goals in relation to those problems.	3.24	3.42	3.82
9. used the assessment guidelines as a teaching device rather than as a way of evaluating counselor performance.	3.38	3.49	3.54
10. discussed useful alternatives for change strategies.	3.38	3.31	3.69
11. directed me to relevant research literature, community resources, etc. as needed.	2.53	3.06	3.14
12. helped me recognize and deal with countertransference issues if they arose.	2.98	3.23	3.54
13. provided feedback on my performance that was relevant, frequent, and useful.	3.64	3.28	3.45
14. was aware of the amount of support and guidance I needed, e.g., was directive at times, supportive at times, and/or confrontive at times.	3.56	3.34	3.63
15. provided a professional model, e.g., treated the clients' problems seriously, raised pertinent ethical issues, etc.	3.51	3.61	3.88
16. treated me with respect and confidence.	3.69	3.57	3.88
17. I would rate this supervisor as...	3.64	3.59	3.69

Survey 2, Tips for New Students

(See Appendix B - MHC-Student-Handbook-14-15, p. 10)

Tips and Advice from Students

Every year, students complete a survey about the program. We report these to the next year of students without editing them. Here's what a recent cohort (entered 2012) recommended:

What new students need to know about the program?

1. Be prepared to devote your time and life to this experience
2. Find a mentor. Do not wait for a professor to search you out, it might never happen. Find a professor with interests similar to yours and use them to help guide you through the program.
3. At times, the time commitment can seem overwhelming. Make sure to schedule time for yourself.
4. Time management! If you have good time management skills, everything else will fall into place. Keep things simple. Don't dive knee-deep into a topic of interest for a paper. You can do that later. Do what's required, and move on. It'll make your life easier.
5. The program is a lot of work, but the faculty are all willing to help you every step of the way. Time management is critical in the program. It is easy to get overwhelmed, so stay on top of everything. It is never too early to get a jump on your thesis. Take Dr. Williams' thesis management course...it's pass/fail and full of information you need to know! Don't overwhelm yourself by trying to get ahead...take it one day at a time.
6. It takes dedication, but it certainly isn't impossible. One thing you have to be willing to do to succeed is talk to your professors. Communicating with them is necessary and can be extremely helpful to you.
7. Do not get bogged down in grades. Everyone does well, use class time as a chance to develop yourself as a person and gain the skills to become an effective counseling professional
8. It's a lot of effort and very intensive. It requires self-management and determination.
9. It is a lot of work, but definitely manageable. Keep in touch with your teachers; they can give you a lot of useful advice. Start thinking about your thesis early on, and get faculty involved.
10. Go to the clinic lounge every chance you get! It is the best place to relieve stress, maybe even the only place.

What are the best aspects of the program?

1. Practicum is invaluable. Learn as much as you can from your supervisors.
2. The feeling that we're all in this together and that the professors want us to succeed
3. The majority of the professors have tons of applicable experience to share and they are very friendly and open.
4. Very supportive and, for the most part, accessible faculty. Second-year students are also around to answer questions.
5. The faculty are always willing to help. Faculty allow for student input in courses. We are treated as colleagues. Loretta!
6. The small cohorts allow for closeness among classmates. Further, professors are very welcoming and approachable.

7. All the staff are very helpful and accommodating. Most importantly, they are down to earth and there for you when you simply need someone to talk to. I believe our program prepares us for the all the aspects of counseling. Finally, we are a small cohort of individuals who become very close very fast and are able to lean on each other and get through the quarters.
8. It is CACREP accredited so you know it is a top notch program. The faculty is very knowledgeable and resourceful. The program was made for you, so if you need flexibility, they can provide it.
9. Every member of the faculty is approachable. Student voices are heard and changes are made. Most importantly the program does everything possible to make us good counselors.

Survey 3

(See p. 44 of the Self Study)

The MHC program committee gives this survey to current students as well as alumni every other year. The results are combined in the report to protect current students. Below please see Table 11; Alumni Evaluations from 2009, 2011, and 2013 from p. 44 of the Self Study. Table 11 was inaccurately labeled “Alumni Evaluations” as these also include active students. However, in 2013, only three active students completed the survey. Below are the survey questions, along with average responses for the three years noted. Scores ranged from 1 to 5, with 5 being high.

Demographic questions include the following:

1. What was your degree track?
2. What year did you graduate? If you have not graduated, please list your anticipated graduation date.
3. In general, my course work...

Table 11:

Alumni Evaluations from 2009, 2011, and 2013 (See p. 44 of the Self Study)

	2009	2011	2013
In general, my course work...			
is useful to me in my work	3.67	3.33	3.64
expanded my knowledge	4.00	3.67	3.82
increased my skill	4.00	3.50	3.73
met my individual needs	3.67	3.33	3.27
seemed to be based on the best current research	3.67	3.50	3.36
demanded my best efforts	4.00	3.50	3.55
prepared me to work more adequately with people of differing cultures	3.67	3.67	3.55
prepared me to work more adequately with students' special needs and/or talents	3.00	3.50	3.00
encouraged critical thinking	4.00	3.83	3.73

In general, the program's _____ was satisfactory.	3.33	3.50	3.36
acceptance process	3.67	3.50	3.55
course registration process	3.33	3.17	3.64
book purchase process	3.33	3.50	3.64
library arrangements	3.33	3.67	2.91
class sequence	3.00	3.00	3.36
classrooms	3.00	3.00	3.64
financial arrangement process	2.67	3.00	3.55
site selection for internships	3.67	3.67	3.64
Generally, the instructors...	3.67	3.50	3.18
were highly knowledgeable	3.67	3.67	3.36
were well prepared	3.67	3.67	3.73
used quality materials	3.67	3.67	3.64
treated me with respect	3.67	3.67	3.64
valued our opinions	3.67	3.83	3.64
stimulated my thinking	3.33	3.33	3.09
stretched my abilities	3.67	3.50	3.45
provided suggestions for future study	3.67	3.33	3.64
expected high quality work	4.00	3.67	3.82

Personnel in Cooperating Agencies

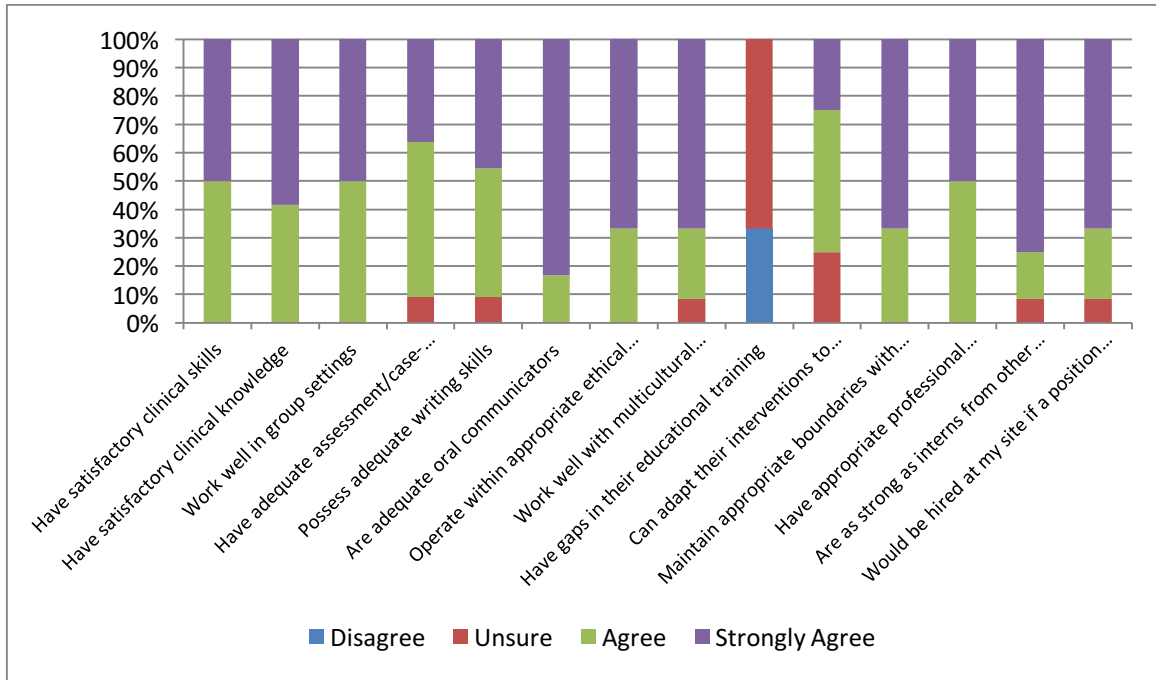
Site supervisors provide one form of input through evaluation of interns at completion of internship. Please see Appendix G - Internship Evaluation of Students by CACREP Standards by Cohort (which is a copy of Table 13, on p. 71 of the Self Study). This table provides data showing average ratings of interns for the previous two years. Site supervisors rate interns on a scale of 1-4, with 4 being outstanding.

In addition to assessment of interns, site supervisors and known employers of our graduates are surveyed to assess their perceptions and evaluations of major aspects of the program.

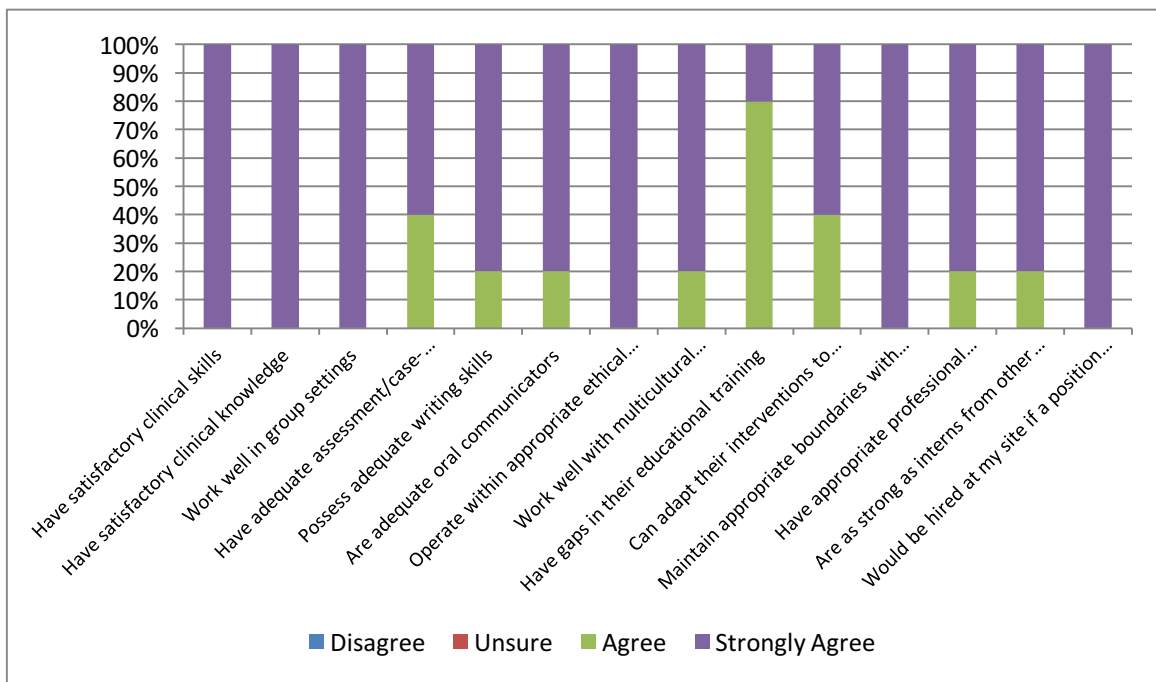
The remaining information in this section is taken directly from the Self Study, pages 44-46.

We have conducted this survey every-other-year for the past eight years. We have made significant improvements during this time, and the data have helped us redesign several classes. Overall, each of the following was addressed by one respondent: assessment skills, writing skills, multicultural competencies, strength of program, and likelihood of hiring. It appears that we had one average student in that mix. Two supervisors were “unsure” about strengths regarding their intern’s ability to adapt skills to various developmental levels. No supervisors identified any concerns.

The following graph is from the 2013 survey.



The following graphic is from the 2014 survey. Scores increased in almost every area. In the current survey, there were no areas of concern identified.



Note: Usually, we separate the employer survey from the internship supervisor survey. However, in 2013, all of the interns were hired by their internship sites. In this survey, none of the respondents indicated that they had not supervised an intern.

Standard D.3***Reviewers' Comment:***

While a majority of the syllabi included all required content, reviewers noted that some of the syllabi were missing "Methods of Instruction." Please review for inclusion.

Response:

D. Syllabi are distributed at the beginning of each curricular experience, are available for review.

3. Methods of Instruction

The program committee conducted a review of all current MHC course syllabi. Of those, ten of the syllabi either did not specifically address methods of instruction, or did not include a discrete section in the syllabus to address methods of instruction. The committee contacted all instructors, who then modified their syllabi to include a specific section regarding the methods of instruction for each class they teach in the Mental Health Counseling Program.

The following paragraph, from PSY 574, Multicultural Counseling, is an example of how Methods of Instruction are now clarified in all program syllabi.

Methods of Instruction

This is a seminar course, you are responsible for preparing for, and participating in class discussions (in person and online). We will work together to have an engaged dialogue about how diversity plays a role in our lives and the lives of our clients. It is crucial that you come to class prepared to discuss the readings and willing to participate in class activities. I will occasionally lecture briefly on some of the complex concepts we will discuss in class, but those lectures will be oriented toward engaging you in the discussion.

Please find copies of all MHC syllabi, showing methods of instruction, in Appendix H - MHC Syllabi with Methods of Instruction.

Standard G.1-8***Reviewers' Comment:***

The program did not address this section with a level of detail that allowed for review. The Self Study included a table, but reviewers were unable to determine how the information taught in each course addressed each sub-standard. The program should provide specific information regarding where it is addressed in the required curriculum (e.g., course calendar).

Response:**G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.**

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE
2. SOCIAL AND CULTURAL DIVERSITY
3. HUMAN GROWTH AND DEVELOPMENT
4. CAREER DEVELOPMENT
5. HELPING RELATIONSHIPS
6. GROUP WORK
7. ASSESSMENT
8. RESEARCH AND PROGRAM EVALUATION

The program committee constructed a document identifying each of the courses in the Mental Health Counseling Curriculum, the title of the course, when during curriculum students take the course, which standards the course covers, and the assessment measures used to ensure students are learning the required material. Additionally, we include a second document with the each CACREP standard (G.1-8 and Clinical Metal Health Counseling Standards), the course in which the standard is measured, and the assessment measures for each standard. This document may be used for cross reference.

For ease of reading, we have placed these documents in appendices rather than in the main body of this report. Please find these documents in Appendix I - CACREP Standards and Assessment Measures by Course and in Appendix J - Course by CACREP Standards. Also see Appendix K - CWU MHC Course of Study Fact Sheet, which lists all required courses and when during the curriculum these courses are taken.

Section III. Professional Practice

Standard C.1&2

Reviewers' Comment:

Please provide a chart outlining the qualifications, professional experiences and training of current site supervisors for the programs in relation to the criteria specified in these standards.

Response:

C. Site supervisors must have the following qualifications:

- 1 A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
- 2 A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.

The MHC program committee developed a table which outlines the qualifications, licensure, experience, and training of current (2015) site supervisors. Please find this table in Appendix L - Internship Site Supervisor Credentials.

Standards for Clinical Mental Health Counseling

Reviewers' Comment:

The review of the CMHC Standards were complicated by the organization of this section, which made it difficult for the reviewers to navigate and determine that all the standards were covered. While reviewers were unable to locate documentation describing the CMHC standards, they were able to crosswalk "Courses by CACREP Standards" with the course syllabi to determine which assignments and assessments addressed the Student Learning Outcomes. While several of the syllabi are succinct, several of them do not clearly note which specific learning activities and assessment measures of student knowledge and/or skills address each standard. Reviewers requested further clarification and documentation on how the program meets the following Clinical Mental Health Counseling Standards:

A.9, B.2, C.6, C.7, D.1-5, D.8, E.1-2, E.5, F.1-3, H.1, H.3-4, and J.2.

Finally, while not required, it is requested that the program provides a matrix as part of the response for this section detailing how the assignments and assessment activities are linked to specific standards to assist reviewers in conducting their review.

Response:

CLINICAL MENTAL HEALTH COUNSELING

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.G, programs must provide evidence that student learning has occurred in the following domains:

FOUNDATIONS
COUNSELING, PREVENTION, AND INTERVENTION
DIVERSITY AND ADVOCACY
ASSESSMENT
RESEARCH AND EVALUATION
DIAGNOSIS

The program committee constructed a second document that specifically identifies the course number, course title, when during the curriculum students take the course, which CMHC Standards the course covers, and the assessment measures used to ensure students are learning the required material. Additionally, we include a second document with the each CACREP standard (G.1-8 and Clinical Metal Health Counseling Standards), the course in which the standard is measured, and the assessment measures for each standard. This document may be used for cross reference.

Again, for ease of reading, we have placed these documents in appendices rather than in the main body of this report. Please find these documents in Appendix M - CMHC Standards and Assessment Measures by Course and in Appendix J - Course by CACREP Standards. Also see

Appendix K - CWU MHC Course of Study Fact Sheet, which lists all required courses and when during the curriculum these courses are taken.

The following three paragraphs address the reviewers' request for further clarification and documentation on how the program meets the following specific Clinical Mental Health Counseling Standards. These are all included in the above appendices.

CMHC Standards A.9, C.6, and C.7 were previously shown to be taught in PSY 593B Practicum in Counseling II: Assessment. We moved those standards to PSY 593C Practicum in Counseling III: Advanced, where there is now a class session dedicated to cover them.

CMHC Standards B.2, D.1-5, D.8, F.1-3, H.1, H.3-4, and J.2 are part of the students' internship experience and are included in the syllabus for PSY 681B, Mental Health Counseling Internship II: Advanced. The syllabus is located in Appendix H - MHC Syllabi with Methods of Instruction.

CMHC Standards E.1-2 and E.5 are discussed and assessed for in PSY 574, Multicultural Counseling; that syllabus has been edited to reflect the assessment of these measures in that course. Again, that syllabus is located in Appendix H - MHC Syllabi with Methods of Instruction.

[End of Addendum to the Self Study]