

CWU Student Learning Outcomes Assessment Plan Preparation Form

Department: \_\_\_Psychology\_\_\_\_\_

Program \_\_\_M. S. in Mental Health Counseling\_\_\_\_\_

The student learning outcomes of the CWU mental health counseling program are consistent with the learning and skills standards for mental health counselors of the Council for the Accreditation of Counseling and Related Programs (CACREP)\* and the standards of the state of Washington for mental health counselors. Our graduate program is a CACREP-accredited program.

Student Learning Outcomes	Related Program Goals	Related Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment	Who Assessed	When Assessed	Standard of Mastery/ Criterion of Achievement
<p><b>1. Academic Performance/Thesis Development:</b> Students will organize their work effectively, demonstrate critical thinking skills, function independently, and use data/research to conceptualize their thinking.</p>	<p>1. Assist the department in fulfilling the department goals.</p> <p>2. Prepare students for careers in the field of mental health to provide a full range of Mental Health Counseling services.</p> <p>3. Meet or exceed current national standards for professional training</p>	<p>1. Maintain currency of academic programs</p> <p>2. Promote effective teaching</p> <p>3. Promote excellence in learning to prepare students for careers and advanced study</p> <p>8. Serve as a center for psychological and educational services to the community and region</p>	<p>Goals I:&amp; II: Maintain and strengthen an outstanding academic and student life at all sites</p> <p>Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</p>	<p>Goals I:&amp; II: Maintain and strengthen an outstanding academic and student life at all sites</p> <p>Goal V: Achieve regional and national prominence for the university.</p>	<p>Assessment of student progress form (Appended. Academic performance category Includes all coursework and thesis .research</p>	<p>All students in program. assessed by student's advisor (with input from program faculty)</p>	<p>Assessment of student progress is completed the spring of first year and fall of second year.</p>	<p>By their second review, students must receive a "3" or above in all three categories to continue in the program. Students failing to reach this benchmark may petition for another evaluation the following quarter.</p>

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<p><b>2. Clinical Performance.</b> Students will demonstrate skills in oral and written communication, listening to client's concerns, interpersonal relations, and respect for human diversity. Students will demonstrate responsiveness to supervision.</p>	<p>1. Assist the department in fulfilling the department goals.</p> <p>2. Prepare students for careers in the field of mental health to provide a full range of Mental Health Counseling services.</p> <p>3. Meet or exceed current national standards for professional training.</p>	<p>3. Promote excellence in learning to prepare students for careers and advanced study</p> <p>6. Pursue diversity goals by attracting women and minority students and faculty members and by increasing student and faculty contact with diverse populations.</p> <p>8. Serve as a center for psychological and educational services to the community and region</p>	<p>Goal III: Provide for outstanding graduate programs that meet focused regional needs and achieve academic excellence.</p> <p>Goal V: Build partnerships that with private, professional, academic, government, and community-based organizations.</p>	<p>Goals I:&amp; II: Maintain and strengthen an outstanding academic and student life at all sites</p> <p>Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry</p>	<p>Assessment of student progress form (Appended. Clinical Performance category. includes all aspects of clinical skills development).</p>	<p>All students in program. assessed by student's advisor (with input from program faculty)</p>	<p>Assessment of student progress is completed the spring of first year and fall of second year.</p> <p>PSY 593A is started either the student's second or third quarter. Students continue to take the sequence until every quarter until they complete PSY 681.</p>	<p>By their second review, students must receive a "3" or above in all three categories to continue in the program. Students failing to reach this benchmark may petition for another evaluation the following quarter.</p> <p>Students must receive a "3" (Expected performance) or above on their PSY 593A evaluation. They must receive a "Satisfactory" or above on 593B or C.</p>
<p><b>3. Other Professional/Personal Development:</b> Students will take initiative for their clinical, academic, and personal duties. They will demonstrate dependability and time management skills. Students will also maintain professional/ethical behavior, work as a team with peers, maintain flexibility when approaching clinical and academic concerns, and demonstrate appropriate self-awareness of personal strengths and weaknesses.</p>	<p>1. Assist the department in fulfilling the department goals.</p> <p>2. Train specialists to provide comprehensive, developmental guidance programs in the schools</p> <p>3. Meet or exceed current national standards for professional training</p>	<p>3. Promote excellence in learning to prepare students for careers and advanced study</p> <p>8. Serve as a center for psychological and educational services to the community and region</p>	<p>Goal VII: Create and sustain productive, civil, and pleasant learning environments.</p>	<p>Goals I:&amp; II: Maintain and strengthen an outstanding academic and student life at all sites</p> <p>Goal VI: Build inclusive and diverse campus communities that promote intellectual inquiry</p>	<p>Assessment of student progress form (Appended. Other Professional and Personal Development category)</p> <p>PSY 593A, B, and C evaluations are completed the faculty supervisor.</p> <p>PSY 593E and 681 evaluations are completed by the onsite supervisor.</p>	<p>All students in program. assessed by student's advisor (with input from program faculty)</p> <p>PSY 593A is started either the student's second or third quarter. Students continue to take the sequence until every quarter until they complete PSY 681.</p>	<p>Assessment of student progress is completed the spring of first year and fall of second year.</p>	<p>By their second review, students must receive a "3" or above in all three categories to continue in the program. Students failing to reach this benchmark may petition for another evaluation the following quarter.</p>

\*CACREP is the leading national body for accrediting educational programs in mental health counseling. It establishes standards for the institution, program objectives and curriculum (including foundations, contextual dimensions, and knowledge and skills), clinical instruction, faculty and staff, organization and administration, and evaluations in the program. The current CACREP standards may be found at <http://www.cacrep.org/2001Standards.html>