

## UNIVERSITY OF CENTRAL ARKANSAS

### Proposal for Change in Assessment Plans/Processes

**NOTE:** Changes in assessment plans/processes can be reviewed only during the regular academic year. Action-item proposals must be received by the Academic Assessment Committee at least one month before action is desired.

Department Psychology and Counseling Date 12-15-2022

Program for which the change is proposed MS in Mental Health Counseling

Action Item	Information Item
<p><b>Select area(s) of change:</b></p> <p><input checked="" type="checkbox"/> New assessment plan</p> <p><input type="checkbox"/> Assessment plan revision</p> <p><input type="checkbox"/> Alternative reporting method</p> <p><input type="checkbox"/> Other <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span></p>	<p><b>Select area(s) of change:</b></p> <p><input type="checkbox"/> Minor change of wording</p> <p><input type="checkbox"/> Minor change in assessment criteria</p> <p><input type="checkbox"/> Rubric updates</p> <p><input type="checkbox"/> Curriculum/Curriculum Map Update</p> <p><input type="checkbox"/> Other <span style="border: 1px solid black; display: inline-block; width: 100px; height: 15px; vertical-align: middle;"></span></p>

**Description of change:**

Assessment plan for the MS in Mental Health Counseling program.

**Reason for change:**

n/a

Effective date of change: upon approval

Change recommended by (for action items) or noted by (for information items) *JAG*

	<p><u>J. Arthur Gillaspay, Jr.</u> <span style="float: right;">12-13-22</span></p> <p>DEPARTMENT CHAIR <span style="float: right;">DATE</span></p>
College Curriculum and Assessment Committee	<p><u><i>Adam Ripston</i></u> <span style="float: right;">3/7/23</span></p> <p>COMMITTEE CHAIR <span style="float: right;">DATE</span></p>
	<p><u><i>Robles</i></u> <span style="float: right;">3/8/2023</span></p> <p>COLLEGE DEAN <span style="float: right;">DATE</span></p>
Academic Assessment Committee	<p><u><i>[Signature]</i></u> <span style="float: right;">09-20-23</span></p> <p>COMMITTEE CHAIR <span style="float: right;">DATE</span></p>

**UNIVERSITY OF CENTRAL ARKANSAS**  
**ACADEMIC ASSESSMENT PLAN**  
Requirements, Template, and Example

**Requirements**

1. *Submit with New Program Proposal*
  - a. *Programs are encouraged to consult with the Office of University Assessment.*
  - b. *Contact information [assessment@uca.edu](mailto:assessment@uca.edu)*
2. *Send copy of Assessment Plan to the Office of University Assessment, Wingo 215.*
3. *Update the Program Assessment Plan based upon EAPR or Accreditation Cycles.*

**Basic Information**

Program Name: Mental Health Counseling

College: Health and Behavioral Sciences

Department: Psychology and Counseling

Program Level (check all that apply)

- Associate's
- Bachelor's
- Undergraduate Certificate
- Master's
- Doctoral
- Graduate Certificate

Date Plan Submitted: December 15, 2022

College Dean & email: Nancy Reese, [nancyr@uca.edu](mailto:nancyr@uca.edu)

College Curriculum Committee Chairperson & Email: Adam Bruenger, [abruenger@uca.edu](mailto:abruenger@uca.edu)

Department Chairperson & email: Art Gillaspay, [artg@uca.edu](mailto:artg@uca.edu)

Department Curriculum Committee Chairperson & email: Shawn Charlton, [Scharlton@uca.edu](mailto:Scharlton@uca.edu)

**1. Introduction** (identify college, unit, and degree programs)

- Purpose: The Masters of Science program in Mental Health Counseling prepares graduates to provide comprehensive counseling services to groups and individuals. Graduates from this program work as Licensed Professional Counselors in mental health centers, private practice, and community agencies. The program is designed to prepare highly trained professionals who will provide mental health services in the local community and within the state. The program has high academic and practice standards that are consistent with state and national qualifications for licensed professional counselors. The program is not accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), but meets the educational requirements for licensure by the Arkansas Board of Examiners in Counseling.
- Unit Mission Statement: The MS program in Mental Health Counseling is one of three



graduate programs in the Department of Psychology and Counseling. The Department of Psychology and Counseling is committed to excellence in undergraduate and graduate education. Our faculty and graduates are expected to be competent and ethical professionals committed to the science of psychology and its application to real-world situations. Our undergraduate program provides a foundation for the scientific understanding of behavior and mental processes and promotes scholarship and service. Our graduate programs prepare students to become Licensed Psychologists, School Psychology Specialists, and Licensed Professional Counselors who provide evidence-based services for children, adults, and families in a variety of healthcare and educational settings. Our department promotes an environment characterized by collaborative learning and scholarship among its undergraduates, graduate students, and faculty, guided by the following core values of our university and professional organizations:

**Intellectual Excellence** – To promote intellectual excellence, we:

- maintain high academic standards for undergraduate and graduate students,
- expect faculty to be dedicated to exceptional teaching and mentoring,
- serve as scholarly role models who make significant contributions to psychology,
- provide opportunities for independent and collaborative scholarship and support the dissemination of research,
- encourage a balance between the theoretical and practical aspects of psychology.

**Community** - To promote connections within the Department and with the greater community, we:

- encourage shared decision-making and collaboration among students, colleagues, staff, and the communities we serve,
- promote a collegial environment in which ideas are shared freely,
- expect faculty, staff, and students to promote a positive environment that encourages departmental cohesiveness, productivity, and morale,
- encourage faculty and students to use their talents to serve the university, our communities, and our professions.

**Diversity** - To promote diversity of viewpoints and experiences, we:

- treat all individuals with dignity and respect,
- recognize the importance of both individual and group characteristics (i.e., those that make us unique and those that make us similar),
- promote diversity among students, staff, and faculty who have different backgrounds, experiences, perspectives, and ideas,
- maintain a supportive and collaborative learning environment designed to enhance one another's personal and professional development.

**Integrity** - To maintain the public's trust in our department and our discipline, we:

- benefit and protect the welfare of those with whom we serve and avoid doing harm,
- act with honesty and accuracy in our academic and professional activities,
- teach and model the Ethical Principles of our professional organizations,
- identify and appropriately sanction academic and professional misconduct,
- promote transparency and accountability in departmental activities.

## **2. Student Outcomes**

- Please see attached.

### **3. Assessment Cycle**

- Please see attached.

### **4. Curriculum Map**

- Please see attached Curriculum Map and Assessment Cycle.

### **5. Assessment Methods and Measures (Formative and Summative recommended)**

- Please see attached Methods and Measures Table

### **6. Data Collection and Review**

- Each student learning outcome will be collected at the end of each semester. Yearly assessment data (NCE scores and employment data) will be collected by the end of each academic year.
- Data will be entered into a spreadsheet via Google Forms. All Psychology and Counseling faculty teaching MHC students will have access to this spreadsheet.
- The benchmark for each outcome will be for at least 90% of students will score at 2 or higher on the relevant supervisor rating form, pass the appropriate exit or licensure exam, and gain employment as a Licensed Counselor.
- Faculty teaching the courses in which student learning outcomes are collected will be responsible for reporting data. Program level data will be collected by the Director of Training of the MHC program with assistance from department administrative staff.

### **7. Participation in Assessment Process**

- The Director of Training of the MHC program will have primary responsibility for collecting and evaluating all student learning outcomes. Members of the MHC program committee will also play an active role in reviewing outcomes and proposing program changes based on the data.

### **8. Data Analysis**

- The Director of Training of the MHC program will be responsible for compiling outcome data and presenting it to program faculty at regular monthly program meetings. An annual program meeting will be held every May to review student progress and complete program assessment activities. Any benchmarks not met or other outcome data analysis will be reviewed over the summer (the MHC is a year-round program, so faculty will be working in the summer). This will allow any program changes or adjustments to be ready for the next fall.

### **9. Plan for Using Assessment Results to Improve Program**

- Student learning outcome data will be used to ensure that the MHC program is meeting the needs of students to prepare for careers in the mental health field. If benchmarks are found to not be met, program faculty will have the opportunity to determine methods for program improvement and to implement and evaluate those methods.

### **10. What are the plans to evaluate students' post-graduate success?**

- A survey of MHC alumni will be conducted by the Office of Institutional Research to provide data about licensure and employment.

### **11. What are the plans to evaluate teaching effectiveness?**

- The department chair meets with each faculty member on an annual basis to review teaching evaluations and progress on instructional development. Faculty are also



encouraged to participate in the teaching review process offered by CETAL. The department is in the process of revising our peer review of teaching program. All MHC program faculty will participate in this program when it is revised.

**12. Appendices-Required....Curriculum Maps by Program, Assessment Tools (examples: Rubrics, Surveys, Tests, etc.), any other important materials/documentation**

**13. Submit Assessment Plan**

- Send completed form electronically to [assessment@uca.edu](mailto:assessment@uca.edu)

For questions or concerns please contact:  
Dr. Jacob Held 450-5307 [jmhheld@uca.edu](mailto:jmhheld@uca.edu)  
Alyson McEntire 450-5086 [amcentire@uca.edu](mailto:amcentire@uca.edu)

## MS in Mental Health Counseling

### Student Learning Outcomes, Methods, and Measures

SLO/Domain	Outcome	Formative	Benchmark	Summative	Benchmark
<b>SLO 1 (Domain 1)</b>	Students will demonstrate knowledge and skills in the effective use of evidence-based treatment approaches with a variety of client populations.	Practicum Supervisor Rating Form	80% of students will receive a 2 or above on all items	Internship Supervisor Rating Form	90% of students will receive a 2 or above on all items
<b>SLO 2 (Domain 2)</b>	Students will demonstrate knowledge and application of professional ethics and multicultural competence with clients from diverse backgrounds.	Practicum Supervisor Rating Form	80% of students will receive a 2 or above on all items	Internship Supervisor Rating Form	90% of students will receive a 2 or above on all items
<b>SLO 3 (Domain 3)</b>	Students/Graduates will be prepared to successfully enter the field of professional counseling.	MHC Comprehensive Examination (spring 2 <sup>nd</sup> year)	80% of students will pass all sections of exam	Internship Supervisor Rating Form	80% of students will receive a 2 or above on all items

SLO 1 Students will demonstrate knowledge and skills in the effective use of evidence-based treatment approaches with a variety of client populations.	SLO 2 Students will demonstrate knowledge and application of professional ethics and multicultural competence with clients from diverse backgrounds.	SLO 3 Students/Graduates will be prepared to successfully enter the field of professional counseling.
<b>MS in Mental Health Counseling Curriculum</b>		
PSYC 6354	I	
PSYC 6398	I	R
PSYC 6370	I	
COUN 6334	I	
PSYC 6314	I	R
PSYC 6356	I	R
COUN 6350	I	R
COUN 6360		
COUN 6342	R	
PSYC 6362	R	
COUN 6381	A	A
PSYC 6355	R	
PSYC 6393	R	
COUN 6382	A	A
PSYC 6325	R	
COUN 6341	A	A
Elective I		
Elective II		
Elective III		
Elective IV		
Comprehensive Exam		A

I = INTRODUCED ; R = REINFORCED ; A = APPLIED

Academic Year	Cycle Number	SLO assessed	Outcome(s)
2022-2023	1	1	
2023-2024	2	2	
2024-2025	3	3	
2025-2026	1	1	
2026-2027	2	2	
2027-2028	3	3	
2028-2029	1	1	
2029-2030	2	2	
2030-2031	3	3	
2031-2032	1	1	
2032-2033	2	2	
2033-2034	3	3	

EAPR/ACC Years    Cycle Years  
10                      3



UNIVERSITY OF CENTRAL ARKANSAS DEPARTMENT OF  
PSYCHOLOGY AND COUNSELING

**COUNSELING/PSYCHOLOGY PRACTICUM - On-Site  
Supervisor**

ONSITE PRACTICUM EVALUATION FORM

**Onsite Mental-Health and Counseling-Psychology Supervisors:**

The Mental Health Counseling and Counseling Psychology Programs require that each onsite counseling/psychology practicum supervisor directly observes one or more sessions between the student and the client(s) and provides appropriate supervisory feedback to the practicum student. (This can be done live or via video, but it cannot be solely audio.)

*At least once is the acceptable minimum, but we encourage you to do so more than once.*

Please contact the UCA practicum supervisor if you have any questions.

**COUNSELING/PSYCHOLOGY PRACTICUM - On-Site Supervisor**

UNIVERSITY OF CENTRAL ARKANSAS DEPARTMENT OF PSYCHOLOGY AND  
COUNSELING

Student \_\_\_\_\_

Current Year \_\_\_\_\_

Supervisor \_\_\_\_\_

Semester:

\_\_\_\_\_ Fall

Agency \_\_\_\_\_

\_\_\_\_\_ Spring

Department \_\_\_\_\_

\_\_\_\_\_ Summer

**Check one:** \_\_\_\_\_ Mid-Semester Evaluation      \_\_\_\_\_ Final Evaluation

**Please indicate level of student:**

Master's Practicum \_\_\_\_ I (Coun 6381) \_\_\_\_ II (Coun 6382)

Doctoral Practicum (Psych 7365) \_\_\_\_ 1 \_\_\_\_ 2 \_\_\_\_ 3 \_\_\_\_ 4 \_\_\_\_ 5 or above

**Student should complete section above.**

**Please evaluate the student's performance** in each of the areas below by circling the appropriate number on the scale. If the student did not engage in a particular activity listed, please circle NA.

1 = Below expectations

2 = Within expectations (given the student's current level of training)

3 = Above expectations

NA = not applicable

*Please rate the student in terms of what is generally expected for the student's current level of training. For example, if the student is enrolled in Practicum I, how is the student doing as a Practicum I student, etc.*

*A requirement of the practicum is that the onsite supervisor directly observes one or more sessions between the student and the client(s) and provides appropriate supervisory feedback. (This can be done live or via video, but it cannot be solely audio.) At least once is the acceptable minimum, but we encourage you to do so more than once.*

**I have directly observed (live or by video) the student at least one time this semester:**

\_\_\_\_ YES \_\_\_\_ NO

	Below	Expected	Above	
Overall Quality of Observed Session(s)	1	2	3	NA

<b>I. Professionalism</b>	<b>Below</b>	<b>Expected</b>	<b>Above</b>	
1. Meets appointments and deadlines.	1	2	3	NA
2. Prepares and organizes work in a professional manner.	1	2	3	NA
3. Able to work with staff.	1	2	3	NA
4. Appropriate personal appearance	1	2	3	NA
5. Aware of agency/departmental goals.	1	2	3	NA
6. Overall level of professionalism.	1	2	3	NA
<b>II. Ethical Behavior</b>				
1. Understands the relevant ethical codes.	1	2	3	NA
2. Performs in an ethical manner.	1	2	3	NA
3. Consults on ethical issues when needed.	1	2	3	NA
<b>III. Social Justice/Multicultural/Diversity</b>				
1. Respects issues of multiculturalism and diversity in working with others.	1	2	3	NA
2. Has self-awareness regarding issues of multiculturalism and diversity.	1	2	3	NA
3. Acts to promote social justice.	1	2	3	NA
<b>IV. Counseling Skills</b>				
1. Able to establish rapport with clients.	1	2	3	NA
2. Interviewing skill with individual clients	1	2	3	NA
3. Able to conceptualize client issues and problems.	1	2	3	NA
4. Able to identify client strengths.	1	2	3	NA
5. Able to integrate client strengths into interventions.	1	2	3	NA
6. Individual Counseling Skills	1	2	3	NA
7. Group Counseling Skills	1	2	3	NA
<b>V. Assessment Skills</b>				
1. Assessment skills (e.g., aptitude, ability, interest)	1	2	3	NA
2. Understanding of diagnostic information and results	1	2	3	NA
3. Report writing and communication	1	2	3	NA
<b>VI. Treatment Planning and Interdisciplinary Integration</b>				
1. Able to design and implement treatment plans.	1	2	3	NA
2. Able to work within an interdisciplinary context.	1	2	3	NA
3. Awareness of site's clinical population	1	2	3	NA
4. Familiarity with on-site referral sources and other resources	1	2	3	NA
5. Familiarity with off-site referral sources and other resources	1	2	3	NA



<b>VII. Empirically Based Practice</b>	<b>Below</b>	<b>Expected</b>	<b>Above</b>	
1. Implements Empirically Based Practices.	1	2	3	NA
2. Organizes client problems within recognized theoretical frameworks.	1	2	3	NA
<b>VIII. Feedback, Supervision, and Consultation</b>				
1. Receptiveness in supervision	1	2	3	NA
2. Monitors and independently resolves situations that challenge professional values and integrity.	1	2	3	NA
3. Engages in self-care in relation to the practice of counseling/psychology, as determined by open discussion in supervision.	1	2	3	NA
4. Consultation skills in working with others	1	2	3	NA
5. Supervision skills in supervising others (in the practice of counseling/psychology)	1	2	3	NA
<b>IX. Career Counseling and Assessment</b>				
1. Career assessment Skills	1	2	3	NA
2. Career counseling skills	1	2	3	NA

<b>Overall quality of performance during entire practicum.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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### Practicum Experiences

Please list the estimated number of hours that the student engaged in the experiences to date listed below:

<u>Activity</u>	<u>Hours (or N/A)</u>
<b>(Direct Services to Clients)</b>	
Individual counseling	_____
Group counseling	_____
Marriage & family counseling	_____
Assessment & evaluation	_____
Intake	_____
Crisis intervention	_____
<b>(Supervision, Consultation, and Staffing)</b>	
Individual supervision	_____

Group supervision \_\_\_\_\_

Staffing w/ other disciplines \_\_\_\_\_

Consultation \_\_\_\_\_

**Summary of Activities**

Please provide a brief narrative description of the student's experiences during this practicum.

**Summary of Evaluation**

Please provide a brief narrative summary of the student's performance during this practicum.

\_\_\_\_\_  
Supervisor's signature                      date

\_\_\_\_\_  
Licensed as (Supervisor)                      Highest degree obtained

\_\_\_\_\_  
Student's signature                      date

**MENTAL HEALTH COUNSELING - INTERN EVALUATION**

**(for Onsite and University Supervisors)**

Student \_\_\_\_\_

Current Year \_\_\_\_\_

Supervisor \_\_\_\_\_

Semester:

\_\_\_\_\_ Fall

Agency \_\_\_\_\_

\_\_\_\_\_ Spring

Department \_\_\_\_\_

\_\_\_\_\_ Summer

**Check one:** \_\_\_\_\_ Mid-Semester Evaluation      \_\_\_\_\_ Final Evaluation

**Student should complete section above.**

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**Please evaluate the student's performance** in each of the areas on the next few pages by circling the appropriate number on the scale. If the student did not engage in a particular activity listed, please circle NA.

1 = Below expectations

2 = Within expectations (given the student's current level of training)

3 = Above expectations

NA = not applicable

*Please rate the student in comparison to other interns from the UCA MHC program or from similar programs.*



<b>I. Professionalism</b>	<b>Below</b>	<b>Expected</b>	<b>Above</b>	
1. Meets appointments and deadlines.	1	2	3	NA
2. Prepares and organizes work in a professional manner.	1	2	3	NA
3. Able to work with staff.	1	2	3	NA
4. Appropriate personal appearance	1	2	3	NA
5. Aware of agency/departmental goals.	1	2	3	NA
6. Overall level of professionalism.	1	2	3	NA
<b>II. Ethical Behavior</b>				
1. Understands the relevant ethical codes.	1	2	3	NA
2. Performs in an ethical manner.	1	2	3	NA
3. Consults on ethical issues when needed.	1	2	3	NA
<b>III. Social Justice/Multicultural/Diversity</b>				
1. Respects issues of multiculturalism and diversity in working with others.	1	2	3	NA
2. Has self-awareness regarding issues of multiculturalism and diversity.	1	2	3	NA
3. Acts to promote social justice.	1	2	3	NA
<b>IV. Counseling Skills</b>				
1. Able to establish rapport with clients.	1	2	3	NA
2. Interviewing skill with individual clients	1	2	3	NA
3. Able to conceptualize client issues and problems.	1	2	3	NA
4. Able to identify client strengths.	1	2	3	NA
5. Able to integrate client strengths into interventions.	1	2	3	NA
6. Individual Counseling Skills	1	2	3	NA
7. Group Counseling Skills	1	2	3	NA
<b>V. Assessment Skills</b>				
1. Assessment skills (e.g., aptitude, ability, interest)	1	2	3	NA
2. Understanding of diagnostic information and results	1	2	3	NA
3. Report writing and communication	1	2	3	NA
<b>VI. Treatment Planning and Interdisciplinary Integration</b>				
1. Able to design and implement treatment plans.	1	2	3	NA
2. Able to work within an interdisciplinary context.	1	2	3	NA
3. Awareness of site's clinical population	1	2	3	NA
4. Familiarity with on-site referral sources and other resources	1	2	3	NA
5. Familiarity with off-site referral sources and other resources	1	2	3	NA

<b>VII. Empirically Based Practice</b>	<b>Below</b>	<b>Expected</b>	<b>Above</b>	
1. Implements Empirically Based Practices.	1	2	3	NA
2. Organizes client problems within recognized theoretical frameworks.	1	2	3	NA
<b>VIII. Feedback, Supervision, and Consultation</b>				
1. Receptiveness in supervision	1	2	3	NA
2. Monitors and independently resolves situations that challenge professional values and integrity.	1	2	3	NA
3. Engages in self-care in relation to the practice of counseling/psychology, as determined by open discussion in supervision.	1	2	3	NA
4. Consultation skills in working with others	1	2	3	NA
5. Supervision skills in supervising others (in the practice of counseling)	1	2	3	NA
<b>IX. Career Counseling and Assessment</b>				
1. Career assessment Skills	1	2	3	NA
2. Career counseling skills	1	2	3	NA

<b>Overall quality of performance during entire practicum.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>NA</b>
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### Practicum Experiences

Please list the estimated number of hours that the student engaged in the experiences to date listed below:

<u>Activity</u>	<u>Hours (or N/A)</u>
<b>(Direct Services to Clients)</b>	
Individual counseling	_____
Group counseling	_____
Marriage & family counseling	_____
Assessment & evaluation	_____
Intake	_____
Crisis intervention	_____
<b>(Supervision, Consultation, and Staffing)</b>	
Individual supervision	_____

Group supervision \_\_\_\_\_

Staffing w/ other disciplines \_\_\_\_\_

Consultation \_\_\_\_\_

**Summary of Activities**

Please provide a brief narrative description of the student's experiences during this internship.

**Summary of Evaluation**

Please provide a brief narrative summary of the student's performance during this internship.

\_\_\_\_\_  
Supervisor's signature                      date

\_\_\_\_\_  
Licensed as (Supervisor)                      Highest degree obtained

\_\_\_\_\_  
Student's signature                      date