

CACREP ANNUAL REPORT
Academic Degree Program:
Clinical Mental Health Counseling

Department Head:
Dr. Robin Anderson

Assessment Coordinator/Program Director:
Dr. Renee Staton

The Clinical Mental Health Counseling Program welcomes a diverse student population and encourages applicants of different ages, from different social, cultural, and ethnic backgrounds, and with different abilities and learning styles. The program provides the coursework necessary for students to become Licensed Professional Counselors in community mental health centers, community agencies, mental health facilities, and private practice settings. Accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the three-year, 60-credit-hour program leads to the awarding of both the Master of Arts and the Educational Specialist degrees. Graduates are also eligible to become Board Certified Counselors.

We offer small, experiential classes that rarely involve more than eight to ten students. Our dynamic and student-focused faculty members have been the recipients of national ACES awards, along with numerous other honors at the regional, state, university, college, and department levels. Students receive constant feedback and supervision throughout their training. We place great emphasis on personal and professional growth and the practical application of skills at our on-campus practicum and community-based internship sites.

During the 2023-2024 academic year, 27 students were enrolled in the JMU Clinical Mental Health Counseling Program. The total number of graduates during this academic year was 10. In recent years, we have typically admitted nine or ten students into the Clinical Mental Health Counseling Program each fall semester. Our full-time students complete the program in three years and our part-time students usually complete the program in five years. Our completion rate for full-time and part-time students in the Clinical Mental Health Counseling Program for the graduating cohort was 100%.

Objectives and Course Experiences

The JMU Clinical Mental Health Counseling program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), which has released new standards effective for the 2024 academic year. Our faculty strive to ensure that we meet CACREP requirements while also addressing students’ unique and emerging needs and interests. We have therefore worked to adjust our curriculum to respond to the new standards while also responding to the needs of our own learning community.

Provided below are:

- I. The assessment results of our fall 2023-2024 assessment cycle;
- II. Our updated crosswalk of CACREP 2024 standards and our curricular Key Performance Indicators; and
- III. Our program plan for assessing students’ multicultural counseling skills and awareness over time.

I. Assessment Results of our Fall 2023-2024 Assessment Cycle

Course/Learning Experiences, mapped to 2016 CACREP standards

Student Learning Objective	Courses/Experiences Mapped to the Objective		
	Introductory	Practice	Mastery

1. Professional and Ethical practice	Psyc 630 midterm 2*	Psyc 760 supervision summary 1 Comprehensive exam 3	Psyc 790 case presentations 3
2. Cultural competence and self-awareness	Psyc 630 research paper 1	Psyc 749 time 1/time 2 reflection 2	Psyc 749 cross cultural counseling 3
3. Developmentally appropriate approaches	Psyc 614 midterm 2	Psyc 614 reflection paper 1	Psyc 614 research paper 3
4. Appropriate career counseling	Psyc 669 notecards 1	Psyc 669 literature review 3	Psyc 790 case presentations 2
5. Evidence-based counseling	Psyc 661 counseling session 2	Psyc 695 counseling sessions/evaluation 3 Comprehensive exam 3	Psyc 790 case presentations 3
6. Relevant assessment procedures	Psyc 607 personal assessment project 3	Psyc 695 counseling sessions/evaluation 2	Psyc 790 case presentations 3
7. Research evaluation	Psyc 630 midterm 1	Psyc 600 program evaluation project 2	Psyc 800 EdS project 3
8. Key clinical mental health counseling competencies	Psyc 664 counseling tapes 2	Psyc 695 counseling sessions/evaluations 3 Comprehensive exam 3	Psyc 790 case presentations 3

***Note: Number indicates level of coverage with higher scores indicating more in-depth coverage.**

Methodology

Objective	Description of Instrument used to Assess Objective	Direct/Indirect
1. Professional and Ethical practice	Comprehensive exam rubric – This rubric covers the 8 CACREP standards as well as the JMU CMHC standards Internship supervisor evaluation form –This form covers the 8 CACREP standards as well as the JMU CMHC standards. Supervisors vary by	D – student is observed D – student is observed

	site, but course instructors are consistent for all students in a given semester. Course instructors also provide evaluation feedback.	
2. Cultural competence and self-awareness	Psyc 749 Cross cultural counseling evaluation rubric - Rubric covers multiple objectives associated with the CACREP Social and Cultural Diversity standard	D – student is observed
3. Developmentally appropriate approaches	Psyc 614 Research paper evaluation rubric – Rubric covers multiple objectives associated with the CACREP Human Growth and Development standard.	I - assessment is based on written product
4. Appropriate career counseling	Psyc 669 Literature review evaluation rubric - Rubric covers multiple objectives associated with the CACREP Career Counseling standard	I - assessment is based on written product
5. Evidence-based counseling	Psyc 695 and Psyc 790 case presentation evaluations and supervisor evaluation forms – These evaluations cover multiple objectives associated with the CACREP Counseling and Helping Relationships standard Comprehensive exam rubric –This rubric covers the 8 CACREP standards as well as the JMU CMHC standards	D – student is observed D – student is observed
6. Relevant assessment procedures	Psyc 607 personal assessment project rubric – This rubric covers multiple objectives associated with the CACREP Assessment and Testing standard	I - assessment is based on written product
7. Research evaluation	Psyc 800 EdS project evaluation rubric - This rubric covers multiple objectives associated with the CACREP Research and Evaluation standard	D – student is observed
8. Key clinical mental health counseling competencies	Psyc 695 and Psyc 790 case presentation evaluations and supervisor evaluation forms - These evaluations cover multiple objectives associated with the CACREP Counseling and Helping Relationships standard Comprehensive exam rubric –This rubric covers the 8 CACREP standards as well as the JMU CMHC standards Progress Reviews – The Progress Review form assesses students’ dispositions regarding Professional and Ethical Behavior, Academic	D – student is observed D – student is observed D – student is observed

	Behavior, and Professional Commitments of Clinical Mental Health Counselors	
--	---	--

Desired Results:

Objective	Instrument	Desired result	Justification for desired result
1. Professional and Ethical practice	Comprehensive exam rubric Internship case presentation rubric	100% pass result by 2 nd attempt 95% of all evaluations at level 2, indicating sufficient mastery, by completion of second semester	Combined faculty experience has indicated these pass rates are necessary for successful progress through the program and ultimately to suggest the student is prepared for post-graduation practice.
2. Cultural competence and self-awareness	Psyc 749 Cross cultural counseling evaluation rubric	90% of evaluation scores at level 2, indicating sufficient mastery, after peer consultation	Recent research (Goodwin, Coyne, & Constantino, 2018) has highlighted the contextual demands for competence; therefore students are provided consultation as well as evaluation to ensure they meet this standard.
3. Developmentally appropriate approaches	Psyc 614 Research paper evaluation rubric	90% of evaluation scores indicate level 2 (mastery)	The breadth of considerations students are expected to cover in the research paper are purposefully designed to allow faculty to assess understanding of content.
4. Appropriate career counseling	Psyc 669 Literature review evaluation rubric	90% of evaluation scores indicate level 2 (mastery)	The specific considerations students are expected to cover in the research paper are purposefully designed to allow faculty to assess understanding of content related to career counseling.
5. Evidence-based counseling	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric	95% of all evaluations at level 2, indicating mastery, by completion of second semester	Combined faculty experience has indicated these pass rates are necessary for successful progress through the program and ultimately to suggest the student is prepared for post-graduation practice.

		100% pass result by 2 nd attempt	
6. Relevant assessment procedures	Psyc 607 personal assessment project rubric	90% of all evaluations at level 2, indicating mastery	Opportunities to exhibit skill in administering and evaluating formal assessment results vary in students' practice opportunities (Psyc 695 Practicum and Psyc 790 Internship), depending on client need. Faculty rely on evaluations of this project to determine sufficient levels of mastery for progression in the program
7. Research evaluation	Psyc 800 EdS project evaluation rubric	90% of evaluation scores indicate level 2 (mastery)	Opportunities to exhibit overt skill in research evaluation vary in students' practice opportunities (Psyc 695 Practicum and Psyc 790 Internship), yet are necessary for determination of best practice in counseling. Faculty therefore rely on evaluations of the project to determine levels of mastery that suggest students can generalize research evaluation skills beyond literature review to the actual determination of appropriate interventions.
8. Key clinical mental health counseling competencies	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric Progress Reviews	95% of all evaluations at level 2, indicating mastery, by completion of second semester 100% pass result by 2 nd attempt 100% satisfactory after any necessary remediation plan	Combined faculty experience has indicated these pass rates are necessary for successful progress through the program and ultimately to suggest the student is prepared for post-graduation practice. Progress reviews include faculty evaluations of students' Professional and Ethical Behavior and Academic Behavior, as well as professional expectations of Clinical Mental Health Counselors. The specific domains are informed by

			counseling dispositions identified by our accrediting body and current research that define appropriate attitudes and capabilities that students bring to their counselor training.
--	--	--	---

Timing of Assessment

Objective	Instrument	Students sampled	Sample size	Timepoint(s)	Motivation
1. Professional and Ethical practice	Comprehensive exam rubric Internship case presentation rubric	All students	4 (portion of 2 nd year cohort) 4 (3 rd year cohort)	Semester after completion of Psyc 695, typically students' second year	Students will not progress in the program without successfully completing the comprehensive exam, and they will not graduate without demonstrating sufficient mastery in internship. Thus they are highly motivated.
2. Cultural competence and self-awareness	Psyc 749 Cross cultural counseling evaluation rubric	All students	6 (1 st year cohort)	At completion of Psyc 749, typically students' 1 st year	This instrument is one aspect that contributes to the overall evaluation of a required course. Students are usually fairly motivated to earn an A in the course.
3. Developmentally appropriate approaches	Psyc 614 Research paper evaluation rubric	All students	8 (1 st year cohort)	At completion of Psyc 614, typically students' 1 st year	This instrument is one evaluation that contributes to the overall evaluation of a required course. Students are usually fairly motivated to

					earn an A in the course.
4. Appropriate career counseling	Psyc 669 Literature review evaluation rubric	All students	8 (2 nd year cohort)	At completion of Psyc 669, typically students' 2 nd year	This instrument is one evaluation that contributes to the overall evaluation of a required course. Students are usually fairly motivated to earn an A in the course.
5. Evidence-based counseling	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric	All students	10 (2 nd and 3 rd year cohort) 4 (portion of 2 nd year cohort)	At completion of Psyc 695 and 790, typically during students' 2 nd and 3 rd years	This instrument is one evaluation that contributes to the overall evaluation of a required course. Students are usually fairly motivated to earn an A in the course.
6. Relevant assessment procedures	Psyc 607 personal assessment project rubric	All students	8 (1 st year cohort)	At completion of Psyc 607, typically students' 2 nd year	This instrument is one indicator considered in the course evaluation. Students are motivated to earn an A in the course because they understand that assessment is a practice component of Clinical Mental Health Counseling.
7. Research evaluation	Psyc 800 EdS project evaluation rubric	All students	4 (3 rd year cohort)	At completion of Psyc 800, typically	Students must successfully complete the EdS project in

				students' 3 rd year	order to graduate. They are highly motivated.
8. Key clinical mental health counseling competencies	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric Progress Reviews	All students	10 (2 nd and 3 rd year cohort) 4 (portion of 2 nd year cohort) 22 (All students)	At completion of Psyc 695 and 790, typically during students' 2 nd and 3 rd years At completion of Psyc 695 Each semester	Students will not progress in the program without successfully completing the comprehensive exam, and they will not graduate without demonstrating sufficient mastery in internship. Thus they are highly motivated. Progress reviews are completed by faculty each semester and address counseling dispositions. Ideally, students are intrinsically motivated through their interest in the field to exhibit the expected dispositions across academic and experiential domains.

Validity Evidence

The program faculty members take a hermeneutic approach to comprehensive exam and other student evaluation ratings and therefore group consensus is required prior to the reporting of final ratings. For this reason, we do not calculate inter-rater reliability.

Face validity is assumed with site-supervisor and university-supervisor evaluations of students in practicum and internship. This is because evaluation items are drawn from the CACREP Clinical Mental Health Counseling standards (beginning Fall 2016), which are the standards by which our program is evaluated and accredited. Further, the CACREP standards are the basis for the design

of our courses and our students' evaluations across the curriculum. Construct validity applies to the standards, as experts in the field determine the CACREP accreditation standards. Construct validity is also maintained as faculty expertise results in deep knowledge of the field and its associated standards. With some exceptions, noted below, the faculty who teach courses associated with the objectives identified here are core faculty, who are licensed mental health providers with doctoral level training in our field of expertise. Core faculty members teach courses that are aligned with their professional experience and expertise and therefore have sufficient training and competence to assess levels of student mastery. In cases in which core faculty members are not available to teach these courses, we employ adjunct faculty members who are specifically chosen for their training and experience related to the course content.

Further, all core faculty members gather at the end of each semester to evaluate every student's professional dispositions and our key clinical mental health counseling competencies via our Progress Review process. Although one faculty member, at a minimum, provides qualitative comments for a student, often one or more additional faculty members will draft comments as well. The comments are consolidated in our Progress Review meeting, and we discuss our respective evaluations prior to collaborating to complete the student's Progress Review form. Similarly, two faculty members evaluate our students' comprehensive examination materials individually and enter the student's defense meeting with their own comments and observations.

After the student's presentation, faculty discuss their respective evaluations and collaborate to complete the student's rubric. Our combined evaluations continue to assist us in determining the validity of the specific measures identified in the table below.

Objective	Instrument	Evaluator	Progress review relevance?
1. Professional and Ethical practice	Comprehensive exam rubric Internship case presentation rubric	2 core faculty members Adjunct faculty members with at least 5 years' licensed clinical experience	Yes
2. Cultural competence and self-awareness	Psyc 749 Cross cultural counseling evaluation rubric	Core faculty member	Yes
3. Developmentally appropriate approaches	Psyc 614 Research paper evaluation rubric	Core faculty member	
4. Appropriate career counseling	Psyc 669 Literature review evaluation rubric	Core faculty member	

5. Evidence-based counseling	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric	Core and adjunct faculty members with at least 5 years' licensed clinical experience 2 core faculty members	Yes
6. Relevant assessment procedures	Psyc 607 personal assessment project rubric	Licensed, adjunct faculty member with expertise in assessment and counseling	
7. Research evaluation	Psyc 800 EdS project evaluation rubric	At least 2 core faculty members	
8. Key clinical mental health counseling competencies	Psyc 695 and Psyc 790 case presentation evaluations Comprehensive exam rubric Progress Reviews	Core and adjunct faculty members with at least 5 years' licensed clinical experience 2 core faculty members All core faculty members	Yes

Results

Objective	Historical Results			
	Instrument	Prior results	Prior results	This year's results
1. Professional and Ethical practice	1. Comprehensive exam rubric	100% pass at 2 nd attempt	100% pass at 1 st attempt	100% pass at 1 st attempt
	Internship case presentation rubric	100% pass at Practice level	100% pass at Practice level	100% pass at Practice level
2. Cultural competence and self-awareness	2. Psyc 749 Cross cultural counseling evaluation rubric	96% of evaluation scores at level 2, indicating sufficient	96% of evaluation scores at level 2, indicating sufficient	95% of evaluation scores at level 2, indicating sufficient

		mastery, after peer consultation	mastery, after peer consultation	mastery, after peer consultation
3. Developmentally appropriate approaches	3. Psyc 614 Research paper evaluation rubric	96% of evaluation scores indicate level 2 (mastery)	95% of evaluation scores indicate level 2 (mastery)	95% of evaluation scores indicate level 2 (mastery)
4. Appropriate career counseling	4. Psyc 669 Literature review evaluation rubric	100% of evaluation scores indicate level 2 (mastery)	96% of evaluation scores indicate level 2 (mastery)	98% of evaluation scores indicate level 2 (mastery)
5. Evidence-based counseling	5. Psyc 695 and Psyc 790 case presentation evaluations	95% of all evaluations at level 2, indicating mastery, by completion of second semester of internship; 1 student continuing to complete required hours, but evaluations at practice level	100% of all evaluations at level 2, indicating mastery, by completion of second semester of internship.	100% of all evaluations at level 2, indicating mastery, by completion of second semester of internship.
6. Relevant assessment procedures	6. Psyc 607 personal assessment project rubric	95% of all evaluations at level 2	100 % of all evaluations at level 2	95 % of all evaluations at level 2
7. Research evaluation	7. Psyc 800 EdS project evaluation rubric	100% of evaluation scores indicate level 2 (mastery)	100% of evaluation scores indicate level 2 (mastery)	100% of evaluation scores indicate level 2 (mastery)

8. Key clinical mental health counseling competencies	8. Psyc 695 and Psyc 790 case presentation evaluations	95% of all evaluations at level 2, indicating mastery, by completion of second semester of internship.	100% of all evaluations at level 2, indicating mastery, by completion of second semester of internship.	100% of all evaluations at level 2, indicating mastery, by completion of second semester of internship. 1 student continuing to complete required hours, but evaluations at practice level
	Comprehensive exam	100% pass at Practice level	100% pass at Practice level	100% pass at Practice level
	Progress Reviews	88% satisfactory after any necessary remediation plan. One student counseled out of program	100% satisfactory after any necessary remediation plan. One student adjusting course sequence in response to program feedback.	100% satisfactory after any necessary remediation plan.

Objective	Interpretation
1. Professional and Ethical practice	We feel confident in our ability to help students learn the core competencies associated with professional and ethical practice. We also rely on the combination of data obtained from both the comprehensive exam and the internship experiences to make our determinations regarding student learning in this area.
2. Cultural competence and self-awareness	We continue to offer students the opportunity to assume active advocacy roles in response to on-campus and state-wide DEI and anti-racism initiatives.
3. Developmentally appropriate approaches	Aspects of the research paper were emphasized in the case conceptualization workshop.

4. Appropriate career counseling	These results are as expected.
5. Evidence-based counseling	Students typically score in our desired range regarding this domain. Our case conceptualization workshop emphasizes evidence-based practice, as does the Psyc 760 Ethics, Supervision, and Consultation course.
6. Relevant assessment procedures	Our faculty member teaching Assessment this year has extensive training in assessment and is also a Licensed Professional Counselor. Her experience helped our students gain additional valuable learning.
7. Research evaluation	These results are typical for our students' performance in the EdS project.
8. Key clinical mental health counseling competencies	As mentioned above, students typically score in our desired range regarding this domain. The actions we have taken regarding objective 5 are also relevant for this objective.

Dissemination of Results

Our accrediting body, CACREP, requires the following, under “Evaluation of the Program”:
Counselor education program faculty disseminate an annual report that includes, by program level, (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website in an easily accessible location, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

Therefore, the major results from the APT report are made accessible on our program website, in addition to other data we collect for our CACREP report, such as site evaluation information, exit survey data, and employment and graduation rates.

Our report is also shared with the counseling program faculty, our department head, our Advisory Board (instituted this academic year), and made available to students and other counseling constituents via our program website.

Additional Information

We had no student remediation processes this year, all 2nd year students successfully completed the comprehensive exam process, and all 3rd year students successfully presented at the Graduate Psychology Symposium.

II. Updated Crosswalk of CACREP 2024 Standards and our Curricular Key Performance Indicators – Note that our specific KPIs are currently under development

Coverage of the 8 Core Areas		
Standard	CMH Course, Coverage CMH Primary Course (Module,	CMH Course, Coverage (Module,

	Reading, Assignment)	Reading, Assignment)
A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE		
1. history and philosophy of the counseling profession and its specialized practice areas	Psyc 630	Psyc 790
2. the multiple professional roles and functions of counselors across specialized practice areas	Psyc 630	Psyc 760
3. counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	Psyc 630	Psyc 760
4. the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	Psyc 630	Psyc 749
5. the role and process of the professional counselor advocating on behalf of the profession	Psyc 630	Psyc 760
6. professional counseling organizations, including membership benefits, activities, services to members, and current issues	Psyc 630	Psyc 790
7. professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	Psyc 630	Psyc 790
8. legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	Psyc 630	Psyc 749
9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	Psyc 630	Psyc 669
10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	Psyc 630	Psyc 760
11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	Psyc 630	Psyc 661
12. the purpose of and roles within counseling supervision in the profession	Psyc 760	Psyc 695
B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES		

1. theories and models of multicultural counseling, social justice, and advocacy	Psyc 749	Psyc 668
2. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews	Psyc 749	Psyc 668
3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on help-seeking and coping behaviors	Psyc 749	Psyc 668
4. the effects of historical events, multigenerational trauma, and current issues on diverse cultural groups in the U.S. and globally	Psyc 749	Psyc 668
5. the effects of stereotypes, overt and covert discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on counselors and clients	Psyc 749	Psyc 668
6. the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness	Psyc 749	Psyc 668
7. disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities	Psyc 749	Psyc 668
8. principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship	Psyc 749	Psyc 668
9. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	Psyc 749	Psyc 668
10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities	Psyc 749	Psyc 710
11. the role of religion and spirituality in clients' and counselors' psychological functioning	Psyc 749	Psyc 685
C. LIFESPAN DEVELOPMENT		
1. theories of individual and family development across the lifespan	Psyc 614	Psyc 668
2. theories of cultural identity development	Psyc 614	Psyc 749
3. theories of learning	Psyc 614	Psyc 661
4. theories of personality and psychological development	Psyc 614	Psyc 685
5. theories and neurobiological etiology of addictions	Psyc 614	Psyc 663
6. structures for affective relationships, bonds, couples, marriages, and families	Psyc 614	Psyc 668

7. models of resilience, optimal development, and wellness in individuals and families across the lifespan	Psyc 614	Psyc 668
8. models of psychosocial adjustment and adaptation to illness and disability	Psyc 614	Psyc 685
9. the role of sexual development and sexuality related to overall wellness	Psyc 614	Psyc 668
10. biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	Psyc 614	Psyc 685
11. systemic, cultural, and environmental factors that affect lifespan development, functioning, behavior, resilience, and overall wellness	Psyc 614	Psyc 685
12. the influence of mental and physical health conditions on coping, resilience, and overall wellness for individuals and families across the lifespan	Psyc 614	Psyc 685
13. effects of crises, disasters, stress, grief, and trauma across the lifespan	Psyc 710	Psyc 614
D. CAREER DEVELOPMENT		
1. theories and models of career development, counseling, and decision-making	Psyc 669	Psyc 607
2. approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors	Psyc 669	Psyc 607
3. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	Psyc 669	Psyc 790
4. approaches for assessing the conditions of the work environment on clients' life experiences	Psyc 669	Psyc 790
5. strategies for assessing abilities, interests, values, personality, and other factors that contribute to career development	Psyc 669	Psyc 607
6. career development program planning, organization, implementation, administration, and evaluation	Psyc 669	Psyc 600
7. developmentally responsive strategies for empowering individuals to engage in culturally sustaining career and educational development and employment opportunities	Psyc 669	Psyc 695
8. strategies for advocating for employment support for individuals facing barriers in the workplace	Psyc 669	Psyc 695
9. strategies for facilitating client skill development for career, educational, and life-work planning and management	Psyc 669	Psyc 695
10. career and postsecondary training readiness and educational decision-making	Psyc 669	Psyc 614

11. strategies for improving access to educational and occupational opportunities for people from marginalized groups	Psyc 669	Psyc 749
12. ethical and legal issues relevant to career development and career counseling	Psyc 669	Psyc 760
E. COUNSELING PRACTICE AND RELATIONSHIPS		
1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds	Psyc 660	Psyc 661
2. critical thinking and reasoning strategies for clinical judgment in the counseling process	Psyc 660	Psyc 664
3. case conceptualization skills using a variety of models and approaches	Psyc 660	Psyc 685
4. consultation models and strategies	Psyc 630	Psyc 760
5. application of technology related to counseling	Psyc 661	Psyc 669
6. ethical and legal issues relevant to establishing and maintaining counseling relationships across service delivery modalities	Psyc 630	Psyc 665
7. culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities	Psyc 749	Psyc 695
8. counselor characteristics, behaviors, and strategies that facilitate effective counseling relationships	Psyc 661	Psyc 664
9. interviewing, attending, and listening skills in the counseling process	Psyc 661	Psyc 664
10. counseling strategies and techniques used to facilitate the client change process	Psyc 661	Psyc 664
11. strategies for adapting and accommodating the counseling process to client culture, context, abilities, and preferences	Psyc 661	Psyc 664
12. goal consensus and collaborative decision-making in the counseling process	Psyc 661	Psyc 664
13. developmentally relevant and culturally sustaining counseling treatment or intervention plans	Psyc 661	Psyc 664
14. development of measurable outcomes for clients	Psyc 661	Psyc 664
15. evidence-based counseling strategies and techniques for prevention and intervention	Psyc 661	Psyc 664
16. record-keeping and documentation skills	Psyc 661	Psyc 664
17. principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources	Psyc 661	Psyc 664
18. classification, effects, and indications of commonly prescribed psychopharmacological medications	Psyc 685	Psyc 790
19. suicide prevention and response models and strategies	Psyc 630	Psyc 710

20. crisis intervention, trauma-informed, community-based, and disaster mental health strategies	Psyc 630	Psyc 710
21. processes for developing a personal model of counseling grounded in theory and research	Psyc 664	Psyc 695
F. GROUP COUNSELING AND GROUP WORK		
1. theoretical foundations of group counseling and group work	Psyc 665	Psyc 695
2. dynamics associated with group process and development	Psyc 665	Psyc 695
3. therapeutic factors of group work and how they contribute to group effectiveness	Psyc 665	Psyc 695
4. characteristics and functions of effective group leaders	Psyc 665	Psyc 695
5. approaches to group formation, including recruiting, screening, and selecting members	Psyc 665	Psyc 695
6. application of technology related to group counseling and group work	Psyc 665	Psyc 695
7. types of groups, settings, and other considerations that affect conducting groups	Psyc 665	Psyc 695
8. culturally sustaining and developmentally responsive strategies for designing and facilitating groups	Psyc 665	Psyc 695
9. ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	Psyc 665	Psyc 630
10. direct experiences in which counseling students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	Psyc 665	Psyc 695
G. ASSESSMENT AND DIAGNOSTIC PROCESSES		
1. historical perspectives concerning the nature and meaning of assessment and testing in counseling	Psyc 607	Psyc 669
2. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	Psyc 607	Psyc 600
3. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	Psyc 600	Psyc 607
4. reliability and validity in the use of assessments	Psyc 607	Psyc 600
5. culturally sustaining and developmental considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications	Psyc 607	Psyc 749
6. ethical and legal considerations for selecting, administering, and interpreting assessments	Psyc 607	Psyc 630

7. use of culturally sustaining and developmentally appropriate assessments for diagnostic and intervention planning purposes	Psyc 685	Psyc 749
8. use of assessments in academic/educational, career, personal, and social development	Psyc 669	Psyc 614
9. use of environmental assessments and systematic behavioral observations	Psyc 614	Psyc 695
10. use of structured interviewing, symptom checklists, and personality and psychological testing	Psyc 685	Psyc 607
11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems	Psyc 685	Psyc 695
12. procedures to identify substance use, addictions, and co-occurring conditions	Psyc 663	Psyc 685
13. procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide	Psyc 710	Psyc 668
14. procedures for assessing clients' experience of trauma	Psyc 710	Psyc 668
15. procedures for identifying and reporting signs of abuse and neglect	Psyc 614	Psyc 668
16. procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders	Psyc 685	Psyc 790
17. procedures for using assessment results for referral and consultation	Psyc 695	Psyc 790
H. RESEARCH AND PROGRAM EVALUATION		
1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice	Psyc 600	Psyc 630
2. identification and evaluation of the evidence base for counseling theories, interventions, and practices	Psyc 660	Psyc 661
3. qualitative, quantitative, and mixed methods research designs	Psyc 600	Psyc 607
4. practice-based and action research methods	Psyc 600	Psyc 695
5. statistical tests used in conducting research and program evaluation	Psyc 600	Psyc 669
6. analysis and use of data in research	Psyc 600	Psyc 800
7. use of research methods and procedures to evaluate counseling interventions	Psyc 600	Psyc 660
8. program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy	Psyc 600	Psyc 760
9. culturally sustaining and developmentally relevant outcome measures for counseling services	Psyc 600	Psyc 790

10. ethical and legal considerations relevant to conducting, interpreting, and reporting the results of research and program evaluation	Psyc 600	Psyc 760
11. culturally sustaining and developmentally responsive strategies for conducting, interpreting, and reporting the results of research and program	Psyc 600	Psyc 790

III. CMHC Program Plan for Assessing Students' Multicultural Counseling Skills and Awareness Over Time

The CMHC counseling faculty members have begun administering the Multicultural Counseling Knowledge and Awareness Scale (MCKAS) to all incoming students. We will administer the scale again at the completion of the students' third year in the program and plan to continue to administer the scale every fall to each incoming cohort. Our expectation is that the data from this process will help inform our teaching and supervision efforts.

Please feel free to contact Renee Staton at statonar@jmu.edu with any questions or suggestions.