

School/College: CEITDepartment: Dept of Counseling and DevelopmentProgram: M.S.Contact: Dr. Kathy Keefe-CoopermanDate: 2/18/17

**The courses used in this assessment cycle complete the circle of core courses for the CMHC and SCO program. Every core course central to the CMHC and SCO program has been used in OA from 2014 - 2018. We are preparing for our CACREP Self-Study that will be due in 2018 to LIU prior to submission to CACREP. We intertwine OA with CACREP for this purpose. Every CACREP standard will be linked to a core course. OA allows for an assessment of CACREP standards on an ongoing and rotating basis.**

### ASSESSMENT FOR PROGRAMS WITH PROFESSIONAL ACCREDITATION – ANNUAL REPORT OVERVIEW

All programs conducting professional (discipline-based) self-studies will need to include their LIU Outcomes Assessment Report in their reaccreditation submission. Programs are encouraged to use the LIU OA process to examine more closely areas of student weaknesses identified in their self-study findings.

This document is submitted *twice* by programs doing a professional (field-based) accreditation:

- By Mar 1, 2017, programs are asked to enter their goals, objectives, and the measurement tools that will be used to assess student learning into the table on the next page (Phase I).
- By November 1, 2018, programs are asked to report all data results, to interpret those data, to describe proposed changes to the program, and to offer a brief discussion of previous years' changes (Phase II).

Note: Programs with professional (discipline-based) accreditations may use a different report template *if agreed upon with the Outcomes Assessment Team*. Please consult the Faculty Assessment Fellow.

#### Expectations for measurement tools -

- One outcome must be assessed by at least two direct measures. (In addition to the two direct measures, programs are welcome to submit additional, optional indirect measurement tools for review.)
- The outcome should be assessed in multiple places (e.g., courses, field experiences, comprehensive exams) across a program, although exceptions may be made for Capstone data.
- Each measurement tool must be designed to identify students' relative strengths and weaknesses (if programs are not sure how to do that, please consult your Faculty Fellow).
- All measurement tools for the current year should be submitted for review. Please embed ALL measurement tools in this document after page 3.
- If an exam is used, a Test Blueprint should be included that labels the categories of sub-concepts or sub-skills that are being assessed for the objective and notes the number of test items per category.
- If a rubric is used, the rubric should have a sufficient number of dimensions (learning criteria) identifying and describing sub-concepts or sub-skills of the objective being assessed.
- Graduate student learning should be more advanced than undergraduate student learning.

#### Expectations for findings -

- **ALL** data relevant to a given outcome should be reported in tables in the Findings section.

**Expectations for “closing the loop” -**

- Report **ALL** program changes implemented in recent years because of OA results in this section.  
 Note: Actually implementing changes to support student learning is the raison d’etre for OA – make sure to complete this section! If you need to see prior years’ reports, consult your Faculty Fellow.

For data *collected* in current academic year, please report:

Phase I: Fill in these two columns, embed your measurement tools at the end of this file, and email the document to your Dean by Mar 1, 2017.

Phase II: Fill in this last column, complete the rest of the document, and email the document to your Dean by November 1, 2018.

2017-2018 ACADEMIC YEAR TABLE		
Phase I – due March 1, 2017		Phase II – due November 1, 2018
Student Learning Outcomes	Measurement Tools (provide name of tool, course, and semester used; then embed tool at the end of this file)	Key Data Findings (note only key trends here – embed complete data tables later in this document)
<b>Outcome 1:</b> Students demonstrate self-care strategies appropriate to the counselor role (CACREP Section II: Prof Identity.G.1.d) (CACREP 2016 Section 2: Professional Counseling Identity: F.1 (Professional Counseling Orientation and Ethical Practice).1(L) (self-care strategies appropriate to the counselor role).	<b>Measure 1:</b> Students will complete the Self-Care Assessment Worksheet ( <a href="http://www.creating-joy.com/taskforce/tf_wellness_strategies.htm">http://www.creating-joy.com/taskforce/tf_wellness_strategies.htm</a> ) in EDC 669 (Practicum) in Fall 2017. Students will then develop a self-care strategy plan appropriate to their role of counselor to be assessed by rubric by the professor. Please see Appendix 1	<b>Measure 1:</b>
	<b>Measure 2:</b> Student written 5 page paper applying a counseling theory to self-care strategies appropriate to the counselor role using APA formatting in EDC: Theories of	<b>Measure 2:</b>

	<p>Counseling during the Fall 2017 semester. Examples might include applying CBT, REBCT, psychodynamic, or Humanistic. A minimum of 5 strategies should be given and a minimum of 5 peer reviewed journals should be cited. To be assessed by rubric by the professor. Please see Appendix 2</p>	
<p><b>Outcome 2:</b> Demonstrate an understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP Section II: Prof Identity G.1.j.) (CACREP 2016 Section 2: Professional Counseling Identity: F.1 (Professional Counseling Orientation and Ethical Practice).i (ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal</p>	<p><b>Measure 1:</b> Student written paper on ethics in professional counseling (either clinical mental health counseling or school counseling depending on your specialization) in EDC 668: Pre-Practicum during the Fall Semester 2017. The paper should clearly show that the student understands the ethical and legal aspects of the counseling profession. In addition, within this paper the student should relate some personal experience or dilemma that they encountered where they had to consider the ethical or moral aspects of the situation and how it affected them and the outcome. The paper must follow APA guidelines and include 5 references from professional journals that deal with the topic of ethics in counseling. The paper</p>	<p><b>Measure 1:</b></p>

<p>considerations in professional counseling)</p>	<p>must be typed, double-spaced, one-sided and be at least 6 - 8 pages in length. To be assessed by rubric by the professor. Please see Appendix 3.</p>	
	<p><b>Measure 2:</b>                  Student written 6 - 8 page APA formatted paper on ethical and legal standards related to professional counseling (either clinical mental health counseling or school counseling depending on your specialization) and career development in EDC 676: Career Development in the Fall 2017 semester. Demonstrate an understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling related to career development. Must include 5 peer reviewed journal article references. To be assessed by rubric by the professor. Please see Appendix 4</p>	<p><b>Measure 2:</b></p>
	<p><b>Measure 3:</b>                  Students written 10 page literature review of understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling related to research in EDC 702: Research during the Fall 2017 semester. Paper should be written in APA format and contain at material from</p>	<p><b>Measure 3:</b></p>

	least 9 peer reviewed journal articles. To be assessed by rubric by the professor.	
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**Phase I ends with the table and embedded measurement tools, but Phase II completes the table and continues on the following page.**

**PHASE II: DATA FINDINGS**

- Report ALL data for each measure in this section of the report, highlighting results that are key findings.
- For each measure, report scores (or frequencies) for each specific sub-topic/sub-skill/dimension assessed by the measure rather than total scores earned for an entire exam or rubric.
- Do NOT report faculty or student names. Be sure to include the total students (*n*) assessed per measure or per sub-topic/sub-skill/dimension, as appropriate.
- Report *aggregate results* rather than data for each individual student. Small programs are encouraged to report cumulative results over multiple years.
- Please reiterate only key findings for each measure in the Phase II column of the ACADEMIC YEAR TABLE on p 2.

**PHASE II: DATA INTERPRETATION**

In approximately a paragraph for each measurement tool, please discuss possible curricular/pedagogical reasons for key findings regarding students' relative strengths and weaknesses for the objectives being measured.

If a program is reassessing a learning objective, please contrast data collected during the current year to data previously collected and address this comparison in the interpretation.

**PHASE II: PLANNED CHANGES IN TEACHING AND LEARNING BASED ON ABOVE FINDINGS**

In a sentence or two for each measure, please describe proposed tangible ways (e.g., changes in course modules, course sequencing, course offerings, teaching techniques) in which the program can help improve the student learning performance described in the above findings for each objective. Please identify the course, semester, and year for which the planned change is proposed. It is understood that follow-up faculty discussions will be needed to finalize planned changes.

**PHASE II: CLOSING THE LOOP - CUMULATIVE CHANGES IN TEACHING AND LEARNING**

As this is the last report for the current three-year cycle, discuss below *all program changes based on OA data that were actually implemented during this cycle*. (Note: you may also discuss changes made in previous cycles if there is any new information to be known.)

For each *implemented* change, please complete the following table:

The goal/objective assessed	The key finding(s) leading to each change	Any resources requested on the basis of the data	The actual change(s) implemented (with an effective date for each)	If re-assessed, the effectiveness of the change(s)*

\* If changes are not yet re-assessed, please note the academic year in which the program plans to reassess this goal/objective.

**By Mar 1, 2017:** Email this document to your **Dean’s Office**, with Phase I information embedded and copy your Faculty Assessment Fellow on the email. Make sure your filename follows the following convention: Psychology BS AY17-18 OA PI.docx.

**By November 1, 2018:** Email an updated version of this document to your **Dean’s Office**, with Phase II information embedded and copy your Faculty Assessment Fellow on the email. Make sure your filename follows the following convention: Psychology BS AY17-18 OA PII.docx.

Programs are encouraged to examine the Annotated Exemplar available on the Assessment of Student Learning website at <http://liushare.liu.edu/SitePages/Home.aspx>.

## APPENDIX 1

EDC 669:

Students will complete the Self-Care Assessment Worksheet ([http://www.creating-joy.com/taskforce/tf\\_wellness\\_strategies.htm](http://www.creating-joy.com/taskforce/tf_wellness_strategies.htm)) in EDC 669. Students will then develop a self-care strategy plan appropriate to their role of counselor to be assessed by rubric by the professor.

***Self-Care Assessment Worksheet***

This assessment tool provides an overview of effective strategies to maintain self-care. After completing the full assessment, choose one item from each area that you will actively work to improve.

Using the scale below, rate the following areas in terms of frequency: 5 = Frequently

4 = Occasionally 3 = Rarely 2 = Never 1 = It never occurred to me

**Physical Self-Care**

- Eat regularly (e.g. breakfast, lunch and dinner)
- Eat healthy
- Exercise
- Get regular medical care for prevention
- Get medical care when needed
- Take time off when needed
- Get massages
- Dance, swim, walk, run, play sports, sing, or do some other physical activity that is fun
- Take time to be sexual—with yourself, with a partner
- Get enough sleep
- Wear clothes you like
- Take vacations
- Take day trips or mini-vacations
- Make time away from telephones
- Other:

**Psychological Self-Care**

- Make time for self-reflection
- Have your own personal psychotherapy
- Write in a journal
- Read literature that is unrelated to work
- Do something at which you are not expert or in charge
- Decrease stress in your life
- Let others know different aspects of you
- Notice your inner experience
- Listen to your thoughts, judgments, beliefs, attitudes, and feelings
- Engage your intelligence in a new area
- Practice receiving from others
- Be curious
- Say “no” to extra responsibilities sometimes
- Other:

**Emotional Self-Care**

- Spend time with others whose company you enjoy
- Stay in contact with important people in your life
- Give yourself affirmations, praise yourself
- Love yourself
- Re-read favorite books, re-view favorite movies



- Identify comforting activities, objects, people, relationships, places and seek them out
- Allow yourself to cry
- Find things that make you laugh
- Express your outrage in social action, letters and donations, marches, protests
- Play with children
- Other:

**Spiritual Self-Care**

- Make time for reflection
- Spend time with nature
- Find a spiritual connection or community
- Be open to inspiration
- Cherish your optimism and hope
- Be aware of nonmaterial aspects of life
- Try at times not to be in charge or the expert
- Be open to not knowing
- Identify what is meaningful to you and notice its place in your life
- Meditate
- Pray
- Sing
- Spend time with children
- Have experiences of awe
- Contribute to causes in which you believe
- Read inspirational literature (talks, music, etc.)
- Other:

**Workplace or Professional Self-Care**

- Take a break during the workday (e.g. lunch)
- Take time to chat with co-workers
- Make quiet time to complete tasks
- Identify projects or tasks that are exciting and rewarding
- Set limits with your clients and colleagues
- Balance your caseload so that no one day or part of a day is “too much”
- Arrange your work space so it is comfortable and comforting
- Get regular supervision or consultation
- Negotiate for your needs (benefits, pay raise)
- Have a peer support group
- Develop a non-trauma area of professional interest
- Other:

**Balance**

- Strive for balance within your work-life and workday
- Strive for balance among work, family, relationships, play and rest

EDC 669 SELF-CARE	Far Exceeds 4 points	Meets 3 points	Somewhat Below 2 points	Does Not Meet 1 points
Student demonstrates physical self-care strategies appropriate to the counselor role	Student articulates 5+ self-care strategies	Student articulates 3-4 self-care strategies	Student minimally articulates 1-2 self-care strategies	Student does not articulate an understanding of self-care strategies
Student demonstrates psychological self-care strategies appropriate to the counselor role	Student articulates 5+ self-care strategies	Student articulates 3-4 self-care strategies	Student minimally articulates 1-2 self-care strategies	Student does not articulate an understanding of self-care strategies
Student demonstrates emotional self-care strategies appropriate to the counselor role	Student articulates 5+ self-care strategies	Student articulates 3-4 self-care strategies	Student minimally articulates 1-2 self-care strategies	Student does not articulate an understanding of self-care strategies
Student demonstrates spiritual or why there is no need for spiritual self-care strategies appropriate to the counselor role	Student articulates 5+ self-care strategies	Student articulates 3-4 self-care strategies	Student minimally articulates 1-2 self-care strategies	Student does not articulate an understanding of self-care strategies
Student demonstrates professional self-care strategies appropriate to the counselor role	Student articulates 5+ self-care strategies	Student articulates 3-4 self-care strategies	Student minimally articulates 1-2 self-care strategies	Student does not articulate an understanding of self-care strategies
Student demonstrates self-care strategies focusing on balance and appropriate to the counselor role	Student articulates 5+ self-care strategies	Student articulates 3-4 self-care strategies	Student minimally articulates 1-2 self-care strategies	Student does not articulate an understanding of self-care strategies

APPENDIX 2

EDC 615: EDC 615: Student is required to write a 5 page paper applying a counseling theory to self-care strategies appropriate to the counselor role using APA formatting in EDC: Theories of Counseling during the Fall 2017 semester. Examples might include applying CBT, REBCT, psychodynamic, or Humanistic. A minimum of 5 strategies should be given and a minimum of 5 peer reviewed journals should be cited.

EDC 615 Self-Care	<b>Far Exceeds 4 points</b>	<b>Meets 3 points</b>	<b>Somewhat Below 2 points</b>	<b>Does Not Meet 1 points</b>
Student applies theory to self-care strategy appropriate to the counselor role	Student applies theory to self-care strategy appropriate to the counselor role showing comprehensive understanding of the theory	Student applies theory to self-care strategy appropriate to the counselor role showing understanding of the theory	Student minimally applies theory to self-care strategy appropriate to the counselor role showing a barely adequate understanding of the theory	Student does not apply a theory.
Student applies 5 self-care strategies using the theory to the counselor role	Student applies 5+ self-care strategies using the theory to the counselor role	Student applies 3-4 self-care strategies using the theory to the counselor role	Student minimally applies 1-2 self-care strategies using the theory to the counselor role	Student does not apply self-care strategies using the theory to the counselor role
Follows APA guidelines	APA format was followed with no written errors.	APA format was followed with under 5 written errors.	APA format was followed with 6 - 10 written errors.	Many errors of APA format (>10) or APA format not followed.
References from professional journals that deal with the topic of a major counseling theory related to self-care	Includes more than 5 references from professional journals that deal with the topic of a major counseling theory related to self-care	Includes 5 references from professional journals that deal with the topic of a major counseling theory related to self-care	Includes 4 references from professional journals that deal with the topic of a major counseling theory related to self-care	Less than 4 references from professional journals that deal with the topic of a major counseling theory related to self-care

APPENDIX 3

**EDC 668: ETHICS PAPER** – Student is required to write a paper on ethics in professional counseling (either clinical mental health counseling or school counseling depending on your specialization) in EDC 668: Pre-Practicum during the Fall Semester 2017. The paper should clearly show that the student understands the ethical and legal aspects of the counseling profession. In addition, within this paper the student should relate some personal experience or dilemma that they encountered where they had to consider the ethical or moral aspects of the situation and how it affected them and the outcome. The paper must follow APA guidelines and include 5 references from professional journals that deal with the topic of ethics in counseling. The paper must be typed, double-spaced, one-sided and be at least 6 - 8 pages in length.

EDC 668 Ethics Paper	<b>Far Exceeds 4 points</b>	<b>Meets 3 points</b>	<b>Somewhat Below 2 points</b>	<b>Does Not Meet 1 points</b>
Student understands the ethical aspects of the counseling profession	Student articulates 5+ ethical aspects of counseling.	Student articulates 3-4 ethical aspects of counseling.	Student minimally articulates 1-2 ethical aspects of counseling.	Student does not articulate an understanding of any of the aspects of ethics
Student understands the legal aspects of the counseling profession	Student articulates 5+ legal aspects of counseling.	Student articulates 3-4 legal aspects of counseling.	Student minimally articulates 1-2 legal aspects of counseling.	Student does not articulate an understanding of any of the aspects of legality of counseling
Student related some personal experience or dilemma that they encountered where they had to consider the ethical or moral aspects of the situation and how it affected them and the outcome	Student demonstrates knowledge and can provide examples of personal experience or dilemma where they encountered ethical or moral aspects of a situation and how it affected them and the outcome	Student demonstrates knowledge and can provide examples of personal experience or dilemma where they encountered ethical or moral aspects of a situation and how it affected them and the outcome but with minimal detail	Student demonstrates knowledge or can provide examples of personal experience or dilemma where they encountered ethical or moral aspects of a situation and how it affected them and the outcome. Does not include both.	Student demonstrates no knowledge and cannot provide examples of personal experience or dilemma where they encountered ethical or moral aspects of a situation and how it affected them and the outcome.
Follows APA	APA format was	APA format was	APA format was	Many errors of

guidelines	followed with no written errors.	followed with under 5 written errors.	followed with 6 - 10 written errors.	APA format (>10) or APA format not followed.
Includes 5 references from professional journals that deal with the topic of ethics/legalities in counseling	Includes more than 5 references from professional journals that deal with the topic of ethics/legalities in counseling	Includes 5 references from professional journals that deal with the topic of ethics/legalities in counseling	Includes 4 references from professional journals that deal with the topic of ethics/legalities in counseling	Less than 4 references from professional journals that deal with the topic of ethics/legalities in counseling. Or non professional journals included.

**EDC 676:** Student will write a 6 - 8 page APA formatted paper on ethical and legal standards related to professional counseling (either clinical mental health counseling or school counseling depending on your specialization) and career development in EDC 676: Career Development in the Fall 2017 semester. Demonstrate an understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling related to career development. Must include 5 peer reviewed journal article references.

EDC 676 Ethics Paper	<b>Far Exceeds 4 points</b>	<b>Meets 3 points</b>	<b>Somewhat Below 2 points</b>	<b>Does Not Meet 1 points</b>
Student understands the ethical aspects of the counseling profession related to career counseling	Student articulates 5+ ethical aspects of counseling related to career counseling.	Student articulates 3-4 ethical aspects of counseling related to career counseling.	Student minimally articulates 1-2 ethical aspects of counseling related to career counseling.	Student does not articulate an understanding of any of the aspects of ethics related to career counseling
Student understands the legal aspects of the counseling profession related to career counseling	Student articulates 5+ legal aspects of counseling related to career counseling.	Student articulates 3-4 legal aspects of counseling related to career counseling.	Student minimally articulates 1-2 legal aspects of counseling related to career counseling.	Student does not articulate an understanding of any of the aspects of legality of counseling related to career counseling
Follows APA guidelines	APA format was followed with no written errors.	APA format was followed with under 5 written errors.	APA format was followed with 6 - 10 written errors.	Many errors of APA format (>10) or APA format not followed.
Includes 5 references from professional journals that deal with the topic of ethics/legalities in counseling	Includes more than 5 references from professional journals that deal with the topic of ethics/legalities in counseling	Includes 5 references from professional journals that deal with the topic of ethics/legalities in counseling	Includes 4 references from professional journals that deal with the topic of ethics/legalities in counseling	Less than 4 references from professional journals that deal with the topic of ethics/legalities in counseling. Or non professional journals included.

**EDC 702:** Student written 10 page literature review of understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling related to research in EDC 702: Research during the Fall 2017 semester. Paper should be written in APA format and contain at material from least 9 peer reviewed journal articles. To be assessed by rubric by the professor.

EDC 702 Ethics Paper	<b>Far Exceeds 4 points</b>	<b>Meets 3 points</b>	<b>Somewhat Below 2 points</b>	<b>Does Not Meet 1 points</b>
Student understands the ethical aspects of the counseling profession related to research	Student articulates 5+ ethical aspects of counseling related to research.	Student articulates 3-4 ethical aspects of counseling related to research.	Student minimally articulates 1-2 ethical aspects of counseling related to research.	Student does not articulate an understanding of any of the aspects of ethics related to research
Student understands the legal aspects of the counseling profession related to research	Student articulates 5+ legal aspects of counseling related to research.	Student articulates 3-4 legal aspects of counseling related to research.	Student minimally articulates 1-2 legal aspects of counseling related to research.	Student does not articulate an understanding of any of the aspects of legality of counseling related to research
Follows APA guidelines	APA format was followed with no written errors.	APA format was followed with under 5 written errors.	APA format was followed with 6 - 10 written errors.	Many errors of APA format (>10) or APA format not followed.
Includes 9 references from professional journals that deal with the topic of ethics/legalities in counseling research	Includes more than 9 references from professional journals that deal with the topic of ethics/legalities in counseling research	Includes 9 references from professional journals that deal with the topic of ethics/legalities in counseling research	Includes 7 - 8 references from professional journals that deal with the topic of ethics/legalities in counseling research	Less than 7 references from professional journals that deal with the topic of ethics/legalities in counseling research. Or non professional journals included.