



College of Education & Human Development

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Counseling Program 2020

Counseling Student Outcomes, Annual Report, and Program Adjustments

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CACREP Annual Report

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Introduction

Like many academic programs with specialized accreditation, the University of Nevada Counseling Program engages in ongoing program evaluation involving the collection of quantitative and qualitative data which is utilized in an iterative process to inform program improvement. The approach to program evaluation is largely informed by the 2016 standards from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This annual report is intended to provide students, administrators, field site supervisors, and other key stakeholders with information about the vital statistics, program evaluation results, and program modifications initiated between the summer of 2019 and May, 2020.

The Nevada Counseling Program is administered through the Counseling and Educational Psychology program unit in the College of Education. The program delivers 4 CACREP-accredited program areas:

- Masters of Science: School Counseling
- Masters of Science: Clinical Mental Health Counseling
- Masters of Science: Marriage, Couple, and Family Counseling
- Ph.D. in Education: Counselor Education and Supervision

Counseling Program Student Outcomes

Counseling Program Student Outcomes and Vital Statistics for the University of Nevada, Reno Counseling Program are uploaded annually to CACREP. The data below reflect the vital statistics reported to CACREP on December 21, 2020.

Number of Graduates in the Past Year

In 2020 the University of Nevada Counseling Program graduated **23 masters students** and **5 Ph.D. students**. The masters graduates were in the following program areas:

- School Counseling—9 graduates
- Marriage, Couple, and Family Counseling—8 graduates
- Clinical Mental Health Counseling—6 graduates
- Doctoral Level--Counselor Education and Supervision—5 graduates

Completion Rate

Across all three master's program areas, in 2020 the 3-year **completion rate was 100%**, with **96% of students graduating within the expected time frame**. One reason for the high graduation rate is careful student selection. In addition, the courses are delivered through a cohort model, which has a positive influence on student retention.

The **completion rate of doctoral students who entered the program four years ago was 100%**. The doctoral student retention rate can be difficult to calculate because the university allows

doctoral students a generous time frame for degree completion. The doctoral program is highly structured, which is the key reason for the strong completion rate.

Licensure or Certification Examination Pass Rate

All 23 graduates in 2020 passed the **CPCE Comprehensive Examination**, a **100% pass rate**. The national examination encompasses the NBCC core areas that serve as a foundation for the practice of counseling. Data are not available on licensure exam passing rates for Clinical Mental Health and Marriage, Couple, and Family graduates, because per state licensure laws graduates do not take the exam until two years post-graduation or 2,000 hours of supervised clinical practice.

All School Counseling graduates (100%) became licensed school counselors within six months of graduating from the program.

Job Placement Rate of Students/Graduates

100% of the School Counseling graduates in 2020 secured positions as school counselors, mostly in the local and metropolitan Washoe County School District. The **placement rates of CMHC graduates was 100%**, with students accepting positions at community agencies. The **placement rate of Marriage, Couple, and Family Counseling was 98% of those surveyed** (2% decrease accounts for part-time work by one student). One MCFC student was not actively searching for employment at the time of the follow-up survey, and 2 did not respond to the survey.

Counseling Program Enrollment. In the 2019-2020 school year, the counseling program had 74 masters students enrolled amongst 3 program areas, which 11 doctoral students. A sharp reduction in the number of graduate assistantships allocated to the counseling program in 2019-2020 led to a decrease in the doctoral enrollment for the fall of 2020. The overall enrollment for the counseling program has been strong for the past several years.

Program Applicants

In 2020 **59 applicants applied to the master's program with 28 of the applicants accepted into the program (47% program acceptance rate)**. Enrollment is carefully monitored by program faculty to align with the 1:12 faculty/student FTE ratio required by CACREP. Due to budgetary cuts, the counseling program adjunct (LOA) faculty were reduced in the spring of 2020 and the fall of 2020, reducing the number of FTE faculty. This budgetary cut will lead to a lower acceptance rate for applicants in the spring of 2021, necessary to keep the counseling program operating within CACREP FTE standards.

The doctoral program had 6 applicants for the fall of 2020. Two were accepted for an acceptance rate of 33%. If more graduate assistantships become available, faculty anticipate accepting more doctoral students.

Summary of Program Evaluation Results

TaskStream (Watermark):

The counseling program collects most of the CACREP assessment data through TaskStream, a Watermark assessment product. During 2020 the assessments in the table below were moved to TaskStream, student artifacts were uploaded to TaskStream, and rubric grading was conducted on TaskStream. Some assessments are not yet on TaskStream, though the work should be completed in the spring of 2021.

KEY ASSESSMENT/ASSIGNMENTS	COURSE
World of Work	CEP 600: Intro to Counseling
Counseling Pre-Practicum Interview Video Reviews	CEP 630: Pre-Practicum in Counseling
Family of Origin and Cultural Background Paper	CEP 650: Counseling Theories
Evidence Based Practice Paper & Presentation	CEP 650: Counseling Theories
Treatment Planning artifact	CEP 670: Foundations I
Community Assessment	CEP 675: CMH Consulting
Group Knowledge & Group Leadership Reflection	CEP 761: Group Counseling
Group Participation Paper	CEP 761: Group Counseling
Group Process Observation	CEP 761: Group Counseling
Supervisor Feedback/Clinical Skills Rubric	CEP 770: SC Internship
Group Leadership Paper	CEP 770: SC Internship
Internship Case Conceptualization—School Counseling	CEP 770: SC Internship
Supervisor Feedback/Clinical Skills Rubric	CEP 770: DC Internship
Internship Case Conceptualization--CMHC	CEP 770: DC Internship
Supervisor Feedback/Clinical Skills Rubric	CEP 770F: External Site Internship
Internship Case Conceptualization--MFC	CEP 770F: External Site Internship

The table below shows a sample of data points collected for CACREP assessment in 2020.

UNR Program Objective Student Learning Outcome	Related CACREP Standard	Sample of Key Assessments	Sample Summary Data
PO#1: Dispositions <i>From admission through exit students will demonstrate the attitudes, characteristics, and behaviors defined by the</i>	Section 4.G. The counselor education program faculty systematically assesses each student’s professional dispositions throughout the program. The assessment process includes	PDCA-R Gatekeeping Rubric And PDCA-RI Incident Reports	In 2020 six students received gate check/dispositional reviews on the PDCA-R. We believe the increase was due to covid-19 issues. These situations will be reassessed in the spring of 2021.

UNR Program Objective Student Learning Outcome	Related CACREP Standard	Sample of Key Assessments	Sample Summary Data
<i>program as characteristic of exemplar counseling professionals.</i>	the following: 1) identification of key professional dispositions, 2) measurement of student professional dispositions over multiple points in time, and 3) review or analysis of data.	PDCA-R Site Supervisor Evaluation	Two doctoral students received below minimum standard ratings on the PDCA-R from site supervisors. The faculty supervisor worked with the students to understand the ratings within the context of the field placements.
PO#2: Ethical Practice <i>Students will demonstrate the capacity to practice counseling from a strong foundational understanding of ethical and legal issues, intentionally integrating counseling ethical practices into day-to-day professional activities.</i>	F.1.i.ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Ethical Case Study Rubric	100% pass rate
Same as above	Same as above	Internship Site Supervisor Evaluation(s)	No ethical incidences were reported by Internship Site Supervisors in 2020. One student was released from an internship field site in 2020, and was subsequently suspended from internship.
PO#3: Social and Cultural Diversity <i>In keeping with the ACA multicultural competencies, students will develop self-awareness, knowledge, and skills to prepare them to be contemporary, relevant, and culturally informed practitioners in clinical, marriage and family, and school counseling settings.</i>	c. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others d. multicultural counseling competencies	Family of Origin and Cultural Background Paper and Rubric	This assignment, submitted in CEP 650 Counseling Theories includes family interviews, a 3 generation genogram, and the submission of a paper encompassing an analysis of family background and dynamics and cultural background. Data from the 2020 students showed a 100% pass rate).
Same as above	Same as above	Identity Development Paper and Rubric	100% pass rate
Same as above	Same as above	Internship Case Conceptualization Rubric	100% pass rate

UNR Program Objective Student Learning Outcome	Related CACREP Standard	Sample of Key Assessments	Sample Summary Data
<p>PO#4: Human Growth and Development</p> <p><i>Students will demonstrate knowledge of lifespan development and the capacity to integrate knowledge of developmental theory into practice.</i></p>	F.3.a. theories of individual and family development across the lifespan	Developmental Case Conceptualization Assignment and Rubric	100% pass rate
Same as above	Same as above	Internship Site Supervisor Evaluation of student capacity to adjust counseling for aspects of lifespan development	[Blank]
<p>PO#5: Career Development</p> <p><i>Students will demonstrate competence in understanding the world of work and the relationship between mental health and life roles such as work, school, and home.</i></p>	F.4.b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors.	World of Work Rubric	100% pass rate
Same as above	Same as above	Personal Career Portfolio	100% pass rate
<p>PO#6: Counseling and Helping Relationships</p> <p><i>Students will gain an understanding of the theories and research related to helping relationships, and will develop the skills to apply their knowledge in professional, therapeutic relationships.</i></p>	F.5.g. essential interviewing, counseling, and case conceptualization skills (and other standards related to effective counseling strategies)	Review of Pre-Practicum Clinical Video Tapes, and the rating of tapes on the clinical rubric.	90% pass rate (accounted for with dispositional gate checking)
Same as above	Same as above	Internship Site Supervisor Evaluation of clinical skills	In 2019 one student was remediated for clinical skill issues. The remediation plan included conducting additional clinical hours under one-on-one, face-to-face faculty supervision using electronic recordings. The work was successful completed.

UNR Program Objective Student Learning Outcome	Related CACREP Standard	Sample of Key Assessments	Sample Summary Data
<p>PO#7: Group Counseling and Group Work</p> <p><i>Students will demonstrate knowledge of group process dynamics, group counseling, and group work, including group theories, stages of group, leadership styles, and therapeutic factors.</i></p>	F.6.a. Theoretical foundations of group and group work.	Group Knowledge and Leadership Reflection Paper Rubric	100% pass rate
Same as above	F.6.b. dynamics associated with group process and development	Group Leadership—All students are required to lead or co-lead a group; the group leadership rubric is used to rate their capacity to adjust their group for the dynamics associated with group process.	100% pass rate
<p>PO#8: Assessment and Testing</p> <p><i>Students will demonstrate a broad understanding of validity and reliability of assessments, the selection and use of assessment tools, client assessment and diagnosis, trauma assessment, and the assessment of self-inflicted harm and danger to others.</i></p>	F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	Suicide Assessment Video Tape Assignment Rubric	100% pass rate
Same as above	Same as above	Biopsychosocial Rubric	100% pass rate

UNR Program Objective Student Learning Outcome	Related CACREP Standard	Sample of Key Assessments	Sample Summary Data
<p>PO9: Research and Program Evaluation</p> <p><i>Counseling students will demonstrate the capacity to select, analyze, and apply research to inform practice, including evidence-based practices and theory based interventions appropriate to their designated setting and personal theoretical orientation.</i></p>	<p>F.8.b. identification of evidence-based counseling practices</p>	<p>Evidence-Based Practice research paper and presentation is an assignment that includes targeted research on specific, program-related practices, an analysis of the practice, and a synthesis of the research support and limitations of the practice.</p>	<p>88% pass rate (three students failed the requirement and are on remediation plans)</p>
<p>Same as above</p>	<p>Same as above</p>	<p>Counseling Symposium-- Comprehensive Poster Sessions presented by all counseling graduates reflecting current research in specific areas of counseling practice.</p>	<p>The poster symposium judges passed 100% of the students on this program requirement.</p>
<p>Sample Doctoral Program Objective: Research and Scholarship</p> <p><i>Students will demonstrate the capacity to design, implement, and disseminate results of an original research study in counseling, and will gain knowledge in writing for publication and grant writing.</i></p>	<p>7. Research questions appropriate for professional research and publication 1,2,3. Stat and research methods</p>	<p>Performance on key assignments in research and stat classes.</p>	<p>Data unavailable at this time. (EDRS instructors collect these data.)</p>

Program Modifications

In this section, seven program modifications based upon program assessment data are described. Some of the program modifications have been implemented, while other modifications reflect faculty decisions, but the actual changes have yet to be implemented.

1. The Development of New External Field Sites

Feedback from past graduates led to a decision to allow both MFC and CMHC students to conduct work inside and external to the Downing Clinic. The goal is to increase clinical depth by providing all students in these two track areas with the opportunity to intern in more than one setting. A tremendous amount of energy was invested by Professor Ken Coll in the development of two new (paid) internship sites.

Eddy House

University of Nevada, Reno Executive Vice President and Provost Kevin Carman recently announced a new collaborative effort (effective January 2020) between the **University of Nevada, Reno's Counselor Education Program**, the Redfield Foundation and the Eddy House, a Reno non-profit entity committed to serving homeless youth.

“Helping our community’s most vulnerable populations is a top priority for the Redfield Foundation and other philanthropic groups, and as a land-grant institution committed to community engagement, the University’s Counselor Education Program is a natural partner for these types of community projects,” Jerry Smith, president of the Nell J. Redfield Foundation, said. “I believe that this is just the kind of effort that will help define the University as a crucial partner in high impact community engagement.”

The University effort involve Marriage and Family and Clinical Mental Health Internship Students. Diaz Dixon, COE of Eddy House, indicated his excitement for this collaboration.

“These crucial mental health services the University intends to provide to the youth we serve – over 800 per year – would not be available without this collaborative,” Dixon said. “We endeavor to work closely in this collaboration to seek funding to offset costs, sustain our collaborative and expand this much-needed service to other community agencies.”

Churchill County School District (ChCSD)

The University of Nevada, Reno’s **Counseling and Educational Psychology program (CEP)** continues the implementation of school and mental health counseling services for the ChCSD in the form of one school day per week of mental health counseling in the elementary, middle, and high schools.

Nevada in general, and Northern Nevada in particular (including Churchill County), ranks in the bottom U.S. quartile in all of the following metrics pertaining to youth: college entrance, high school dropouts, and juvenile crime per capita - all factors directly and/or indirectly related to challenging social and emotional functioning for students (reference Nevada Kids Count).

Since January 2019, the Counseling and Educational Psychology Program at the University of Nevada, Reno has been successfully partnering with the Churchill County School District to

address such challenges via enhancing school-based mental health services by providing an average of 25 to 30 hours each week of direct clinical mental health services. Throughout 2019 and 2020, advanced Masters level interns, under direct on-site and university clinical supervision, have delivered over 350 hours of direct clinical mental health services to 81 students, averaging 4-5 clinical sessions per youth. Aggregate data have indicated that the most predominant issues are depression/self-harm; family conflict, and trauma, and progress made during and after counseling has been consistently reported (e.g., grades, school attendance). All indications from youth, parents, counselors, and teachers is that such services would be impossible to duplicate in the community due to accessibility, availability affordability barriers.

Our continuing goal is for this collaboration to be an integral part of the work of the district's School Guidance and Counseling programs. In doing so, two important outcomes are being fostered:

1. Typically underserved and vulnerable students who receive the school-based mental health services will improve school related performance (e.g., academics, behavior, attendance).
2. Funders (state, county, local) will continue see the value and support this unique collaborative, leading to long-term sustainability.

1. School Track Adjustments

CACREP Policy H (Meeting New Standards) states: *Programs that are currently accredited under the 2001, 2009, or 2016 Standards must comply with 2016 Standard 1.J by July 1, 2023. The move to 60 credit hours applies to students entering programs after July 1, 2023. Note: This policy supersedes and replaces previous Policy I (which established a 2022 deadline only for rehabilitation counselor preparation programs) and previous Policy H (which established the 2020 deadline for all other counselor preparation programs).*

The school counseling program is undergoing a soft roll-out to a 67-credit hour program. The new courses in the program were determined through faculty, LOA, and School Counseling Advisory Board input. The Washoe County School District was also invited to offer feedback. Play Therapy, Grief and Loss, and Trauma and Crisis are three courses that will be required for new school counseling majors beginning fall semester, 2020. In addition, a new course in Counseling Interventions for Students with Disabilities, is being designed for the purpose of enhancing student understanding of special education law and ethics; multidisciplinary teams and role school counselors play on those teams; and collaboration among professionals and with families. We believe that these classes will greatly enhance student capacity to address the National School Counseling Standards for comprehensive school counseling programs.

The changes to the school counseling program are rolling out softly. The new course, Counseling Children and Youth with Disabilities has been approved by the university and was implemented for the first time Fall 2020. In Spring of 2022, school counseling students will be taking a Crisis and Trauma course designed this year specifically for the school track. All school counseling majors are enrolled in the Wintermester 20/21 course, Grief and Loss.

2. *Adjustments in Doctoral Dispositional Assessment*

Feedback from site supervisors and faculty led to a decision to continue to use the PDCA-R for dispositional gatekeeping with doctoral students, but to add three new dispositions. The new dispositions were piloted in December of 2020 and will be given greater consideration in the spring of 2021.

3. *Adjustments to the University Catalog*

Because of the changes being made to the school counseling program and also general updating of course descriptions, the counseling program is in the process of updating the counseling offerings in the university catalog. Curriculum changes are underway to align the university course catalog with our updated advising materials. The changes that have been approved and completed are having separate internship course titles of CMHC and MCFC internship I, II, and III. Changes that have been submitted and are in the approval process are adding new courses to the school counseling track and updating the total credit hours of the school counseling program. Other changes that are continuing to be made are updating course titles to align with our advising materials with a hope of all changes being approved by fall of 2021.

4. *Changes to the Downing Clinic*

The Downing Clinic has made many changes in 2020 due to the pandemic and the transition of the clinic director role to a new faculty member Megan Little, PhD, CPC. In spring of 2020 counseling services went remote and have remained remote through the fall of 2020. Then leadership changes in the clinic led to an audit of the clinic structure, policies and procedures. From the audit changes in how the clinic defines itself has been made to become focused on a first priority of training with the secondary priority of counseling service delivery. To focus on the mission of training a clinic training manual has been created for interns, training activities have been integrated with weekly educational seminars covering a multitude of topics, and an orientation experience for the interns to learn the expectations of the clinic prior to starting the semester. To standardize clinic paperwork documentation templates have been created for phone screeners, intake interviews, SOAP notes, and terminations notes and they are all stored in a secured shared drive. Another change is having the interns conduct phone screenings and also have the experience of bringing these client cases to clinic staffing meetings, helping them gain the experience of sharing a brief case conceptualization and working in a clinical team environment. A structured evaluation process has also been put into place with clinical supervisors meeting once a month, summative one on one feedback being provided to interns at the midterm, and a formal evaluation at the end of the semester with the clinical supervisor team meeting with each intern. The clinical supervisor team consists of the clinical supervisor, the internship instructor, and the clinic director with the goal to celebrate interns successes with them,

discuss area of growth and how we can continue to support them to reach their goals as a supervisory team.

The vision for the clinic in 2021 is to continue this momentum of growth and improvement by integrating an electronic medical record system. With an electronic medical record system there will be automation in clinic daily tasks and the potential of data collection for future research. Another vision is to develop contracts for mental health services with local schools, and other community partners to continue to grow the community impact of the clinic.

5. *Field Placement Oversight*

In 2020 there has been a focus on having more oversight with interns and field placements. To have a better idea of an intern's development we have made it mandatory for every intern to be placed in the Downing Clinic either for a part or full time internship experience. The interns who are in a part time experience complete 10 hours a week in the clinic with 4 direct client hours, and 6 indirect hours focused on training activities. The part time interns also have an outside field placement with one of our approved sites where they complete another 10 hours with 4-5 direct, 6-5 indirect. We currently have two outside field placement sites with plans to add a new site in the spring of 2021.

6. *Adjustments to the Curriculum to Reflect Strong Integration of Diversity*

As reflected in the data reported in the 2019 Annual Report, greater infusion of diversity across the curriculum is an important goal for the counseling program. The first step in understanding how to better address diversity was the collection of the Diversity Survey data. In the fall of 2020 the faculty cross-walked the feedback from students against the course offerings and made determinations about the placement of diversity content into counseling classes. The integration of diversity into the curriculum is a process that will continue in 2021.

7. *Substance Abuse and Addictive Disorders in the Curriculum*

As reflected in the data reported in the 2019 student survey, students gave low ratings of their background in substance abuse counseling. Yet substance use and other addictive disorders remain a consistent public health problem within the United States. As such, the counseling program recently hired Dr. Kristina DePue, Ph.D. to our core faculty, who specializes in addiction treatment and research. This has enabled us to offer the Overview of Addiction Counseling course in-house and with a recognized expert in addictions counseling. Previously, the course was taught by UNR's Center for the Application of Substance Use Technologies (CASAT) program. CASAT offers a unique set of addiction-related courses to both UNR students and professionals seeking continuing education in the field of addiction treatment. These courses can be used to meet the requirement of Licensed

Alcohol and Drug Counselor (LADC). As many of UNR's counseling students are interested in this credential, Dr. DePue is collaborating with CASAT to expand addiction course offerings, as well as potentially working to collaborate on the Collegiate Recovery Program.

Summary and Forecast for 2021

This report has highlighted program evaluation data collection and action steps toward continuous quality improvement.

The challenges resulting from the COVID-19 pandemic are placing new and demanding pressures on our program. We are concerned about resources, specifically replacing our retiring faculty member, Dr. Harrison. Currently the university has all positions frozen due to an anticipated 24% budget shortfall for FY 2021. We are also apprehensive about cuts in Graduate Assistantships, which are crucial to our doctoral recruiting and retention.

Given the success with virtual delivery of coursework in 2020, albeit forced upon us by COVID-19, the mode of delivery for certain coursework through technology will be explored in 2021.

In 2021 we also hope to continue working hand-in-hand with students on addressing and implementing our diversity goals.

Counseling academic programs are a collaborative effort. We owe our deepest appreciation to the field sites, including the Eddy House, Churchill County and Washoe County School districts, and select community agencies, as well as to our supportive program alumni. Our site supervisors engage our students in the important work of translating theory into real-world practice. We are also grateful to the many University of Nevada administrators who continue to support and resource our program, the Nevada Counseling Community Advisory Board, and (most of all) our students.