

# COMPREHENSIVE ASSESSMENT PLAN

---

## Counselor Education Programs



FLORIDA STATE UNIVERSITY  
COLLEGE OF EDUCATION

**Comprehensive Assessment Plan  
CAP**

**MASTER OF SCIENCE (M.S.) AND SPECIALIST IN EDUCATION (Ed.S.) DEGREES  
IN COUNSELING AND HUMAN SYSTEMS**

**Career Counseling and Clinical Mental Health Counseling**



**Counselor Education Program  
Department of Educational Psychology and Learning Systems  
College of Education  
3210 Stone Building  
Tallahassee, Florida 32306**

**Website: <https://education.fsu.edu/graduate-programs>**

## TABLE OF CONTENTS

1. Overview of Comprehensive Assessment Plan .....	3
2. Overview of Data Collection, Analysis, and Reporting of CAP Components .....	7
3. Components of the CAP .....	10
I. Evaluation of Candidate Performance .....	10
II. Evaluation of Stakeholder Feedback .....	26
III. Evaluation of Completer Performance .....	27
IV. Evaluation of Program Curriculum and Delivery .....	28
4. Appendices .....	30
A. Counselor Education Application Rubric	
B. Counselor Education Admission Interview Rubric	
C. Fall 2019 Admits Career Counseling Curriculum Map	
D. Fall 2019 Admits Mental Health Counseling Curriculum Map	
E. Career Counseling Formative Internship Evaluation	
F. Career Counseling Summative Internship Evaluation	
G. Mental Health Counseling Formative Internship Evaluation	
H. Mental Health Counseling Summative Internship Evaluation	
I. Syllabus Statement for Formative Internship Evaluation and Summative Internship Evaluation	
J. Counselor Education Professional Dispositions Evaluation	
K. Career Counseling Comprehensive Portfolio	
L. Mental Health Comprehensive Portfolio	
M. Employer Survey	
N. Counselor Education Exit Survey	
O. Counselor Education Alumni Survey	
P. Course Evaluation and Report	

## Overview of Comprehensive Assessment Plan

The Comprehensive Assessment Plan (CAP) for the Counselor Education programs at Florida State University is designed to provide systematic assessment and evaluation of the program based on the program mission and objectives. The CAP is ongoing from year to year, using methods of assessment and data from multiple sources. Components that are regularly evaluated to determine if the Program Mission and Objectives are being met. The components are aligned to the Program Mission and Objectives and reviewed in conjunction with one another. Data are collected to evaluate each component. Figure 1 outlines the components of the CAP.

**Figure 1. Components of Comprehensive Assessment Plan**



### Program Mission and Objectives

The Program Mission and Objectives are aligned to CACREP standards. The Program Mission and Objectives are posted on the program websites at the following links:

#### Mental Health Counseling

<https://education.fsu.edu/degrees-and-programs/mental-health-counseling>

#### Career Counseling

<https://education.fsu.edu/degrees-and-programs/career-counseling>

The evaluation measures were created to assess program performance related to the mission and objectives. All assessments and evaluation measures are aligned to CACREP standards.

Data from these measures are collected throughout the academic year and analyzed. Faculty review these data each semester and annually to determine areas of concern and/or strength in relation to the Program Mission and Objectives. Table 1 shows the alignment of CACREP standards and CAP components to the Program Mission and Objectives.

**Table 1. CACREP Standards Alignment to Program Objectives and CAP Components**

CACREP Standards	Objectives	CAP Components Evaluated	Data Collected and Analyzed
All	A. To provide a quality education to persons pursuing Master of Science (M.S.)/Education Specialist (Ed.S.) degrees in Counselor Education, while specializing in Career Counseling or Clinical Mental Health Counseling.	Evaluation of Candidate Performance Data	<ul style="list-style-type: none"> <li>• Admissions and application data</li> <li>• Course grades</li> <li>• Signature Assessments</li> <li>• Dispositions</li> <li>• Comprehensive Portfolio</li> </ul>
Evaluation of Stakeholder Feedback		<ul style="list-style-type: none"> <li>• Site Supervisor Training Surveys</li> <li>• Site Supervisor Satisfaction Survey</li> <li>• Alumni satisfaction surveys</li> <li>• Employer satisfaction surveys</li> </ul>	
Evaluation of Completer Performance		<ul style="list-style-type: none"> <li>• Alumni satisfaction surveys</li> <li>• Employer satisfaction surveys</li> <li>• NCES Scores</li> </ul>	
Evaluation of Program Curriculum and Delivery		<ul style="list-style-type: none"> <li>• Course evaluation data</li> <li>• Syllabi analysis</li> <li>• Faculty data</li> </ul>	
2.A – 2.E 2.F.1 – 2.F.8 5.B.1 – 5.B.3 5.C.1 – 5.C.3 3.A – 3.V	B. To provide M.S./Ed.S.-level graduate students with quality clinical training and understanding of professional issues in the areas of career counseling, clinical mental health counseling, general counseling, and case management.	Evaluation of Candidate Performance Data	<ul style="list-style-type: none"> <li>• Course grades</li> <li>• Signature Assessments</li> <li>• Dispositions</li> <li>• Comprehensive Portfolio</li> </ul>
Evaluation of Stakeholder Feedback		<ul style="list-style-type: none"> <li>• Site Supervisor Training Surveys</li> <li>• Site Supervisor Satisfaction Survey</li> </ul>	
Evaluation of Completer Performance		<ul style="list-style-type: none"> <li>• Alumni satisfaction surveys</li> <li>• Employer satisfaction surveys</li> <li>• NCES Scores</li> </ul>	
Evaluation of Program Curriculum and Delivery		<ul style="list-style-type: none"> <li>• Course evaluation data</li> <li>• Syllabi analysis</li> </ul>	
2.F.1 – 2.F.6 5.B.1 – 5.B.3	C. To prepare M.S./Ed.S.-level graduate students with knowledge and skills in	Evaluation of Candidate Performance Data	<ul style="list-style-type: none"> <li>• Course grades</li> <li>• Signature Assessments</li> </ul>

5.C.1 – 5.C.3 3.E – 3.F	providing effective individual and group counseling in a multitude of settings.		<ul style="list-style-type: none"> <li>• Comprehensive Portfolio</li> </ul>
		Evaluation of Stakeholder Feedback	<ul style="list-style-type: none"> <li>• Site Supervisor Satisfaction Survey</li> <li>• Alumni satisfaction surveys</li> <li>• Employer satisfaction surveys</li> </ul>
		Evaluation of Completer Performance	<ul style="list-style-type: none"> <li>• Alumni satisfaction surveys</li> <li>• Employer satisfaction surveys</li> </ul>
2.F.7 – 8 5.B.3 5.C.3	D. To provide students with skill and knowledge in conducting needs assessment and research in the field of counseling.	Evaluation of Candidate Performance Data	<ul style="list-style-type: none"> <li>• Course grades</li> <li>• Signature Assessments</li> <li>• Comprehensive Portfolio</li> </ul>
		Evaluation of Stakeholder Feedback	<ul style="list-style-type: none"> <li>• Site Supervisor Satisfaction Survey</li> <li>• Alumni satisfaction surveys</li> <li>• Employer satisfaction surveys</li> </ul>
		Evaluation of Completer Performance	<ul style="list-style-type: none"> <li>• Alumni satisfaction surveys</li> <li>• Employer satisfaction surveys</li> </ul>
		Evaluation of Program Curriculum and Delivery	<ul style="list-style-type: none"> <li>• Course evaluation data</li> <li>• Syllabi analysis</li> </ul>
2.F.2 5.B.2 – 5.B.3 5.C.2 – 5.C.3	E. To prepare M.S./Ed.S.-level graduate students with knowledge and skill in effectively addressing issues and concerns related to diverse populations.	Evaluation of Candidate Performance Data	<ul style="list-style-type: none"> <li>• Course grades</li> <li>• Signature Assessments</li> <li>• Dispositions</li> <li>• Comprehensive Portfolio</li> </ul>
		Evaluation of Stakeholder Feedback	<ul style="list-style-type: none"> <li>• Site Supervisor Satisfaction Survey</li> <li>• Alumni satisfaction surveys</li> <li>• Employer satisfaction surveys</li> </ul>
		Evaluation of Completer Performance	<ul style="list-style-type: none"> <li>• Alumni satisfaction surveys</li> <li>• Employer satisfaction surveys</li> </ul>
		Evaluation of Program Curriculum and Delivery	<ul style="list-style-type: none"> <li>• Course evaluation data</li> <li>• Syllabi analysis</li> </ul>
2.F.1	F. To provide skill and knowledge in the application of ethical and legal principles in the practice of	Evaluation of Candidate Performance Data	<ul style="list-style-type: none"> <li>• Course grades</li> <li>• Signature Assessments</li> <li>• Dispositions</li> </ul>

	counseling.		<ul style="list-style-type: none"> <li>• Comprehensive Portfolio</li> </ul>
		Evaluation of Stakeholder Feedback	<ul style="list-style-type: none"> <li>• Site Supervisor Satisfaction Survey</li> <li>• Alumni satisfaction surveys</li> <li>• Employer satisfaction surveys</li> </ul>
		Evaluation of Completer Performance	<ul style="list-style-type: none"> <li>• Alumni satisfaction surveys</li> <li>• Employer satisfaction surveys</li> </ul>
		Evaluation of Program Curriculum and Delivery	<ul style="list-style-type: none"> <li>• Course evaluation data</li> <li>• Syllabi analysis</li> </ul>

## Overview of Data Collection, Analysis, and Reporting of CAP Components

The College of Education’s Office of Quality Assurance and Reporting is responsible for collecting and aggregating candidate and completer performance data for all Counselor Education programs at Florida State University. The Office of Quality Assurance and Reporting collects and analyzes data for all accredited programs in the College on an annual basis.

There are two reports that are used as part of the continuous improvement process for the College’s CACREP accredited programs. The Counselor Education Program Data Report is created by the Office of Quality Assurance and provides data on all CAP components, as well as noted areas of strength and concern. This report is provided to program faculty in August and includes multiple data elements. These data elements are outlined in Table 2 below. Program faculty meet and review all data and determine any changes to the program that need to be made. These changes are documented and monitored throughout the following academic year.

Specific data elements outlined below, program changes that are made based on the Counselor Education Program Data Report, and data collected for the Vital Statistics Survey are used to create the Counselor Education Program Evaluation Outcomes Report. This report is posted on the website for program stakeholders by September 30th of each year. The link to the report is sent to CACREP after the report is posted on the website.

The table below outlines the data collection processes and timelines for each data point within the CAP.

**Table 2. Data Collection, Analysis, and Reporting Timelines for CAP Components**

Data Collected	Data Source	Report	Timeline
<b>Application and admission data:</b> <ol style="list-style-type: none"> <li>1. Number applied</li> <li>2. Number admitted</li> <li>3. Show rate</li> <li>4. Demographics of all applicants to include the following: <ul style="list-style-type: none"> <li>• Race</li> <li>• Gender</li> <li>• Date of birth</li> <li>• GRE scores</li> <li>• GPA</li> </ul> </li> </ol>	Site and FSU Business Intelligence System	Graduate Admissions Reports	Weekly for Fall, Spring, Summer
<b>Completers and completion rate by cohort:</b> <ol style="list-style-type: none"> <li>1. Completers for each academic year</li> <li>2. Completion rate across cohorts</li> <li>3. Demographics of all completers <ul style="list-style-type: none"> <li>• Race</li> </ul> </li> </ol>	FSU Business Intelligence System	<i>Counselor Education Program Data Report</i>	August each year to program faculty
		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 <sup>th</sup> on website
		<i>Vital Statistics Survey</i>	December 1 to CACREP

<ul style="list-style-type: none"> <li>• Gender</li> <li>• Date of birth</li> <li>• GRE scores</li> <li>• GPA</li> </ul>			
<p><b>Course evaluations:</b></p> <p>Aggregated ratings for courses by instructor and course across multiple semesters</p>	Evaluation kit	<i>Counselor Education Program Data Report</i>	August each year to program faculty
<p><b>Course grades:</b></p> <p>Grades for each course taken that semester by admit cohort</p>	FSU Business Intelligence System	<i>Counselor Education Program Data Report</i>	August each year to program faculty
<p><b>Counselor Education Exit Survey:</b></p> <p>Surveys current academic year graduates for satisfaction and employment data. Data are analyzed by admit cohort on reports.</p> <p>The Exit Survey is distributed during MHS 6600 in April for data collection.</p>	Qualtrics	<i>Counselor Education Program Data Report</i>	August each year to program faculty
<p><b>Counselor Education Alumni Survey:</b></p> <p>Surveys graduates from the two previous academic years for program satisfaction, employment and licensure status. Data are analyzed by admit cohort on reports.</p>	Qualtrics	<i>Counselor Education Program Data Report</i>	August each year to program faculty
<p><b>Employer Survey:</b></p> <p>Surveys employers of graduates from the two previous academic years for graduates knowledge, skills and dispositions. Data are analyzed by admit cohort on reports.</p>	Qualtrics	<i>Counselor Education Program Data Report</i>	August each year to program faculty
<p><b>Enrollment data:</b></p> <ol style="list-style-type: none"> <li>1. Number of students enrolled</li> <li>2. Demographics of enrolled students to include the following: <ul style="list-style-type: none"> <li>• Race</li> <li>• Gender</li> <li>• Date of birth</li> <li>• Unit loads</li> </ul> </li> </ol>	FSU Business Intelligence System	Enrollment Reports	5 <sup>th</sup> week of the semester
		<i>Counselor Education Program Data Report</i>	August each year to program faculty
		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 <sup>th</sup> on website

<ul style="list-style-type: none"> <li>GPA</li> </ul>			
<b>Faculty to student ratios</b> 1. Number of faculty to full-time students 2. Number of students in internship to supervisors	FSU Business Intelligence System	<i>Counselor Education Program Data Report</i>	August each year to program faculty
		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 <sup>th</sup> on website
<b>Signature Assessment Data:</b> 1. Completion of all Signature for the current semester 2. Aggregated data on CACREP standards and Signature Assessments by cohort	LiveText	Cohort Reports	End of each semester
		<i>Counselor Education Program Data Report</i>	August each year to program faculty
		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 <sup>th</sup> on website
<b>NCES Score Data:</b> Data analyzed by competency area	Pearson	<i>Counselor Education Program Data Report</i>	August each year to program faculty
		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 <sup>th</sup> on website
<b>Professional Dispositions</b> 1. Individual disposition data each semester 2. Aggregated disposition data by cohort	Qualtrics	Disposition Reports	End of each semester
		<i>Counselor Education Program Data Report</i>	August each year to program faculty
		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 <sup>th</sup> on website
<b>Student Credit Hours</b>	FSU Business Intelligence System	<i>Counselor Education Program Data Report</i>	August each year to program faculty
		<i>Counselor Education Program Evaluation Outcomes Report</i>	September 30 <sup>th</sup> on website
<b>Supervision Training</b> Supervision Training, online powerpoint, will be distributed to all site supervisors and agencies.			October 1 <sup>st</sup> , via email from faculty supervisors to site supervisors.

A description of the evaluation processes for each of the CAP components is provided below.

## **Components of the CAP**

### **I. Evaluation of Candidate Performance**

There are multiple points of evaluation of candidate performance that occur as candidates matriculate through the program. Candidates are evaluated during the admissions process, in coursework, practicum, and in internship using multiple measures.

#### **Admissions Process**

During the admissions process, candidates are evaluated based on program and university admissions criteria and counseling dispositions developed by the program. Deadlines for applications for admission to Counselor Education programs at Florida State University is December 1. The requirements for admission are:

1. A bachelor's degree in Education, Psychology, Sociology, Social Work, Family and Child Sciences, Rehabilitation Services or related discipline from an accredited college or university is preferred, but applicants from other major areas will be considered with a minimum of 3.0 GPA.
2. Completion of the Graduate Record Examination (GRE) with target scores for Counselor Education programs as follows:
  - Verbal: 145 or above
  - Analytical: 3.5 or above
3. International applicants whose first language is not English must submit language proficiency test scores:
  - TOEFL (paper-based): 550
  - TOEFL (internet-based): 80
  - IELTS: 6.5
  - MELAB: 77

All applicants must submit the following supporting documents:

- An official transcript from each college or university attended.
- Official test scores for the Graduate Record Exam.
- A personal statement that describes the purpose for pursuing a degree, qualifications, and long-term career goals.
- Three letters of recommendation written by persons who are in a position to comment on the likelihood of the applicants' success within the program.
- A Resume/Curriculum Vitae

The following links provide admissions information and application deadlines for Counselor Education programs:

## Career Counseling

<https://education.fsu.edu/degrees-and-programs/graduate-programs/career-counseling>

## Mental Health Counseling

<https://education.fsu.edu/degrees-and-programs/graduate-programs/mental-health-counseling>

Counselor education faculty serve as the admission committee for each major. The three core faculty review the applications for the respective majors. Only completed applications containing all required supporting documents are reviewed. This review involves a thorough review of all application documents.

The faculty reviewers rate each application using the Counselor Education Application Rubric. Please see **Appendix A. Counselor Education Application Rubric**. The rubric groups applications into four categories:

- Strong Consideration for Admission
- Likely Consideration for Admission
- Possible Consideration for Admission
- Unlikely Consideration for Admission

The program invites up to 60 applicants to interview for 24 Counselor Education slots (approximately 6-8 slots for Career Counseling and 18 slots for Mental Health Counseling). Applicants for each major are ranked according to their score on the rubric.

The top 10 applicants for Career Counseling and top 50 applicants for Mental Health Counseling are invited for an interview. Other applicants whose scores fall in the “Strong,” “Likely,” and “Possible” groups are ranked on a wait list. Applicants on the waitlist from the “Strong” group, then the “Likely” group, and finally the “Possible” are offered an interview if invited applicant decline interviews or withdraw their application. The applicant pool is also revisited if an applicant who has been extended an admissions offer declines the offer. Completed rubrics are kept in applicant’s file.

The Counselor Education program generally conducts admission interview within 2-3 weeks of the application deadline. Applicants to the Career Counseling major are scheduled for on campus individual interviews by the Career Counseling faculty members. Applicants who are unable to attend an on campus interview are offered a Skype interview. Due to the larger applicant pool for the Mental Health Counseling major, a small group interview format is used. The 50 highest ranked applicants are invited to one of two interview days. The applicants are divided into small groups of approximately 5-7 interviewees per group. Mental Health Counselor Education faculty members interview each group throughout the interview day.

**Appendix B. Counselor Education Admission Interview Rubric** is used to rate each interviewee. Applicants are ranked according to their scores. The top 25 mental health counseling and 9-10 career counseling applicants are offered admission. Other applicants who scored in the “Strong” and “Likely” groups on the rubric are placed on a waitlist. If an admitted applicant declines the admission offer then the next highest ranks applicant is offered a slot. Once all slots are filled 10 the remaining applicants are sent denied admission notices. Completed rubrics are kept in applicant’s file.

In the past, admissions data were collected and provided in the Program Outcome Reports on the College of Education website:

[https://education.fsu.edu/wp-content/uploads/2018/10/2018\\_Program- Outcomes\\_CACREP.pdf](https://education.fsu.edu/wp-content/uploads/2018/10/2018_Program- Outcomes_CACREP.pdf)

For Fall 2020 admission, data collected for evaluation of candidate performance will be expanded to include demographic information, including race, gender, and age. Additionally, data will be collected on candidates' performance on the GRE and GPAs upon admission. Data will be collected by and across admit cohorts. Data are aggregated and reviewed by the program faculty in the Counselor Education Program Data Report in August each year.

Data are also included in the Counselor Education Program Evaluation Outcomes Report posted on program websites on September 30th for stakeholders to review.

### **Candidate Performance Assessment System**

Evaluation of candidate performance during the program is completed using the candidate assessment system. The assessment system is based on CACREP's core and specialty area standards and dispositions for counseling created by the program faculty. Candidates are assessed on these standards throughout the program using the following outcome measures:

1. Course grades
2. Signature Assessments in coursework and internship
3. Professional Dispositions
4. Portfolio

### Course Grades

Faculty for both programs reviewed all syllabi and aligned all course objectives, readings, and assignments to CACREP core and specialty area standards. The alignment is throughout each course syllabus. A minimum grade point average (GPA) of 3.00 must be achieved in order for a candidate to maintain "good standing" in the program. In addition, candidates must receive at least a B- in courses that are designated as "critical" in order to maintain "good standing." A list of the other critical courses follows:

MHS 5400 Introduction to Counseling Theories

MHS 5060 Psychosocial & Multicultural Aspects of Counseling

MHS 5511 Group Counseling

RCS 5250 Assessment in Counseling and Rehabilitation

Course grades for each semester are documented in Cohort Reports to the program at the end of each semester. Data are aggregated and presented in the Counselor Education Program Data Report. This report is provided to faculty annually in August. Data are also included in the Counselor Education Program Evaluation Outcomes Report posted on program websites on September 30<sup>th</sup> each year for stakeholders to review.

Cohort reports are provided to program faculty at the end of each semester with grades for the semester and the average GPA. Candidates whose GPA falls below the minimum or receives a grade of

B- in a critical course are identified by program faculty and a Student Evaluation Form is completed by the Major Professor and an “Official Concern” is noted. The Major Professor develops a remediation plan to address the identified deficit within a specified time period. The Major Professor monitors progress on the remediation plan. Remediation plans are kept on file by the program and the Office of Academic Services and Intern Support (OASIS).

Those candidates who are unable to meet the goals of the remediation plan within the specified time period are reviewed by program faculty and the College of Education Dean’s Office for dismissal.

Signature Assessments

Because of the challenges presented by a lack of clear alignment in some of the assessments and inconsistent data collection, the program faculty made a decision revise the Key Performance Indicators to better align with CACREP standards and assess candidates’ performance on CACREP standards using LiveText. In Summer 2019, faculty reviewed the current course assignments and internship evaluations . Assignments and rubric language were revised so that they are more closely aligned to CACREP Core Curricular and Specialty standards.

The CACREP Core and Specialty standards are assessed multiple times as a candidate matriculates throughout the program. Signature Assessments are assessed in courses using specifically designed assessments and rubric instruments and in the internship in the Fall and Spring through the Formative and Summative Evaluations. Signature Assessments are assessed in courses through LiveText by course instructors. Formative and Summative Internship Evaluations are completed by site supervisors in Qualtrics. Please see the following appendices:

- **Appendix C. Fall 2019 Admits Career Counseling Curriculum Map**
- **Appendix D. Fall 2019 Admits Mental Health Counseling Curriculum Map**

The tables below show the alignment of Signature Assessments to CACREP Core and Specialty Standards.

**Table 3. Career Counseling Signature Assessments for CACREP Core Curricular Standards**

CACREP Core Curricular Standards	Indicators Assessed	Signature Assessments	Term	Course
2.F.1 Professional Counseling Orientation and Ethical Practice	a – m	Ethics and Theory Paper	Fall 1	MHS 5400 Introduction to Counseling Theories and Techniques
	a - c, f - j	Practicum Treatment Plan	Summer 1	MHS 5801 Practicum in Counseling
	b – e, k - m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	b – e, i	Formative Case Presentation	Fall 2	SDS 5820 Internship

	b – e, k - m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	b – e, i	Summative Case Presentation	Spring 2	SDS 5820 Internship
2.F.2 Social and Cultural Diversity	a - h	Cultural Experience Paper	Fall 1	MHS 5060 Psychosocial and Multicultural Aspects of Counseling
	a – h	Group Counseling Journal	Spring 1	MHS 5511 Group Counseling
	a – h	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – h	Formative Case Presentation	Fall 2	SDS 5820 Internship
	a – h	Summative Internship Evaluation	Spring 2	SDS 5820 Internship
	a – h	Summative Case Presentation	Spring 2	SDS 5820 Internship
2.F.3 Human Growth and Development	a – i	Lifespan Analysis Paper	Summer 1	DEP 5068 Lifespan Development
	a – i	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – i	Summative Internship Evaluation	Spring 2	SDS 5820 Internship
2.F.4 Career Development	a – j	Final Career Paper	Fall 1	MHS 5340 Foundations of Career Development
	a – f	Lifespan Development Journal	Summer 1	DEP 5068 Lifespan Development
	a – j	RFP Assignment	Fall 2	MHS 5431 Career Development Program Design and Evaluation
	a – j	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – j	Summative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a - b, d - e, g, j	Comprehensive Portfolio	Spring 2	MHS 7692 Specialist in Education Comprehensive Exam
2.F.5 Counseling and Helping Relationships	a - n	Counseling Skills Acquisition Tape & Self Reflection Learning	Fall 1	MHS 5400 Introduction to Counseling Theories and Techniques

	a – n	Practicum Treatment Plan	Summer 1	MHS 5801 Practicum in Counseling
	b – m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	d - g	Formative Case Presentation	Fall 2	SDS 5820 Internship
	b – m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	d - g	Summative Case Presentation	Spring 2	SDS 5820 Internship
2.F.6 Group Counseling and Group Work	a – h	Group Curriculum Project	Spring 1	MHS 5511 Group Counseling
	a - g	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a - g	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
2.F.7 Assessment and Testing	a- e, l - m	Assessment Strategies	Fall 1	MHS 6450 Substance Abuse and Addictions Counseling
	a – m	Assessment Report	Spring 1	RCS 5250 Assessment in Counseling and Rehabilitation
	b – m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	b – m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
2.F.8 Research and Program Evaluation	a – j	Practicum Article Critique	Summer 1	MHS 5801 Practicum in Counseling
	a – c	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – j	Final Research Proposal Paper	Spring 2	EDF 5481 Methods of Educational Research
	a – c	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship

**Table 4. Career Counseling Signature Assessments for CACREP Specialty Standards**

CACREP Specialty Standards	Indicators Assessed	Signature Assessments	Term	Course
5.B.1 Foundations in Career Counseling	a – d	Final Career Paper	Fall 1	MHS 5340 Foundations of Career Development
	a – d	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling
	b - d	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a - d	Formative Case Presentation	Fall 2	SDS 5820 Internship
	b - d	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a - d	Summative Case Presentation	Spring 2	SDS 5820 Internship
	b – d	Comprehensive Portfolio	Spring 2	MHS 7692 Specialist in Education Comprehensive Exam
5.B.2 Contextual Dimensions in Career Counseling	a – j	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling
	c - h	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – j	Formative Case Presentation	Fall 2	SDS 5820 Internship
	c - h	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a – j	Summative Case Presentation	Spring 2	SDS 5820 Internship
	a – c, j	Comprehensive Portfolio	Spring 2	MHS 7692 Specialist in Education Comprehensive Exam
5.B.3 Practice in Career Counseling	a – g	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling
	a - d	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship

	a – g	Formative Case Presentation	Fall 2	SDS 5820 Internship
	a - d	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a – g	Summative Case Presentation	Spring 2	SDS 5820 Internship
5.C.1 Foundations in Clinical Mental Health Counseling	a - e	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling
	e	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	e	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
5.C.2 Contextual Dimensions in Clinical Mental Health Counseling	a – g, j, l – m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – g, j, l – m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
5.C.3 Practice in Clinical Mental Health Counseling	b, d, e	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
		Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship

**Table 5. Clinical Mental Health Counseling Core Curricular Standard Signature Assessments**

CACREP Core Curricular Standards	Indicators Assessed	Signature Assessments	Term	Course
2.F.1 Professional Counseling Orientation and Ethical Practice	a – m	Ethics and Theory Paper	Fall 1	MHS 5400 Introduction to Counseling Theories and Techniques
	a - c, f - j	Practicum Treatment Plan	Summer 1	MHS 5801 Practicum in Counseling
	b – e, k - m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	b – e, i	Formative Case Presentation	Fall 2	SDS 5820 Internship
	b – e, k - m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	b – e, i	Summative Case Presentation	Spring 2	SDS 5820 Internship
2.F.2 Social and Cultural Diversity	a - h	Cultural Experience Paper	Fall 1	MHS 5060 Psychosocial and Multicultural Aspects of Counseling
	a – h	Group Counseling Journal	Spring 1	MHS 5511 Group Counseling
	a – h	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – h	Formative Case Presentation	Fall 2	SDS 5820 Internship
	a – h	Summative Internship Evaluation	Spring 2	SDS 5820 Internship
	a – h	Summative Case Presentation	Spring 2	SDS 5820 Internship
2.F.3 Human Growth and Development	a – i	Lifespan Analysis Paper	Summer 1	DEP 5068 Lifespan Development
	a – i	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – i	Summative Internship Evaluation	Spring 2	SDS 5820 Internship

2.F.4 Career Development	a – j	Final Career Paper	Fall 1	MHS 5340 Foundations of Career Development
	a – f	Lifespan Development Journal	Summer 1	DEP 5068 Lifespan Development
	a – j	RFP Assignment	Fall 2	MHS 5431 Career Development Program Design and Evaluation
	b, d, e, i, j	Formative Career Counseling Internship Evaluation	Fall 2	SDS Internship
	b, d, e, i, j	Summative Career Counseling Internship Evaluation	Fall 2	SDS Internship
2.F.5 Counseling and Helping Relationships	a - n	Counseling Skills Acquisition Tape & Self Reflection Learning	Fall 1	MHS 5400 Introduction to Counseling Theories and Techniques
	a – n	Practicum Treatment Plan	Summer 1	MHS 5801 Practicum in Counseling
	b – m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	d - g	Formative Case Presentation	Fall 2	SDS 5820 Internship
	b – m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	d - g	Summative Case Presentation	Spring 2	SDS 5820 Internship
	a – d, f, g – n	Comprehensive Portfolio	Spring 2	MHS 7692 Specialist in Education Comprehensive Exam
2.F.6 Group Counseling and Group Work	a – h	Group Curriculum Project	Spring 1	MHS 5511 Group Counseling
	a - g	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a - g	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a- e, l - m	Assessment Strategies	Fall 1	MHS 6450 Substance Abuse and Addictions Counseling

2.F.7 Assessment and Testing	a – m	Assessment Report	Spring 1	RCS 5250 Assessment in Counseling and Rehabilitation
	b – m	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	b – m	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
2.F.8 Research and Program Evaluation	a – j	Practicum Article Critique	Summer 1	MHS 5801 Practicum in Counseling
	a – c	Formative Career Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – j	Final Research Proposal Paper	Spring 2	EDF 5481 Methods of Educational Research
	a – c	Summative Career Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a – e, i	Comprehensive Portfolio	Spring 2	MHS 7692 Specialist in Education Comprehensive Exam

**Table 6. Clinical Mental Health Counseling CACREP Specialty Signature Assessments**

CACREP Specialty Standards	Indicators Assessed	Signature Assessments	Term	Course
5.C.1 Foundations of Clinical Mental Health Counseling	a – c	Professional Interview	Fall 1	MHS 5007 Foundations of Mental Health Counseling
	a – e	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling
	b – e	Formative Clinical Mental Health Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a – e	Formative Case Presentation	Fall 2	SDS 5820 Internship
	b – e	Summative Clinical Mental Health Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a – e	Summative Case Presentation	Spring 2	SDS 5820 Internship
5.C.2 Contextual Dimensions of Clinical Mental Health Counseling	a, c, l - m	Professional Interview	Fall 1	MHS 5007 Foundations of Mental Health Counseling
	a – m	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling
	a - g, j, l - m	Formative Clinical Mental Health Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a - m	Formative Case Presentation	Fall 2	SDS 5820 Internship
	a - g, j, l - m	Summative Clinical Mental Health Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a - m	Summative Case Presentation	Spring 2	SDS 5820 Internship
5.C.3 Practice of Clinical Mental	a – e	Practicum Journal Exploration of Career and Mental Health Counseling	Summer 1	MHS 5801 Practicum in Counseling

Health Counseling	a - e	Formative Clinical Mental Health Counseling Internship Evaluation	Fall 2	SDS 5820 Internship
	a - m	Formative Case Presentation	Fall 2	SDS 5820 Internship
	a - e	Summative Clinical Mental Health Counseling Internship Evaluation	Spring 2	SDS 5820 Internship
	a - m	Summative Case Presentation	Spring 2	SDS 5820 Internship
	b - e	Comprehensive Portfolio	Spring 2	MHS 7692 Specialist in Education Comprehensive Exam

Program faculty created rubrics closely aligned to CACREP standards. These rubrics have four standard levels:

1. Unacceptable
2. Developing 1
3. Developing 2
4. Target

Each level within these rubrics are designed so that candidates are assessed on their level of mastery of each CACREP standard. Minimum performance expectations were created for Signature Assessments in coursework. For all courses except internship in Spring 2, all criteria must be scored at a 3 or “Developing 2”. Please see the Key Performance Indicator Syllabus Statement below:

#### *Signature Assessment Syllabus Statement*

The Mental Health Counseling and Career Counseling degree programs at Florida State University are accredited by the Council of Accreditation of Counseling and Related Educational Programs (CACREP). Candidates enrolled in CACREP accredited programs must demonstrate knowledge and skills outlined in eight core areas that represent the foundational knowledge of all entry-level counselor education graduates. Additionally, candidates must also demonstrate the professional knowledge and skills in their specialty area.

Program faculty have created Signature Assessments throughout the coursework of the counselor education program to assess CACREP Core and Specialty Standards. Standards-based rubrics are used to evaluate all Signature Assessments in LiveText. This course contains a Signature Assessment that must be uploaded into LiveText.

Signature Assessments have a minimum level of performance of 3 or “Developing 2” on all criteria assessed in coursework except the Summative Evaluation in Internship. Candidates must receive a minimum score of “Target” on at least 10 criteria and no less than 6 scores of "Developing 2" on all other criteria in order to receive a grade of Satisfactory in the course.

A grade of Incomplete will be given if a candidate cannot show mastery at the minimum level of performance by the end of the course. Signature Assessments must be remediated by the end of the 7th week of classes in the semester following completion of the course. For candidates who cannot successfully remediate the Signature Assessment by the end of the 7th week of the semester, the instructor will change the Incomplete to the grade of “F”.

#### Formative and Summative Internship Evaluations

Because the internship for both the Career Counseling and Mental Health Counseling programs are completed over the course of the second year in the program, candidates are evaluated four times.

1. Fall - Formative Midterm Internship Evaluation
2. Fall - Formative Final Internship Evaluation
3. Spring - Summative Midterm Internship Evaluation
4. Spring – Summative Final Interns

The rubric levels for the Internship Evaluations are as follows:

- **Unsatisfactory** – The candidate does not demonstrate this knowledge or skill.
- **Developing 1** - The candidate inadequately demonstrates this knowledge or skill.
- **Developing 2** - The candidate moderately demonstrates this knowledge or skill.
- **Target** - The candidate adequately demonstrates this knowledge or skill.
- **Not applicable** - The candidate did not have the opportunity to demonstrate this skill.

The Formative and Summative Midterm Internship Evaluations are completed in the 7<sup>th</sup> or 8<sup>th</sup> week of each semester. The Midterm Evaluations are used to determine any areas of concern that need to be addressed within the semesters prior to the Final Evaluations.

The Formative Final Internship and Summative Final Internship are completed in the last week of each semester and used to determine the final grade in the course.

#### *Syllabus Statement for Formative Final Internship Evaluations*

According to the Council of Accreditation for Counseling and Related Programs, a formative evaluation should be used to “examine the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions.” In the Internship course, SDS 5820, Career Counseling and Mental Health Counseling candidates will be assessed by the site supervisor using the Formative Midterm Internship Evaluation.

Candidates must receive a minimum score of “Developing 2” on at least 10 criteria and no less than 6 scores of "Developing 1" on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a "Developing 1" or any scores of "Unsatisfactory", feedback must be provided for each criteria that provides specific evidence and recommendations for improvement. If a candidate receives an “Unsatisfactory” in the course, a remediation plan will be created based on the feedback and recommendations for improvement.

#### *Syllabus Statement for Summative Internship Evaluations*

According to the Council of Accreditation for Counseling and Related Programs, a "summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistent with a professional standard." In the Internship course, SDS 5820, Career Counseling and Clinical Mental Health Counseling candidates will be assessed by the site supervisor using the Summative Final Internship Evaluation.

Candidates must receive a minimum score of “Target” on at least 10 criteria and no less than 6 scores of "Developing 2" on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a "Developing 2" or any scores of "Unsatisfactory", feedback must be provided for each criteria that provides specific evidence and recommendations for improvement.

Please see the following appendices:

- **Appendix E. Career Counseling Formative Internship Evaluation**
- **Appendix F. Career Counseling Summative Internship Evaluation**
- **Appendix G. Mental Health Counseling Formative Internship Evaluation**

- **Appendix H. Mental Health Counseling Summative Internship Evaluation**
- **Appendix I. Syllabus Statement for Formative Internship Evaluation and Summative Internship Evaluation.**

Candidate performance data on Signature Assessments aligned to CACREP Core and Specialty Standards are collected through LiveText and Qualtrics. Each semester, program faculty will be provided with Cohort Reports indicating successful completion of all Signature Assessments submitted that semester from the Office of Quality Assurance. In addition, Signature Assessment data at the individual level will be provided to program faculty at the end of each semester, so that faculty can see if there are any possible issues. Data are provided to programs on an annual basis for each completing cohort at the beginning of each Fall term. Data are analyzed at the standard level and for each Signature Assessment. Data will be aggregated and reviewed by the program faculty in the Counselor Education Program Data Report provided to the faculty in August each year. Data are also included in the Counselor Education Evaluation Program Outcomes Report posted on program websites on September 30<sup>th</sup> for stakeholders to review.

#### Professional Dispositions

Florida State University’s Counselor Education programs assess Professional Dispositions during coursework and internship. Program faculty created Professional Dispositions based on the American Counseling Association Code of Ethics, CACREP standards, and current research. Please see **Appendix J. Counselor Education Professional Dispositions Evaluation**. Professional Dispositions are evaluated each semester by all program faculty. Faculty determine final Professional Disposition scores based on discussions. Final scores for each semester are entered into Qualtrics. The rubric levels for Dispositions can be seen below:

1. Unsatisfactory
2. Developing 1
3. Developing 2
4. Target

Candidates must receive a minimum score of 3 or “Developing 2” throughout the program. If any candidates receive a score of 1 or “Unsatisfactory” or a score of 2 “Developing 1” on any disposition, a formal advising session will be scheduled by the beginning of the following semester to review the disposition evaluation data and comments. A remediation plan must be completed and documented in the candidate’s file in OASIS. If the plan is not successfully met or if a candidate receives a score of 1 or “Unsatisfactory” or a score of 2 or “Developing 1” the following semester, the program will review the Professional Dispositions Evaluation and determine if the candidate might be placed on a unit-level improvement plan, counseled out of the program, or denied clearance for internship.

Data on Professional Dispositions are collected and provided to programs by the end of each semester. Data are provided to programs on an annual basis for each completing cohort at the beginning of each Fall term. Candidates given an average across all dispositions each semester. Each year, faculty are then provided with averages across each cohort and disposition. Faculty review the data on Professional Dispositions to determine areas of concern and/or strength in the assessment system and in the curriculum. Aggregated data on candidate performance on Professional Dispositions are provided

to the Counselor Education faculty in the Counselor Education Program Data Report provided to faculty in August each year and posted on the Career Counseling and Mental Health Counseling program websites in the Counselor Education Program Evaluation Outcomes Report by September 30th of each year.

### Counseling Education Comprehensive Portfolio

Candidates complete the Comprehensive Portfolio in MHS 7692 Specialist in Education Comprehensive Exam in the final spring semester of the program. Portfolio questions and rubrics are aligned to CACREP Core and Specialty Standards. Rubric levels for the Comprehensive Portfolio are as follows:

1. Unsatisfactory
2. Developing 1
3. Developing 2
4. Target

Candidates must score at Target on 80% percent of all rubric criteria in order to have successfully complete the Comprehensive Portfolio. Candidates will submit their Comprehensive Portfolio midway through the semester for scoring. If a candidate does not meet minimum performance expectations, the instructor will provide feedback and specific recommendations for improvement.

If a candidate does not meet minimum performance expectations, they will receive a grade of in the course. The Comprehensive Portfolio must be remediated by the end of the 7th week of classes in the semester following completion of the course. Please see **Appendix K. Career Counseling Comprehensive Portfolio** and **Appendix L. Mental Health Counseling Comprehensive Portfolio** for rubrics and questions.

## **II. Evaluation of Stakeholder Feedback**

Various groups of external and internal stakeholders are surveyed to determine how well the program is preparing candidates in their various specialty areas. Analyzed data are analyzed for the Counselor Education Program Data Report provided to the faculty each August. Faculty review survey data in conjunction with the other CAP components. Faculty review data and determine any areas of strength and weakness. The survey data are also included in the Counselor Education Program Evaluation Outcomes Report that is posted on the program website each year by September 30th.

### Employer Survey

The Employer Survey is conducted to assess the relevance of the curricula in relation to practice. Alumni report employment information and the employers' contact information as part of the Alumni Surveys. This survey also utilizes Qualtrics software for survey development, data collection, and result reporting. The employers are contacted via email by the lead faculty in each counseling specialization. The email contains a link to the Qualtrics survey. **Appendix M. Employer Survey** contains a copy of the survey that is sent to employers. The survey assesses graduates' knowledge, skills, and behaviors in various counseling domains. The survey is distributed each June.

### III. Evaluation of Completer Performance

Data are collected on graduates' performance after being employed through surveys of graduates and employers, and scores on the National Counseling Examination (NCE). These data are collected annually and aggregated for the program data reports provided to the faculty. Faculty review these data each August in the Counselor Education Program Data Report and determine areas of strengths and/or concern. The data are also in the Counselor Education Program Evaluation Outcomes Report posted on the program websites by September 30th each year.

#### National Counseling Examination Scores

Scores are provided to the program by Pearson each semester by area. These data are provided to program faculty in the Counselor Education Program Data Report and reviewed each August in conjunction with other candidate performance and completer performance data. These data will also be provided in the Counselor Education Program Evaluation Outcomes Report and posted on the website on September 30th each year.

#### Survey of Graduates

Alumni of the counselor education are surveyed twice following graduation. Qualtrics software is used for survey development, data collection, and result reporting for all surveys. Each FSU graduate continues to have access to their FSU email account following graduation and these are used for distribution unless an alternative email has been provided in the Counselor Education Exit Survey. The following are the graduate surveys used by the program:

##### *Counselor Education Exit Survey*

This survey is sent out each May/June to spring semester graduates. This survey collects contact information of the alumni, employment status, and their perception of the preparation they received in their program. Graduates are also asked to provide contact information of their employer. (See **Appendix N. Counselor Education Exit Survey**)

##### *Counselor Education Alumni Survey:*

This survey is distributed to graduates 1 - 2 years following graduation in May of each year (See **Appendix O. Counselor Education Alumni Survey**). Contact information for this survey is maintained by program staff from the exit surveys. Faculty also connect with alumni via social media (e.g. Facebook and LinkedIn). Results of the Counselor Education Alumni Surveys are used to track program outcomes in employment (type of agency, client groups served, etc.), certification, and licensure. In addition, graduates' perceptions of the quality and effectiveness of the training program are analyzed.

The results from both surveys provide faculty with feedback regarding (a) perceptions of program policies (e.g., candidate advisement, dissemination of program information to candidates), (b) provide faculty with feedback regarding the learning atmosphere of the program (e.g., supportive environment for learning, openness of faculty to feedback), and (c) perceptions of program in preparing candidates for beginning counseling position. The results of the Counselor Education Exit and Alumni Surveys are used in the Counselor Education Program Data Report provided to the faculty in August each year and in the Counselor Education Program Evaluation Outcomes Report posted on program websites on September 30<sup>th</sup> each year.

#### **IV. Evaluation of Program Curriculum and Delivery**

The evaluation of program curriculum and delivery is done through review of faculty performance and review of program syllabi. These evaluations are conducted in conjunction with other CAP components to allow for the program's continuous improvement. Florida State University employs a systematic annual evaluation process to assess individual faculty member's performance and quality in the areas of teaching, research, and service. This process includes candidates' evaluation of faculty teaching each semester and an annual review process conducted at the departmental level.

##### Candidate Evaluations of Teaching

The University requires faculty to participate in the course evaluation process each semester. Course evaluations allow candidates to rate the course and the instructor on a number of predefined scales and provide additional feedback in open-ended questions. Unlike midterm evaluations, course evaluations are required of instructors (faculty, adjuncts, and graduate assistants) who teach undergraduate courses with ten or more candidates in fall and spring terms, or graduate courses with five or more candidates in fall and spring terms. The course evaluation form can be found in Appendix M. Course Evaluation and Report.

Course evaluations are typically administered during the last two weeks of the semester. The candidates' responses are anonymous. Faculty receive their course evaluation results at the beginning of the next semester. The results of the course evaluations are reviewed by the Department Chair, Associate Dean, and Provost. Faculty who receive scores in the 90% range receive a letter of congratulations from the Provost. Faculty who score below the department average are monitored by the Department Chair. The results of the course evaluation are one source of data used in the faculty annual review process. Faculty who score low on course evaluations may also receive a rating of "Official Concern" in teaching on their annual review.

Florida State University utilizes EvaluationKit so that course evaluation scores are aggregated across instructor, term, course, and evaluation question. Please see **Appendix P. Course Evaluation and Report**. These data are aggregated and provided to faculty in August each year as part of the Counselor Education Program Data Report.

##### Departmental Annual Review Process of Faculty

During the spring semester, the department conducts an annual review of each faculty members' teaching, research, and service. Faculty submit, via an electronic system, information regarding the course taught, number of candidates advised and supervised, course evaluation ratings from each class taught in the previous academic year. They may also submit any other evidence of their teaching effectiveness. Extremely low ratings on the course evaluation forms will prompt a review by the department head and require a letter of explanation from the faculty member. Faculty members provide an updated vita, along with copies publications published in the prior year. They also provide information on in-press publications and presentations from the previous year, as well as information on grant and consulting activities. Finally, they document their service to the program, department, college and university.

All of these materials are reviewed by the department's faculty evaluation committee and the faculty member receives a rating in each of the three areas. Each faculty meets with the department head as part of the review process and receives the feedback and the numerical ratings in a letter that is also

included in the faculty member's file. Detailed information on the policies and procedures that relate to the Annual Review Process can be found in the Faculty Handbook:

<https://facultyhandbook.fsu.edu/>

Faculty receive a letter from the Department Chair at the end of the academic year summarizing the findings of the review. This letter and all forms used in the review (please refer to the Faculty Handbook) become part of the faculty members' personnel files and copies are sent to the Dean of the College of Education and the Associate Dean for Faculty Development and Advancement .

The counselor education faculty participates in retreats at the departmental and program level each August. At both retreats curricular offerings at the department and program levels are reviewed. The review of curricular offerings at the department retreat provides program faculty with the opportunity to gather information about any potential or implemented changes to objectives, assignments, or content of the following required courses taught by non-program faculty: DEP 5068 and EDF 5481. The retreat provides faculty with a mechanism to discuss implications of changes to these course in relation to accreditation and licensing standards. Program faculty work collaboratively with other departmental faculty to assure these requirements and standards are met and the Course/CACREP Matrix and Course Evaluation Plans are up to date.

The purpose of the curriculum review at the faculty retreat is two-fold:

1. Gather information about any potential or implemented changes to objectives, assignments, or content of the following required courses taught by program faculty
2. Review the CAP results from the previous academic year. Potential or implemented curricular changes are discussed and reviewed in the context of CACREP standards and licensing requirements.

Changes to the Course/CACREP Matrix and Course Evaluation Plans are identified and, when deemed appropriate by  $\frac{3}{4}$  of the program faculty, are implemented. In addition, CAP results from the previous academic year are disseminated and discussed. Based on the faculty discussion and results of other CAP components curricula strengths and weaknesses are identified.

Based the data reviewed, the Program faculty will determine any necessary changes and create an action plan to address the identified areas of concerns. The action plan can include, but is not limited to, course revisions, course deletions, new course development, changes to assessment system instruments and processes, changes in clinical training sites, changes in clinical training supervisors, and addition of new program requirements. This plan includes a timeline for implementation, as well as faculty responsible for the specific action steps. This plan is discussed and developed during faculty meetings and documented as part of the meeting minutes. Program faculty determine if these changes can be implemented internally or if approval via the University Curriculum Committee is warranted. Policies and procedures for the University Curriculum Committee can be found on the EPLS website.

## Appendix A. Counselor Education Applicant Rubric Scoring Guide

Applicant Name: \_\_\_\_\_

**48-38 Points:** Strong consideration for admission **37-32 Points:** Likely consideration for admission **31-27 Points:** Possible consideration for admission

**Below 27 Points:** Unlikely consideration for admission

Area	Score Received
Statement of Purpose (Content)	
Statement of Purpose (Writing Style)	
Letter of Reference #1	
Letter of Reference #2	
Letter of Reference #3	
Educational History	
CV/Resume: Relevant Experience	
GPA	
GRE Quantitative Reasoning	
GRE Verbal Reasoning	
GRE Analytical Writing	
Likelihood of Enrolling	
<b>TOTAL SCORE (max 48 points)</b>	

Comments:

## Appendix B. Counselor Education Interview Rubric

*This rubric is designed to give comparable, relative assessment of interviews of potential candidates to the Career Counseling and Mental Health Counseling programs. All final decisions are reached by the faculty admissions committee via discussion and consensus.*

	1	2	3
<b>Professional Manner</b>	<p>Weak demonstration of courteous and general businesslike manner.</p> <p>Dressed inappropriately. Relates to others in an impolite or otherwise inappropriate way.</p>	<p>Strong demonstration of courteous and general businesslike manner. Generally appropriately attired. Overall, relates to others in a respectful and cordial way.</p>	<p>Excellent demonstration of courteous and general businesslike manner.</p> <p>Dressed appropriately and relates to others in a pleasant, respectful, and cordial way.</p>
<b>Verbal Communication Style</b>	<p>Weak manner of communicating. Demonstrates difficulty in engaging in interview process. Expresses his/herself in an unclear manner. Demonstrates difficulty in listening and staying engaged throughout interview.</p>	<p>Generally effective manner of communicating. Speaks in an appropriate manner but may exhibit some problematic communication skills like interrupting others, speaking too softly or loudly, or difficulties staying on topic. Demonstrates adequate listening skills and remains largely engaged throughout interview.</p>	<p>Excellent and effective manner of communicating. Speaks in a polite and concise manner and remains calm and focused. Demonstrates excellent listening skills and remains engaged throughout interview.</p>
<b>Related Experiences</b>	<p>No relevant experience reported.</p>	<p>Expresses limited yet relevant experiences in related settings.</p>	<p>Expresses having experience in multiple settings (3 or more) with students with a variety of needs; has worked with, shadowed, or interviewed a mental health or career counselor prior to applying to the program</p>

<b>Alignment of Professional Goals with Counselor Education Programs</b>	Weak understanding of counseling as a profession and of the program at FSU. Professional goals marginally related to counseling professions.	Strong understanding of counseling as a profession and of the program at FSU. Expresses desire to work in counseling programs.	Excellent understanding of counseling as a profession and of the Counselor Education programs at FSU. Expresses strong desire to work as a professional in Career or Mental Health Counseling.
<b>Commitment to Diversity</b>	Weak demonstration of openness to work with various client populations. Lacks attitude of advocacy and sensitivity to multicultural issues.	Strong demonstration of openness to work with various client populations. Articulates in some way the importance of advocacy for clients and sensitivity to multicultural issues.	Excellent demonstration of openness to work with various client populations. Clearly articulates importance of advocacy for clients and sensitivity to multicultural issues.

## Appendix B. Counselor Education Interview Rubric

Applicant Name: \_\_\_\_\_

**13-15 Points:** Strong consideration for admission **10-12 Points:** Likely consideration for admission

**7-9 Points:** Possible consideration for admission

**Below 6 Points:** Unlikely consideration for admission

Area	Score Received
Professional Manner	
Verbal Communication Style	
Related Experience	
Alignment of Professional Goals with Mental Health Counseling Program	
Commitment to Diversity	
<b>TOTAL SCORE (max 15 points)</b>	

Comments:

Appendix C - Fall 2020 Admits Career Counseling Curriculum Map

Term	Course Number	Course Title	# of Hours	Signature Assessments	Core Curriculum Standards	Career Counseling Specialty Standards
Fall 1	MHS 5400*	Introduction to Counseling Theories and Techniques	4	Ethics and Theory Paper Counseling Skills Acquisition Tape & Reflection	2.F.1. Professional Counseling Orientation and Ethical Practice (a - m) 2.F.5. Counseling and Helping Relationships (a - n)	
	MHS 5060*	Psychosocial and Multicultural Aspects of Counseling	3	Cultural Experience Paper	2.F.2. Social and Cultural Diversity (a - h)	
	MHS 5340***	Foundations of Career Development	4	Final Career Paper	2.F.4. Career Development (a - j)	5.B.1 Foundations in Career Counseling (a - d)
	MHS 5860	Supervised Teaching (can be taken in Fall 1 or Spring 1)	1			
	MHS 6450	Substance Abuse and Addictions Counseling	3	Assessment Strategies	2.F.7 Assessment and Testing (a-e, l-m)	
		<b>Total Hours</b>	<b>15</b>	<b>5</b>		
Spring 1	RCS 5250*	Assessment in Counseling and Rehabilitation	3	Assessment Report	2.F.7. Assessment and Testing (a - m)	
	CLP 6169	Adult Development and Psychopathology	3			
	MHS 5511*	Group Counseling	3	Group Curriculum Project	2.F.6. Group Counseling and Group Work (a - h)	
				Group Counseling Article Critique Group Counseling Journal	2.F.8 Research and Program Evaluation (a - j) 2.F.2. Social and Cultural Diversity (a - h)	
	MHS 5860	Supervised Teaching (can be taken in Fall 1 or Spring 1)				
MHS 6466	Trauma and Crisis Counseling	3				
		<b>Total Hours</b>	<b>12</b>	<b>4</b>		
Summer 1	DEP 5068*	Lifespan Development	3	Lifespan Analysis Paper	2.F.3. Human Growth and Development (a - i)	
				Lifespan Development Journal	2.F.3. Human Growth and Development (h - i) 2.F.4 Career Development (a - f)	
	MHS 5801	Practicum in Counseling	4	Practicum Treatment Plan	2.F.1. Professional Counseling Orientation and Ethical Practice (a - c, f - j) 2.F.5. Counseling and Helping Relationships (a - c, d - e, f - n) 2.F.6. Group Counseling and Group Work (a - h)	
				Practicum Article Critique Practicum Journal Exploration of Career and Mental Health Counseling	2.F.8 Research and Program Evaluation (a - j)	5.B.1 Foundations in Career Counseling (a - d) 5.B.2 Counseling Dimensions in Career Counseling (a - j) 5.B.3 Practice in Career Counseling (a - g)
	MHS 5435	Family Counseling	3			
		<b>Total Hours</b>	<b>10</b>	<b>5</b>		
Fall 2	SDS 5820***	Internship	6	Formative Career Counseling Internship Evaluation	2.F.1 Professional Counseling Orientation and Ethical Practice (b - e, k - m)	5.B.1 Foundations in Career Counseling (b - d)
					2.F.2 Social and Cultural Diversity (a - h)	5.B.2 Counseling Dimensions in Career Counseling (c - h)
					2.F.3 Human Growth and Development (a - i)	5.B.3 Practice in Career Counseling (a - d)
					2.F.4 Career Development (a - j)	5.C.1 Foundations of Clinical Mental Health Counseling (e)
					2.F.5 Counseling and Helping Relationships (b - m)	5.C.2 Contextual Dimensions of Clinical Mental Health Counseling (a, f, j, l)
					2.F.6. Group Counseling and Group Work (a - g)	5.C.3 Practice in Clinical Mental Health Counseling (b, d, e)
					2.F.7 Assessment and Testing (b - m)	
2.F.8. Research and Program Evaluation (a - c)						
Case Presentation	2.F.1 Professional Counseling Orientation and Ethical Practice (b - e, i)	5.B.1 Foundations in Career Counseling (a - d)				
	2.F.2 Social and Cultural Diversity (a - h)	5.B.2 Counseling Dimensions in Career Counseling (a - j)				
	2.F.5 Counseling and Helping Relationships (d - g)	5.B.3 Practice in Career Counseling (a - g)				
MHS 5431	Career Development Program Design and Evaluation	3	RFP Assignment	2.F.4 Career Development (g - j)	5.B.2 Counseling Dimensions in Career Counseling (a - j)	
SOW 5153	Human Sexuality	3				
		<b>Total Hours</b>	<b>12</b>	<b>2</b>		
Fall 2	SDS 5820***	Internship	6	Summative Career Counseling Internship Evaluation	2.F.1 Professional Counseling Orientation and Ethical Practice (b - e, k - m)	5.B.1 Foundations in Career Counseling (b - d)
					2.F.2 Social and Cultural Diversity (a - h)	5.B.2 Counseling Dimensions in Career Counseling (c - h)
					2.F.3 Human Growth and Development (a - i)	5.B.3 Practice in Career Counseling (a - d)
					2.F.4 Career Development (a - j)	5.C.1 Foundations of Clinical Mental Health Counseling (e)
					2.F.5 Counseling and Helping Relationships (b - m)	5.C.2 Contextual Dimensions of Clinical Mental Health Counseling (a, f, j, l)
					2.F.6. Group Counseling and Group Work (a - g)	5.C.3 Practice in Clinical Mental Health Counseling (b, d, e)
					2.F.7 Assessment and Testing (b - m)	
					2.F.8. Research and Program Evaluation (a - c)	
	Case Presentation	2.F.1 Professional Counseling Orientation and Ethical Practice (b - e, i)	5.B.1 Foundations in Career Counseling (a - d)			
		2.F.2 Social and Cultural Diversity (a - h)	5.B.2 Counseling Dimensions in Career Counseling (a - j)			
MHS 6600	Consultation and Organizational Development	3				
EDF 5481*	Methods of Educational Research	3	Final Research Proposal Paper	2.F.8. Research and Program Evaluation (a - j)		
MHS 7692	Specialist in Education Comprehensive Exam	0	Portfolio Evaluation	2.F.4 Career Development (a - b, d - e, g, j)	5.B.1 Foundations in Career Counseling (b - d)	
					5.B.2 Counseling Dimensions in Career Counseling (a - c, j)	
		<b>Total Hours</b>	<b>12</b>	<b>3</b>		
<b>Total Across Program</b>			<b>61</b>	<b>19</b>		

\*Core Courses

\*\*Specialty Standard Courses

\*\*\* Assessess both Core and Specialty Standard Courses

Appendix D - Fall 2020 Admits Clinical Mental Health Curriculum Map

Term	Course Number	Course Title	# of Hours	Signature Assessments	Core Curriculum Standards	Mental Health Counseling Specialty Standards
Fall 1	MHS 5400*	Introduction to Counseling Theories and Techniques	4	Ethics and Theory Paper Counseling Skills Acquisition Tape & Self Reflection Learning	2.F.1. Professional Counseling Orientation and Ethical Practice (a - m)	
	MHS 5060*	Psychosocial and Multicultural Aspects of Counseling	3	Cultural Experience Paper	2.F.5. Counseling and Helping Relationships (a - n)	
	MHS 5007	Foundations of Mental Health Counseling	3	Professional Interview		5.C.1 Foundations in Mental Health Counseling (a - c)
	MHS 6450	Substance Abuse and Addictions Counseling	3	Assessment Strategies	2.F.7 Assessment and Testing (a-e, i-m)	5.C.2 Counseling Dimensions in Mental Health Counseling (a, c, i - m)
	<b>Total Hours</b>		<b>13</b>	<b>5</b>		
Spring 1	RCS 5250*	Assessment in Counseling and Rehabilitation	3	Assessment Report	2.F.7. Assessment and Testing (a - m)	
	CLP 6169	Adult Development and Psychopathology	3	Clinical Report		5.C.1 Foundations of Mental Health Counseling (d - e)
	MHS 5511*	Group Counseling	3	Group Curriculum Project	2.F.6. Group Counseling and Group Work (a - h)	
				Group Counseling Article Critique	2.F.8 Research and Program Evaluation (a - j)	
				Group Counseling Journal	2.F.2. Social and Cultural Diversity (a - h)	
MHS 6466	Trauma and Crisis Counseling	3			5.C.2 Contextual Dimensions of Mental Health Counseling (b-h, j, l)	
<b>Total Hours</b>		<b>12</b>	<b>4</b>			
Summer 1	DEP 5068*	Lifespan Development	3	Lifespan Analysis Paper Lifespan Development Journal	2.F.3. Human Growth and Development (a - i) 2.F.4 Career Development (a - f)	
	MHS 5801	Practicum in Counseling/Practicum in Counseling	4	Practicum Treatment Plan	2.F.1. Professional Counseling Orientation and Ethical Practice (a - c, f, j)	
					2.F.5. Counseling and Helping Relationships (a - n)	
					2.F.6. Group Counseling and Group Work (a - h)	
				Practicum Article Critique	2.F.8 Research and Program Evaluation (a - j)	
			Practicum Journal Exploration of Career and Mental Health Counseling		5.B.1 Foundations in Mental Health Counseling (a - e) 5.B.2 Counseling Dimensions in Mental Health Counseling Counseling (a - m) 5.B.3 Practice in Mental Health Counseling (a - e)	
MHS 5435	Family Counseling	3				
<b>Total Hours</b>		<b>10</b>	<b>5</b>			
Fall 2	SDS 5820***	Internship	6	Formative Career Counseling Internship Evaluation	2.F.1 Professional Counseling Orientation and Ethical Practice (a - e)	5.C.1 Foundations in Clinical Mental Health Counseling (b - e)
					2.F.2 Social and Cultural Diversity (a - h)	5.C.2 Counseling Dimensions in Clinical Mental Health Counseling (a - g, j, l, m)
					2.F.3 Human Growth and Development (a - i)	5.C.3 Practice in Clinical Mental Health Counseling (a - e)
					2.F.4 Career Development (b, d, e, i, j - j)	
					2.F.5 Counseling and Helping Relationships (b - m)	
					2.F.6. Group Counseling and Group Work (a - g)	
					2.F.7 Assessment and Testing (b - m)	
					2.F.8. Research and Program Evaluation (a - c)	
	Case Presentation	2.F.1 Professional Counseling Orientation and Ethical Practice (b - e, i)	5.B.1 Foundations in Clinical Mental Health Counseling (a - e)			
		2.F.2 Social and Cultural Diversity (a - h)	5.B.2 Counseling Dimensions in Clinical Mental Health Counseling (a - m)			
			2.F.5 Counseling and Helping Relationships (d - g)	5.B.3 Practice in Clinical Mental Health Counseling (a - m)		
MHS 5340*	Foundations of Career Development	4	Final Career Paper	2.F.4. Career Development (a - j)		
SOW 5153	Human Sexuality	3				
<b>Total Hours</b>		<b>13</b>	<b>3</b>			
	SDS 5820***	Internship	6	Summative Career Counseling Internship Evaluation	2.F.1 Professional Counseling Orientation and Ethical Practice (a - e)	5.C.1 Foundations in Clinical Mental Health Counseling (b - e)
					2.F.2 Social and Cultural Diversity (a - h)	5.C.2 Counseling Dimensions in Clinical Mental Health Counseling (a - g, j, l, m)
					2.F.3 Human Growth and Development (a - i)	5.C.3 Practice in Clinical Mental Health Counseling (a - e)
					2.F.4 Career Development (b, d, e, i, j - j)	
					2.F.5 Counseling and Helping Relationships (b - m)	
					2.F.6. Group Counseling and Group Work (a - g)	
					2.F.7 Assessment and Testing (b - m)	
					2.F.8. Research and Program Evaluation (a - c)	
	Case Presentation	2.F.1 Professional Counseling Orientation and Ethical Practice (b - e, i)	5.B.1 Foundations in Clinical Mental Health Counseling (a - e)			
		2.F.2 Social and Cultural Diversity (a - h)	5.B.2 Counseling Dimensions in Clinical Mental Health Counseling (a - m)			
			2.F.5 Counseling and Helping Relationships (d - g)	5.B.3 Practice in Clinical Mental Health Counseling (a - m)		
MHS 6600	Consultation and Organizational Development	3				
EDF 5481*	Methods of Educational Research	3	Final Research Proposal Paper	2.F.8. Research and Program Evaluation (a - j)		
MHS 7692	Specialist in Education Comprehensive Exam	0	Portfolio Evaluation	2.F.5 Counseling and Helping Relationships (a - d, f, g - n)	5.C.3 Practice in Clinical Mental Health Counseling (b - e)	
				2.F.8 Research and Program Evaluation (a - e, i)		
<b>Total Hours</b>		<b>12</b>	<b>3</b>			
<b>Total Across Program</b>			<b>60</b>	<b>20</b>		

\*Core Courses

\*\*Specialty Standard Courses

\*\*\*Assess both Core and Specialty Standard Courses

# Appedix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

FLORIDA STATE UNIVERSITY

---

## Default Question Block

According to the Council of Accreditation for Counseling and Related Programs, a formative evaluation should be used to “examine the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions.” In the Internship course, SDS 5820, Career Counseling candidates will be assessed by the site supervisor using the **Formative Midterm Internship Evaluation**.

Candidates must receive a minimum score of “**Developing 2**” on at least 10 criteria and no less than 6 scores of “**Developing 1**” on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a “**Developing 1**” or any scores of “**Unsatisfactory**”, feedback must be provided for each criteria that provides specific evidence and recommendations for improvement.

**Please rate candidate on each criteria using the following rubric:**

**Unsatisfactory** – The candidate does not demonstrate this knowledge or skill.

**Developing 1** - The candidate inadequately demonstrates this knowledge or skill.

**Developing 2** - The candidate moderately demonstrates this knowledge or skill.

**Target** - The candidate adequately demonstrates this knowledge or skill.

**Not applicable** - The candidate did not have the opportunity to demonstrate this skill.

Please select the student on which you are completing the evaluation:

### Professional Counseling Ethics and Orientation:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.1.b. Demonstrates an understanding of the multiple professional roles and functions of counselors across specialty areas	<input type="radio"/>				

# Appedix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.1.b. Demonstrates an understanding of counselor's relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	<input type="radio"/>				
2.F.1.c. Demonstrates an understanding of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	<input type="radio"/>				
2.F.1.d. Demonstrates an understanding of the role and process of the professional counselor advocating on behalf of the profession	<input type="radio"/>				
2.F.1.e. Uses appropriate advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	<input type="radio"/>				
2.F.1.k. Uses appropriate strategies for personal and professional self-evaluation and implications for practice	<input type="radio"/>				
2.F.1.l. Uses self-care strategies appropriate to the counselor role	<input type="radio"/>				
2.F.1.m. Demonstrates an understanding of the role of counseling supervision in the profession	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

# Appedix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

Comments:

## Social and Cultural Diversity:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.2.a. Demonstrates an understanding of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	<input type="radio"/>				
2.F.2.b. Demonstrates an understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	<input type="radio"/>				
2.F.2.c. Demonstrates multicultural counseling competencies	<input type="radio"/>				
2.F.2.d. Demonstrates an understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of other	<input type="radio"/>				
2.F.2.e. Demonstrates an understanding of the effects of power and privilege for counselors and clients	<input type="radio"/>				
2.F.2.f. Demonstrates an understanding of the help-seeking behaviors of diverse clients	<input type="radio"/>				
2.F.2.g. Demonstrates an understanding of the impact of spiritual beliefs on clients' and counselors' worldviews	<input type="radio"/>				

# Appendix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.2.h. Uses strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Human Growth and Development:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.3.a. Demonstrates an understanding of theories of individual and family development across the lifespan	<input type="radio"/>				
2.F.3.c. Demonstrates an understanding of theories of normal and abnormal personality development	<input type="radio"/>				
2.F.3.d. Demonstrates an understanding of theories and etiology of addictions and addictive behaviors	<input type="radio"/>				
2.F.3.e. Demonstrates an understanding biological, neurological, and physiological factors that affect human development, functioning, and behavior	<input type="radio"/>				

# Appendix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.3.f. Demonstrates an understanding of the systemic and environmental factors that affect human development, functioning, and behavior	<input type="radio"/>				
2.F.3.g. Demonstrates an understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan	<input type="radio"/>				
2.F.3.h. Demonstrates a general framework for understanding differing abilities and strategies for differentiated interventions	<input type="radio"/>				
2.F.3.i. Uses ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Career Development:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.4.a. Demonstrates an understanding of theories and models of career development, counseling, and decision making	<input type="radio"/>				

# Appedix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.4.b. Uses approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	<input type="radio"/>				
2.F.4.c. Uses processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	<input type="radio"/>				
2.F.4.d. Uses approaches for assessing the conditions of the work environment on clients' life experiences	<input type="radio"/>				
2.F.4.e. Uses strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	<input type="radio"/>				
2.F.4.f. Uses strategies for career development program planning, organization, implementation, administration, and evaluation	<input type="radio"/>				
2.F.4.g. Uses strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	<input type="radio"/>				
2.F.4.h. Uses strategies for facilitating client skill development for career, educational, and life-work planning and management	<input type="radio"/>				
2.F.4.i. Uses appropriate methods of identifying and using assessment tools and techniques relevant to career planning and decision making	<input type="radio"/>				
2.F.4.j. Uses ethical and culturally relevant strategies for addressing career development	<input type="radio"/>				

# Appedix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Counseling and Helping Relationships:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not applicable
2.F.5.b. Uses a systems approach to conceptualizing clients	<input type="radio"/>				
2.F.5.c. Demonstrates an understanding of theories, models, and strategies for understanding and practicing consultation	<input type="radio"/>				
2.F.5.d. Uses ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	<input type="radio"/>				
2.F.5.e. Demonstrates an understanding of the impact of technology on the counseling process	<input type="radio"/>				
2.F.5.f. Demonstrates an understanding of the counselor characteristics and behaviors that influence the counseling process	<input type="radio"/>				
2.F.5.g. Uses essential interviewing, counseling, and case conceptualization skills	<input type="radio"/>				
2.F.5.h. Uses developmentally relevant counseling treatment or intervention plans	<input type="radio"/>				
2.F.5.i. Uses development of measurable outcomes for clients	<input type="radio"/>				

# Appendix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not applicable
2.F.5.j. Uses evidence-based counseling strategies and techniques for prevention and intervention	<input type="radio"/>				
2.F.5.k. Uses strategies to promote client understanding of and access to a variety of community-based resources	<input type="radio"/>				
2.F.5.l. Demonstrates an understanding of suicide prevention models and strategies	<input type="radio"/>				
2.F.5.m. Uses crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Group Counseling:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.6.a. Demonstrates an understanding of the theoretical foundations of group counseling and group work	<input type="radio"/>				
2.F.6.b. Demonstrates an understanding of the dynamics associated with group process and development.	<input type="radio"/>				
2.F.6.c. Demonstrates an understanding of the therapeutic factors and how they contribute to group effectiveness	<input type="radio"/>				

# Appendix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.6.d. Demonstrates an understanding of the characteristics and functions of effective group leaders	<input type="radio"/>				
2.F.6.e. Uses approaches to group formation, including recruiting, screening, and selecting members	<input type="radio"/>				
2.F.6.f. Demonstrates an understanding of the types of groups and other considerations that affect conducting groups in varied settings	<input type="radio"/>				
2.F.6.h. Uses ethical and culturally relevant strategies for designing and facilitating groups	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Assessment and Testing:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.7.b. Uses appropriate methods of effectively preparing for and conducting initial assessment meetings	<input type="radio"/>				
2.F.7.c. Uses appropriate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	<input type="radio"/>				

# Appedix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.7.d. Uses appropriate procedures for identifying trauma and abuse and for reporting abuse	<input type="radio"/>				
2.F.7.e. Demonstrates appropriate use of assessments for diagnostic and intervention planning purposes	<input type="radio"/>				
2.F.7.i. Demonstrates appropriate use of assessments relevant to academic/educational, career, personal, and social development	<input type="radio"/>				
2.F.7.j. Demonstrates appropriate use of environmental assessments and systematic behavioral observations	<input type="radio"/>				
2.F.7.m. Uses ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Research and Evaluation:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
--	----------------	--------------	--------------	--------	----------------

# Appedix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.8.a. Demonstrates an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	<input type="radio"/>				
2.F.8.b. Identifies evidence-based counseling practices	<input type="radio"/>				
2.F.8.c. Appropriately uses needs assessments	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Foundations of Career Counseling:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.B.1.b. Demonstrates an understanding of emergent theories of career development and counseling	<input type="radio"/>				
5.B.1.c. Demonstrates an understanding of principles of career development and decision making over the lifespan	<input type="radio"/>				
5.B.1.d. Uses appropriate formal and informal career- and work-related tests and assessments	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

# Appedix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

Comments:

## Contextual Dimensions of Career Counseling:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.B.2.c. Demonstrates an understanding of the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues	<input type="radio"/>				
5.B.2.d. Demonstrates an understanding of factors that affect clients' attitudes toward work and their career decision-making processes	<input type="radio"/>				
5.B.2.e. Demonstrates an understanding of the impact of globalization on careers and the workplace	<input type="radio"/>				
5.B.2.f. Demonstrates an understanding of the implications of gender roles and responsibilities for employment, education, family, and leisure	<input type="radio"/>				
5.B.2.g. Demonstrates an understanding of education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations	<input type="radio"/>				

# Appedix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.B.2.h. Demonstrates an understanding of the resources available to assist clients in career planning, job search, and job creation	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Practice of Career Counseling

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.B.3.a. Conducts intake interviews and comprehensive career assessment	<input type="radio"/>				
5.B.3.b. Uses strategies to help clients develop skills needed to make life-work role transitions	<input type="radio"/>				
5.B.3.c. Uses approaches to help clients acquire a set of employability, job search, and job creation skills	<input type="radio"/>				
5.B.3.d. Uses strategies to assist clients in the appropriate use of technology for career information and planning	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

# Appendix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

Comments:

## Foundations of Mental Health Counseling

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
Appropriately uses psychological tests and assessments specific to clinical mental health counseling	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Contextual Dimensions of Mental Health Counseling

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.2.a. Demonstrates an understanding of roles and settings of clinical mental health counselors	<input type="radio"/>				

# Appedix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.2.f. Demonstrates an understanding of the impact of crisis and trauma on individuals.	<input type="radio"/>				
5.C.2.i. Demonstrates an understanding of cultural factors relevant to clinical mental health counseling	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Practice of Mental Health Counseling

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.3.b. Applies techniques and interventions for prevention and treatment of a broad range of mental health issues	<input type="radio"/>				
5.C.3.d. Uses strategies for interfacing with integrated behavioral health care professionals	<input type="radio"/>				
5.C.3.e. Uses strategies to advocate for persons with mental health issues	<input type="radio"/>				

# Appedix E. Career Counseling Formative Internship Evaluation

10/14/2020

Qualtrics Survey Software

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

Powered by Qualtrics

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

FLORIDA STATE UNIVERSITY

## Default Question Block

According to the Council of Accreditation for Counseling and Related Programs, a "summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistent with a professional standard." In the Internship course, SDS 5820, Career Counseling and Clinical Mental Health Counseling candidates will be assessed by the site supervisor using the Summative Final Internship Evaluation.

Candidates must receive a minimum score of "Target" on at least 10 criteria and no less than 6 scores of "Developing 2" on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a "Developing 2" or any scores of "Unsatisfactory", feedback must be provided for each criteria that provides specific evidence and recommendations for improvement.

**Please rate candidate on each criteria using the following rubric:**

**Unsatisfactory** – The candidate does not demonstrate this knowledge or skill.

**Developing 1** - The candidate inadequately demonstrates this knowledge or skill.

**Developing 2** - The candidate moderately demonstrates this knowledge or skill.

**Target** - The candidate adequately demonstrates this knowledge or skill.

**Not applicable** - The candidate did not have the opportunity to demonstrate this skill.

### Professional Counseling Ethics and Orientation:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.1.b. Demonstrates an understanding of the multiple professional roles and functions of counselors across specialty areas	<input type="radio"/>				
2.F.1.b. Demonstrates an understanding of counselor's relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	<input type="radio"/>				

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.1.c. Demonstrates an understanding of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	<input type="radio"/>				
2.F.1.d. Demonstrates an understanding of the role and process of the professional counselor advocating on behalf of the profession	<input type="radio"/>				
2.F.1.e. Uses appropriate advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	<input type="radio"/>				
2.F.1.k. Uses appropriate strategies for personal and professional self-evaluation and implications for practice	<input type="radio"/>				
2.F.1.l. Uses self-care strategies appropriate to the counselor role	<input type="radio"/>				
2.F.1.m. Demonstrates an understanding of the role of counseling supervision in the profession	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

## Social and Cultural Diversity:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.2.a. Demonstrates an understanding of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	<input type="radio"/>				
2.F.2.b. Demonstrates an understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	<input type="radio"/>				
2.F.2.c. Demonstrates multicultural counseling competencies	<input type="radio"/>				
2.F.2.d. Demonstrates an understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of other	<input type="radio"/>				
2.F.2.e. Demonstrates an understanding of the effects of power and privilege for counselors and clients	<input type="radio"/>				
2.F.2.f. Demonstrates an understanding of the help-seeking behaviors of diverse clients	<input type="radio"/>				
2.F.2.g. Demonstrates an understanding of the impact of spiritual beliefs on clients' and counselors' worldviews	<input type="radio"/>				
2.F.2.h. Uses strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	<input type="radio"/>				

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Human Growth and Development:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.3.a. Demonstrates an understanding of theories of individual and family development across the lifespan	<input type="radio"/>				
2.F.3.c. Demonstrates an understanding of theories of normal and abnormal personality development	<input type="radio"/>				
2.F.3.d. Demonstrates an understanding of theories and etiology of addictions and addictive behaviors	<input type="radio"/>				
2.F.3.e. Demonstrates an understanding biological, neurological, and physiological factors that affect human development, functioning, and behavior	<input type="radio"/>				
2.F.3.f. Demonstrates an understanding of the systemic and environmental factors that affect human development, functioning, and behavior	<input type="radio"/>				
2.F.3.g. Demonstrates an understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan	<input type="radio"/>				

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.3.h. Demonstrates a general framework for understanding differing abilities and strategies for differentiated interventions	<input type="radio"/>				
2.F.3.i. Uses ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Career Development:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.4.a. Demonstrates an understanding of theories and models of career development, counseling, and decision making	<input type="radio"/>				
2.F.4.b. Uses approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	<input type="radio"/>				
2.F.4.c. Uses processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems	<input type="radio"/>				

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.4.d. Uses approaches for assessing the conditions of the work environment on clients' life experiences	<input type="radio"/>				
2.F.4.e. Uses strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	<input type="radio"/>				
2.F.4.f. Uses strategies for career development program planning, organization, implementation, administration, and evaluation	<input type="radio"/>				
2.F.4.g. Uses strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy	<input type="radio"/>				
2.F.4.h. Uses strategies for facilitating client skill development for career, educational, and life-work planning and management	<input type="radio"/>				
2.F.4.i. Uses appropriate methods of identifying and using assessment tools and techniques relevant to career planning and decision making	<input type="radio"/>				
2.F.4.j. Uses ethical and culturally relevant strategies for addressing career development	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

## Counseling and Helping Relationships:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not applicable
2.F.5.b. Uses a systems approach to conceptualizing clients	<input type="radio"/>				
2.F.5.c. Demonstrates an understanding of theories, models, and strategies for understanding and practicing consultation	<input type="radio"/>				
2.F.5.d. Uses ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	<input type="radio"/>				
2.F.5.e. Demonstrates an understanding of the impact of technology on the counseling process	<input type="radio"/>				
2.F.5.f. Demonstrates an understanding of the counselor characteristics and behaviors that influence the counseling process	<input type="radio"/>				
2.F.5.g. Uses essential interviewing, counseling, and case conceptualization skills	<input type="radio"/>				
2.F.5.h. Uses developmentally relevant counseling treatment or intervention plans	<input type="radio"/>				
2.F.5.i. Uses development of measurable outcomes for clients	<input type="radio"/>				
2.F.5.j. Uses evidence-based counseling strategies and techniques for prevention and intervention	<input type="radio"/>				
2.F.5.k. Uses strategies to promote client understanding of and access to a variety of community-based resources	<input type="radio"/>				
2.F.5.l. Demonstrates an understanding of suicide prevention models and strategies	<input type="radio"/>				

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not applicable
2.F.5.m. Uses crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Group Counseling:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.6.a. Demonstrates an understanding of the theoretical foundations of group counseling and group work	<input type="radio"/>				
2.F.6.b. Demonstrates an understanding of the dynamics associated with group process and development.	<input type="radio"/>				
2.F.6.c. Demonstrates an understanding of the therapeutic factors and how they contribute to group effectiveness	<input type="radio"/>				
2.F.6.d. Demonstrates an understanding of the characteristics and functions of effective group leaders	<input type="radio"/>				
2.F.6.e. Uses approaches to group formation, including recruiting, screening, and selecting members	<input type="radio"/>				

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.6.f. Demonstrates an understanding of the types of groups and other considerations that affect conducting groups in varied settings	<input type="radio"/>				
2.F.6.h. Uses ethical and culturally relevant strategies for designing and facilitating groups	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Assessment and Testing:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.7.b. Uses appropriate methods of effectively preparing for and conducting initial assessment meetings	<input type="radio"/>				
2.F.7.c. Uses appropriate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	<input type="radio"/>				
2.F.7.d. Uses appropriate procedures for identifying trauma and abuse and for reporting abuse	<input type="radio"/>				
2.F.7.e. Demonstrates appropriate use of assessments for diagnostic and intervention planning purposes	<input type="radio"/>				

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.7.i. Demonstrates appropriate use of assessments relevant to academic/educational, career, personal, and social development	<input type="radio"/>				
2.F.7.j. Demonstrates appropriate use of environmental assessments and systematic behavioral observations	<input type="radio"/>				
2.F.7.m. Uses ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Research and Evaluation:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.8.a. Demonstrates an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	<input type="radio"/>				
2.F.8.b. Identifies evidence-based counseling practices	<input type="radio"/>				
2.F.8.c. Appropriately uses needs assessments	<input type="radio"/>				

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Foundations of Career Counseling:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.B.1.b. Demonstrates an understanding of emergent theories of career development and counseling	<input type="radio"/>				
5.B.1.c. Demonstrates an understanding of principles of career development and decision making over the lifespan	<input type="radio"/>				
5.B.1.d. Uses appropriate formal and informal career- and work-related tests and assessments	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Contextual Dimensions of Career Counseling:

The candidate demonstrates the following knowledge and/or skills in internship.

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.B.2.c. Demonstrates an understanding of the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues	<input type="radio"/>				
5.B.2.d. Demonstrates an understanding of factors that affect clients' attitudes toward work and their career decision-making processes	<input type="radio"/>				
5.B.2.e. Demonstrates an understanding of the impact of globalization on careers and the workplace	<input type="radio"/>				
5.B.2.f. Demonstrates an understanding of the implications of gender roles and responsibilities for employment, education, family, and leisure	<input type="radio"/>				
5.B.2.g. Demonstrates an understanding of education, training, employment trends, and labor market information and resources that provide information about job tasks, functions, salaries, requirements, and future outlooks related to broad occupational fields and individual occupations	<input type="radio"/>				
5.B.2.h. Demonstrates an understanding of the resources available to assist clients in career planning, job search, and job creation	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

## Practice of Career Counseling

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.B.3.a. Conducts intake interviews and comprehensive career assessment	<input type="radio"/>				
5.B.3.b. Uses strategies to help clients develop skills needed to make life-work role transitions	<input type="radio"/>				
5.B.3.c. Uses approaches to help clients acquire a set of employability, job search, and job creation skills	<input type="radio"/>				
5.B.3.d. Uses strategies to assist clients in the appropriate use of technology for career information and planning	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Foundations of Mental Health Counseling

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
--	----------------	--------------	--------------	--------	----------------

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
Appropriately uses psychological tests and assessments specific to clinical mental health counseling	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Contextual Dimensions of Mental Health Counseling

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.2.a. Demonstrates an understanding of roles and settings of clinical mental health counselors	<input type="radio"/>				
5.C.2.f. Demonstrates an understanding of the impact of crisis and trauma on individuals.	<input type="radio"/>				
5.C.2.i. Demonstrates an understanding of cultural factors relevant to clinical mental health counseling	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

Comments:

## Practice of Mental Health Counseling

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.3.b. Applies techniques and interventions for prevention and treatment of a broad range of mental health issues	<input type="radio"/>				
5.C.3.d. Uses strategies for interfacing with integrated behavioral health care professionals	<input type="radio"/>				
5.C.3.e. Uses strategies to advocate for persons with mental health issues	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

# Appendix F. Career Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

Powered by Qualtrics

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software

FLORIDA STATE UNIVERSITY

---

## Default Question Block

According to the Council of Accreditation for Counseling and Related Programs, a formative evaluation should be used to “examine the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions.” In the Internship course, SDS 5820, Clinical Mental Health Counseling candidates will be assessed by the site supervisor using the **Formative Final Internship Evaluation**.

Candidates must receive a minimum score of “**Developing 2**” on all criteria in order to receive a grade of Satisfactory in the course. If a candidate has any scores below “**Developing 1**”, feedback must be provided for each criteria that provides specific evidence and recommendations for improvement.

### Please rate candidate on each criteria using the following rubric:

- Unsatisfactory** – The candidate does not demonstrate this knowledge or skill.
- Developing 1** - The candidate inadequately demonstrates this knowledge or skill.
- Developing 2** - The candidate moderately demonstrates this knowledge or skill.
- Target** - The candidate adequately demonstrates this knowledge or skill.
- Not applicable** - The candidate did not have the opportunity to demonstrate this skill.

Please enter first and last name of the site supervisor(s) completing this evaluation.

Please enter the first and last name of the Clinical Mental Health Counseling student being evaluated (only one student per evaluation).

### Professional Counseling Ethics and Orientation:

The candidate demonstrates the following knowledge and/or skills in internship.

	Developing	Developing		Not
Unsatisfactory	1	2	Target	Applicable

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.1.b. Demonstrates an understanding of the multiple professional roles and functions of counselors across specialty areas	<input type="radio"/>				
2.F.1.b Demonstrates an understanding of counselor's relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	<input type="radio"/>				
2.F.1.c. Demonstrates an understanding of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	<input type="radio"/>				
2.F.1.d. Demonstrates an understanding of the role and process of the professional counselor advocating on behalf of the profession	<input type="radio"/>				
2.F.1.e. Uses appropriate advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	<input type="radio"/>				
2.F.1.k. Uses appropriate strategies for personal and professional self-evaluation and implications for practice	<input type="radio"/>				
2.F.1.l. Uses self-care strategies appropriate to the counselor role	<input type="radio"/>				
2.F.1.m. Demonstrates an understanding of the role of counseling supervision in the profession	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software

Comments:

## Social and Cultural Diversity:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.2.a. Demonstrates an understanding of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	<input type="radio"/>				
2.F.2.b. Demonstrates an understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	<input type="radio"/>				
2.F.2.c. Demonstrates multicultural counseling competencies	<input type="radio"/>				
2.F.2.d. Demonstrates an understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of other	<input type="radio"/>				
2.F.2.e. Demonstrates an understanding of the effects of power and privilege for counselors and clients	<input type="radio"/>				
2.F.2.f. Demonstrates an understanding of the help-seeking behaviors of diverse clients	<input type="radio"/>				

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.2.g. Demonstrates an understanding of the impact of spiritual beliefs on clients' and counselors' worldviews	<input type="radio"/>				
2.F.2.h. Uses strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Human Growth and Development:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.3.a Demonstrates an understanding of theories of individual and family development across the lifespan	<input type="radio"/>				
2.F.3.c. Demonstrates an understanding of theories of normal and abnormal personality development	<input type="radio"/>				
2.F.3.d. Demonstrates an understanding of theories and etiology of addictions and addictive behaviors	<input type="radio"/>				
2.F.3.e. Demonstrates an understanding biological, neurological, and physiological factors that affect human development, functioning, and behavior	<input type="radio"/>				

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.3.f. Demonstrates an understanding of the systemic and environmental factors that affect human development, functioning, and behavior	<input type="radio"/>				
2.F.3.g. Demonstrates an understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan	<input type="radio"/>				
2.F.3.h. Demonstrates a general framework for understanding differing abilities and strategies for differentiated interventions	<input type="radio"/>				
2.F.3.i. Uses ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Career Development:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.4.b. Uses approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	<input type="radio"/>				

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.4.d. Uses approaches for assessing the conditions of the work environment on clients' life experiences	<input type="radio"/>				
2.F.4.e. Uses strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	<input type="radio"/>				
2.F.4.i. Uses appropriate methods of identifying and using assessment tools and techniques relevant to career planning and decision making	<input type="radio"/>				
2.F.4.j. Uses ethical and culturally relevant strategies for addressing career development	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Counseling and Helping Relationships:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not applicable
2.F.5.b. Uses a systems approach to conceptualizing clients	<input type="radio"/>				
2.F.5.c. Demonstrates an understanding of theories, models, and strategies for understanding and practicing consultation	<input type="radio"/>				

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not applicable
2.F.5.d. Uses ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	<input type="radio"/>				
2.F.5.e. Demonstrates an understanding of the impact of technology on the counseling process	<input type="radio"/>				
2.F.5.f. Demonstrates an understanding of the counselor characteristics and behaviors that influence the counseling process	<input type="radio"/>				
2.F.5.g. Uses essential interviewing, counseling, and case conceptualization skills	<input type="radio"/>				
2.F.5.h. Uses developmentally relevant counseling treatment or intervention plans	<input type="radio"/>				
2.F.5.i. Uses development of measurable outcomes for clients	<input type="radio"/>				
2.F.5.j. Uses evidence-based counseling strategies and techniques for prevention and intervention	<input type="radio"/>				
2.F.5.k. Uses strategies to promote client understanding of and access to a variety of community-based resources	<input type="radio"/>				
2.F.5.l. Demonstrates an understanding of suicide prevention models and strategies	<input type="radio"/>				
2.F.5.m. Uses crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software

## Group Counseling:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.6.a. Demonstrates an understanding of the theoretical foundations of group counseling and group work	<input type="radio"/>				
2.F.6.b. Demonstrates an understanding of the dynamics associated with group process and development	<input type="radio"/>				
2.F.6.c. Demonstrates an understanding of the therapeutic factors and how they contribute to group effectiveness	<input type="radio"/>				
2.F.6.d. Demonstrates an understanding of the characteristics and functions of effective group leaders	<input type="radio"/>				
2.F.6.e. Uses approaches to group formation, including recruiting, screening, and selecting members	<input type="radio"/>				
2.F.6.f. Demonstrates an understanding of the types of groups and other considerations that affect conducting groups in varied settings	<input type="radio"/>				
2.F.6.g. Uses ethical and culturally relevant strategies for designing and facilitating groups	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software

## Assessment and Testing:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.7.b. Uses appropriate methods of effectively preparing for and conducting initial assessment meetings	<input type="radio"/>				
2.F.7.c. Uses appropriate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	<input type="radio"/>				
2.F.7.d. Uses appropriate procedures for identifying trauma and abuse and for reporting abuse	<input type="radio"/>				
2.F.7.e. Demonstrates appropriate use of assessments for diagnostic and intervention planning purposes	<input type="radio"/>				
2.F.7.i. Demonstrates appropriate use of assessments relevant to academic/educational, career, personal, and social development	<input type="radio"/>				
2.F.7.j. Demonstrates appropriate use of environmental assessments and systematic behavioral observations	<input type="radio"/>				
2.F.7.m. Uses ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software

## Research and Evaluation:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.8.a. Demonstrates an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	<input type="radio"/>				
2.F.8.b. Identifies evidence-based counseling practices	<input type="radio"/>				
2.F.8.c. Appropriately uses needs assessments	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Foundations of Clinical Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.1.a. Demonstrates an understanding of theories and models related to clinical mental health counseling	<input type="radio"/>				
5.C.1.b. Demonstrates an understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	<input type="radio"/>				

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.1.c. Demnstrates an understanding of neurobiological and medical foundation and etiology of addiction and co-occurring disorders	<input type="radio"/>				
5.C.1.d. Uses appropriate psychological tests and assessments specific to clinical mental health counseling	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Contextual Dimensions of Clinical Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.2.a. Demonstrates an understanding of roles and settings of clinical mental health counselors	<input type="radio"/>				
5.C.2.b Demonstrates an understanding of etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	<input type="radio"/>				

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.2.c. Demonstrates an understanding of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	<input type="radio"/>				
5.C.2.d. Demonstrates an understanding of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	<input type="radio"/>				
5.C.2.e. Demonstrates the understanding that potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	<input type="radio"/>				
5.C.2.f. Demonstrates an understanding of the impact of crisis and trauma on individuals with mental health diagnoses	<input type="radio"/>				
5.C.2.g. Demonstrates an understanding of the impact of biological and neurological mechanisms on mental health	<input type="radio"/>				
5.C.2.i. Demonstrates an understanding of the cultural factors relevant to clinical mental health counseling	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software

Comments:

## Practice of Clinical Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.3.a. Conducts intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and psychological assessments for treatment planning and caseload management	<input type="radio"/>				
5.C.3.b. Uses techniques and interventions for prevention and treatment of a broad range of mental health issues	<input type="radio"/>				
5.C.3.c. Uses strategies for interfacing with integrated behavioral health care professionals	<input type="radio"/>				
5.C.3.d. Uses strategies to advocate for persons with mental health issues	<input type="radio"/>				
5.C.3.e. Uses strategies to advocate for persons with mental health issues	<input type="radio"/>				

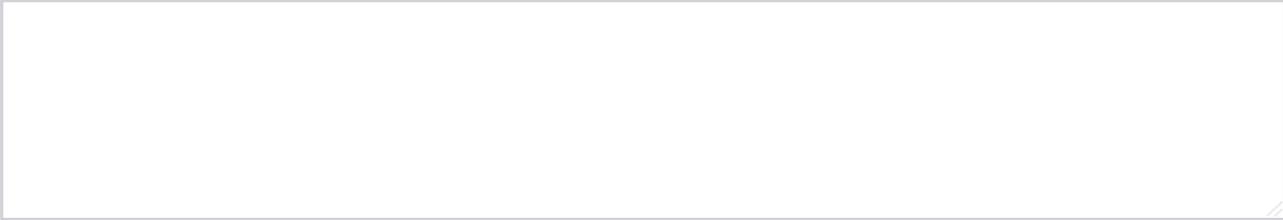
Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

# Appendix G. Mental Health Formative Internship Evaluation

10/16/2020

Qualtrics Survey Software



Powered by Qualtrics

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

FLORIDA STATE UNIVERSITY

## Default Question Block

According to the Council of Accreditation for Counseling and Related Programs, a "summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistent with a professional standard." In the Internship course, SDS 5820, Career Counseling and Clinical Mental Health Counseling candidates will be assessed by the site supervisor using the Summative Final Internship Evaluation.

Candidates must receive a minimum score of "Target" on at least 10 criteria and no less than 6 scores of "Developing 2" on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a "Developing 2" or any scores of "Unsatisfactory", feedback must be provided for each criteria that provides specific evidence and recommendations for improvement.

### Please rate candidate on each criteria using the following rubric:

**Unsatisfactory** – The candidate does not demonstrate this knowledge or skill.

**Developing 1** - The candidate inadequately demonstrates this knowledge or skill.

**Developing 2** - The candidate moderately demonstrates this knowledge or skill.

**Target** - The candidate adequately demonstrates this knowledge or skill.

**Not applicable** - The candidate did not have the opportunity to demonstrate this skill.

### Professional Counseling Ethics and Orientation:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.1.b. Demonstrates an understanding of the multiple professional roles and functions of counselors across specialty areas	<input type="radio"/>				
2.F.1.b Demonstrates an understanding of counselor's relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	<input type="radio"/>				

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.1.c. Demonstrates an understanding of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	<input type="radio"/>				
2.F.1.d. Demonstrates an understanding of the role and process of the professional counselor advocating on behalf of the profession	<input type="radio"/>				
2.F.1.e. Uses appropriate advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	<input type="radio"/>				
2.F.1.k. Uses appropriate strategies for personal and professional self-evaluation and implications for practice	<input type="radio"/>				
2.F.1.l. Uses self-care strategies appropriate to the counselor role	<input type="radio"/>				
2.F.1.m. Demonstrates an understanding of the role of counseling supervision in the profession	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

## Social and Cultural Diversity:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.2.a. Demonstrates an understanding of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	<input type="radio"/>				
2.F.2.b. Demonstrates an understanding of theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	<input type="radio"/>				
2.F.2.c. Demonstrates multicultural counseling competencies	<input type="radio"/>				
2.F.2.d. Demonstrates an understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of other	<input type="radio"/>				
2.F.2.e. Demonstrates an understanding of the effects of power and privilege for counselors and clients	<input type="radio"/>				
2.F.2.f. Demonstrates an understanding of the help-seeking behaviors of diverse clients	<input type="radio"/>				
2.F.2.g. Demonstrates an understanding of the impact of spiritual beliefs on clients' and counselors' worldviews	<input type="radio"/>				
2.F.2.h. Uses strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	<input type="radio"/>				

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Human Growth and Development:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.3.a Demonstrates an understanding of theories of individual and family development across the lifespan	<input type="radio"/>				
2.F.3.c. Demonstrates an understanding of theories of normal and abnormal personality development	<input type="radio"/>				
2.F.3.d. Demonstrates an understanding of theories and etiology of addictions and addictive behaviors	<input type="radio"/>				
2.F.3.e. Demonstrates an understanding biological, neurological, and physiological factors that affect human development, functioning, and behavior	<input type="radio"/>				
2.F.3.f. Demonstrates an understanding of the systemic and environmental factors that affect human development, functioning, and behavior	<input type="radio"/>				
2.F.3.g. Demonstrates an understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan	<input type="radio"/>				

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.3.h. Demonstrates a general framework for understanding differing abilities and strategies for differentiated interventions	<input type="radio"/>				
2.F.3.i Uses ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Career Development:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.4.b Uses approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	<input type="radio"/>				
2.F.4.d. Uses approaches for assessing the conditions of the work environment on clients' life experiences	<input type="radio"/>				
2.F.4.e. Uses strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	<input type="radio"/>				

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.4.i. Uses appropriate methods of identifying and using assessment tools and techniques relevant to career planning and decision making	<input type="radio"/>				
2.F.4.j. Uses ethical and culturally relevant strategies for addressing career development	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Counseling and Helping Relationships:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not applicable
2.F.5.b. Uses a systems approach to conceptualizing clients	<input type="radio"/>				
2.F.5.c. Demonstrates an understanding of theories, models, and strategies for understanding and practicing consultation	<input type="radio"/>				
2.F.5.d. Uses ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	<input type="radio"/>				
2.F.5.e. Demonstrates an understanding of the impact of technology on the counseling process	<input type="radio"/>				

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not applicable
2.F.5.f. Demonstrates an understanding of the counselor characteristics and behaviors that influence the counseling process	<input type="radio"/>				
2.F.5.g. Uses essential interviewing, counseling, and case conceptualization skills	<input type="radio"/>				
2.F.5.h. Uses developmentally relevant counseling treatment or intervention plans	<input type="radio"/>				
2.F.5.i. Uses development of measurable outcomes for clients	<input type="radio"/>				
2.F.5.j. Uses evidence-based counseling strategies and techniques for prevention and intervention	<input type="radio"/>				
2.F.5.k. Uses strategies to promote client understanding of and access to a variety of community-based resources	<input type="radio"/>				
2.F.5.l. Demonstrates an understanding of suicide prevention models and strategies	<input type="radio"/>				
2.F.5.m. Uses crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Group Counseling:

The candidate demonstrates the following knowledge and/or skills in internship.

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.6.a. Demonstrates an understanding of the theoretical foundations of group counseling and group work	<input type="radio"/>				
2.F.6.b. Demonstrates an understanding of the dynamics associated with group process and development	<input type="radio"/>				
2.F.6.c. Demonstrates an understanding of the therapeutic factors and how they contribute to group effectiveness	<input type="radio"/>				
2.F.6.d. Demonstrates an understanding of the characteristics and functions of effective group leaders	<input type="radio"/>				
2.F.6.e. Uses approaches to group formation, including recruiting, screening, and selecting members	<input type="radio"/>				
2.F.6.f. Demonstrates an understanding of the types of groups and other considerations that affect conducting groups in varied settings	<input type="radio"/>				
2.F.6.g. Uses ethical and culturally relevant strategies for designing and facilitating groups	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Assessment and Testing:

The candidate demonstrates the following knowledge and/or skills in internship.

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.7.b. Uses appropriate methods of effectively preparing for and conducting initial assessment meetings	<input type="radio"/>				
2.F.7.c. Uses appropriate procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	<input type="radio"/>				
2.F.7.d. Uses appropriate procedures for identifying trauma and abuse and for reporting abuse	<input type="radio"/>				
2.F.7.e. Demonstrates appropriate use of assessments for diagnostic and intervention planning purposes	<input type="radio"/>				
2.F.7.i. Demonstrates appropriate use of assessments relevant to academic/educational, career, personal, and social development	<input type="radio"/>				
2.F.7.j. Demonstrates appropriate use of environmental assessments and systematic behavioral observations	<input type="radio"/>				
2.F.7.m. Uses ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

### Research and Evaluation:

The candidate demonstrates the following knowledge and/or skills in internship.

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
2.F.8.a. Demonstrates an understanding of the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	<input type="radio"/>				
2.F.8.b. Identifies evidence-based counseling practices	<input type="radio"/>				
2.F.8.c. Appropriately uses needs assessments	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Foundations of Clinical Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.1.a. Demonstrates an understanding of theories and models related to clinical mental health counseling	<input type="radio"/>				
5.C.1.b. Demonstrates an understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	<input type="radio"/>				
5.C.1.c. Demnstrates an understanding of neurobiological and medical foundation and etiology of addiction and co-occurring disorders	<input type="radio"/>				

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.1.d. Uses appropriate psychological tests and assessments specific to clinical mental health counseling	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

## Contextual Dimensions of Clinical Mental Health Counseling:

The candidate demonstrates the following knowledge and/or skills in internship.

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.2.a. Demonstrates an understanding of roles and settings of clinical mental health counselors	<input type="radio"/>				
5.C.2.b. Demonstrates an understanding of etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	<input type="radio"/>				
5.C.2.c. Demonstrates an understanding of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	<input type="radio"/>				

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.2.d. Demonstrates an understanding of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	<input type="radio"/>				
5.C.2.e. Demonstrates the understanding that potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	<input type="radio"/>				
5.C.2.f. Demonstrates an understanding of the impact of crisis and trauma on individuals with mental health diagnoses	<input type="radio"/>				
5.C.2.g. Demonstrates an understanding of the impact of biological and neurological mechanisms on mental health	<input type="radio"/>				
5.C.2.i. Demonstrates an understanding of the cultural factors relevant to clinical mental health counseling	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

**Practice of Clinical Mental Health Counseling:**

The candidate demonstrates the following knowledge and/or skills in internship.

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

	Unsatisfactory	Developing 1	Developing 2	Target	Not Applicable
5.C.3.a. Conducts intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and psychological assessments for treatment planning and caseload management	<input type="radio"/>				
5.C.3.b. Uses techniques and interventions for prevention and treatment of a broad range of mental health issues	<input type="radio"/>				
5.C.3.c. Uses strategies for interfacing with integrated behavioral health care professionals	<input type="radio"/>				
5.C.3.d. Uses strategies to advocate for persons with mental health issues	<input type="radio"/>				
5.C.3.e. Uses strategies to advocate for persons with mental health issues	<input type="radio"/>				

Specific evidence and recommendations for improvement for all scores of Developing 1 and/or Unsatisfactory:

Comments:

# Appendix H. Mental Health Counseling Summative Internship Evaluation

10/16/2020

Qualtrics Survey Software

Powered by Qualtrics

## **Appendix I. Syllabus Statement for Formative Internship Evaluation and Summative Internship Evaluation**

### ***Syllabus Statement for Formative Final Internship Evaluations***

According to the Council of Accreditation for Counseling and Related Programs, a formative evaluation should be used to “examine the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions.” In the Internship course, SDS 5820, Career Counseling and Mental Health Counseling candidates will be assessed by the site supervisor using the Formative Midterm Internship Evaluation.

Candidates must receive a minimum score of “Developing 2” on at least 10 criteria and no less than 6 scores of "Developing 1" on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a "Developing 1" or any scores of "Unsatisfactory", feedback must be provided for each criteria that provides specific evidence and recommendations for improvement. If a candidate receives an “Unsatisfactory” in the course, a remediation plan will be created based on the feedback and recommendations for improvement.

### ***Syllabus Statement for Summative Internship Evaluations***

According to the Council of Accreditation for Counseling and Related Programs, a "summative evaluation focuses on outcomes and is used to assess whether desired learning goals are achieved consistent with a professional standard." In the Internship course, SDS 5820, Career Counseling and Clinical Mental Health Counseling candidates will be assessed by the site supervisor using the Summative Final Internship Evaluation.

Candidates must receive a minimum score of “Target” on at least 10 criteria and no less than 6 scores of "Developing 2" on all other criteria in order to receive a grade of Satisfactory in the course. If a candidate has more than 6 criteria below a "Developing 2" or any scores of "Unsatisfactory", feedback must be provided for each criteria that provides specific evidence and recommendations for improvement.

# Appendix J. Counselor Education Professional Dispositions Evaluation

9/20/2020

Qualtrics Survey Software

FLORIDA STATE UNIVERSITY

---

## Default Question Block

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) (2015) requires assessment of student professional dispositions throughout the counseling program. According to the American Counseling Association (ACA) Code of Ethics (2014), counselor educators clearly state expected competency levels, appraisal methods, and timing of evaluations, and provide ongoing feedback during the training program (ACA, 2014).

Additionally, as gatekeepers of the field, counselor educators and supervisors acknowledge student limitations that may impede performance and recommend dismissal or remediation as needed (ACA, 2014).

Florida State University's Counselor Education programs assess dispositions during admissions, coursework, and internship. Dispositions will be evaluated each semester by all program faculty. Faculty determine final disposition scores based on discussions. Students must demonstrate all dispositions at **Developing 2** or **Target** throughout the program.

If any student receives a score of **Unsatisfactory** or **Developing 1**, a formal advising session will be scheduled by the beginning of the following semester to review the disposition evaluation data and comments. A remediation plan must be completed and documented in the student's file in OASIS. If the plan is not successfully met or if a student receives a score of **Unsatisfactory** or **Developing 1**, the program will review the disposition evaluation and determine if the student might be placed on a unit-level improvement plan, counseled out of the program, or denied clearance for internship.

### Rubric for Dispositions

1. **Unsatisfactory** – The candidate does not demonstrate this disposition.
2. **Developing 1** – The candidate rarely demonstrates this disposition.
3. **Developing 2** – The candidate usually demonstrates this disposition.
4. **Target** – The candidate consistently demonstrates this disposition.
5. **Not applicable** – The candidate was not given the opportunity to demonstrate this disposition.

Please select the student:

## Appendix J. Counselor Education Professional Dispositions Evaluation

9/20/2020

Qualtrics Survey Software

Click to write the question text

	Target	Developing 2	Developing 1	Unsatisfactory	Not Applicable
Demonstrates professional and ethical practice and sound decision making and judgement	<input type="radio"/>				
Respects privacy and confidentiality of others and maintains personal and professional boundaries	<input type="radio"/>				
Understands and adheres to procedures and policies of department / program and agency locations	<input type="radio"/>				
Completes all record keeping, tasks, and assignments in comprehensive and timely fashion	<input type="radio"/>				
Demonstrates professional verbal and non-verbal communication (e.g. email, Canvas, social media, etc.)	<input type="radio"/>				
Recognizes, respects, and appreciates cultural diversity without imposing personal views and values	<input type="radio"/>				
Demonstrates active engagement in learning, development, and reflective practices to maximize progress	<input type="radio"/>				
Demonstrates ability to accept and apply constructive feedback in an appropriate manner	<input type="radio"/>				
Demonstrates self-regulation, emotional stability, and self-control in relationship with others	<input type="radio"/>				
Demonstrates appropriate interpersonal skills and relates to others in a positive manner	<input type="radio"/>				
Displays adaptability and openness to changing or unexpected circumstances and new events	<input type="radio"/>				
Prepared, punctual, and professionally dressed for class and agency work	<input type="radio"/>				

Comments:

# Appendix J. Counselor Education Professional Dispositions Evaluation

9/20/2020

Qualtrics Survey Software

Faculty Signature:

✕ **SIGN HERE**

---

clear

Student Signature

✕ **SIGN HERE**

---

clear

Powered by Qualtrics

## **Appendix K. Career Counseling Comprehensive Portfolio**

### **Standards Assessed**

#### **2.F.4 Career Development**

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- j. ethical and culturally relevant strategies for addressing career development

#### **5.B.1 Foundations of Career Counseling**

- b. emergent theories of career development and counseling
- c. principles of career development and decision making over the lifespan
- d. formal and informal career- and work-related tests and assessments

#### **5.B.2 Contextual Dimensions of Career Counseling**

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- j. legal and ethical considerations specific to career counseling

### **Minimum Performance Expectations**

Performance Expectations for Comprehensive Portfolio are outlined below:

- Candidates must score at Target on 80% percent of all LiveText rubric criteria
- No criteria scored at Developing 1 or Unsatisfactory on any LiveText rubric criteria

Candidates that have any scores of Developing 1 or Unsatisfactory or more than 20% of scores at Developing 2 are remediated during the semester. For those that do not meet performance expectations by the end of the semester, they will be given a grade of Incomplete and given until the 7th week of the following semester to meet performance expectations. If performance expectations are not met by the end of the course, a grade of F will be given.

**Comprehensive Question #1**

Explore, in a comprehensive manner, how career counseling is vital across the lifespan and the similarities/differences in providing services to individuals in varying age groups. Explain the varying constraints, complexities, and needs/wants that might present and need to be met in order to effectively work with people who are in different areas of their life and career and why this impacts the goals of career counseling. A minimum of 5 pages are required for this question.

**Task and LiveText Rubrics**

Rubric Type	Required Areas	Unsatisfactory	Developing 1	Developing 2	Target
<b>Task Rubric</b>	<p><i>CACREP 2.F.4.a</i> theories and models of career development, counseling, and decision making</p> <p><i>CACREP 5.B.1 c.</i> Principles of career development and decision making over the lifespan</p>	Does not explain vital roles of career development and career counseling across the lifespan of individual.	Inadequately explains vital roles of career development and career counseling across the lifespan of individual.	Moderately explains vital roles of career development and career counseling across the lifespan of individual.	Adequately explains vital roles of career development and career counseling across the lifespan of individual.
<b>LiveText Rubric</b>	<p><i>CACREP 2.F.4.a</i> The candidate adequately explains theories and models of career development, counseling, and decision making</p>	The candidate does not explain theories and models of career development, counseling, and decision making	The candidate inadequately explains theories and models of career development, counseling, and decision making	The candidate moderately explains theories and models of career development, counseling, and decision making	The candidate adequately explains theories and models of career development, counseling, and decision making
	<p><i>CACREP 5.B.1 c.</i> The candidate adequately explains principles of career development and decision making over the lifespan.</p>	The candidate does not explain principles of career development and decision making over the lifespan.	The candidate inadequately explains principles of career development and decision making over the lifespan.	The candidate moderately explains principles of career development and decision making over the lifespan.	The candidate adequately explains principles of career development and decision making over the lifespan.
<b>Task Rubric</b>	<p><i>CACREP 2.F.4.b</i> approaches for conceptualizing the interrelationships among and between work, mental well-</p>	Does not explain the similarities/differences in providing services to individuals in	Inadequately explains the similarities/differences in providing services to individuals in	Moderately explains the similarities/differences in providing services to individuals in	Adequately explains the similarities/differences in providing services to

	being, relationships, and other life roles and factors	varying age groups by considering their similar and different life roles.	varying age groups by considering their similar and different life roles.	varying age groups by considering their similar and different life roles.	individuals in varying age groups by considering their similar and different life roles.
<b>LiveText Rubric</b>	<b>CACREP 2.F.4.b</b> The candidate adequately explains approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	The candidate does not explain approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	The candidate inadequately explains approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	The candidate moderately explains approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	The candidate adequately explains approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
<b>Task Rubric</b>	<b>CACREP 2.F.4.d.</b> approaches for assessing the conditions of the work environment on clients' life experiences <b>CACREP 2.F.4.e.</b> strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	Does not explain how approaches for assessing individuals' varying constraints, complexities, abilities, values, and other factors that might contribute to their life and career development.	Inadequately explains approaches for assessing individuals' varying constraints, complexities, abilities, values, and other factors that might contribute to their life and career development.	Moderately explains approaches for assessing individuals' varying constraints, complexities, abilities, values, and other factors that might contribute to their life and career development.	Adequately explains approaches for assessing individuals' varying constraints, complexities, abilities, values, and other factors that might contribute to their life and career development.
<b>LiveText Rubric</b>	<b>CACREP 2.F.4.d.</b> The candidate adequately applies approaches for assessing the conditions of the work environment on clients' life experiences.	The candidate does not apply approaches for assessing the conditions of the work environment on clients' life experiences	The candidate inadequately applies approaches for assessing the conditions of the work environment on clients' life experiences.	The candidate moderately applies approaches for assessing the conditions of the work environment on clients' life experiences.	The candidate adequately applies approaches for assessing the conditions of the work environment on clients' life experiences.

	<p><b>CACREP 2.F.4.e.</b></p> <p>The candidate adequately applies strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.</p>	<p>The candidate does not apply strategies for assessing abilities, interests, values, personality and other factors that contribute to career development</p>	<p>The candidate inadequately applies strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.</p>	<p>The candidate moderately applies strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.</p>	<p>The candidate adequately applies strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.</p>
<p><b>Task Rubric</b></p>	<p><b>CACREP 2.F.4.g</b></p> <p>strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy</p> <p><b>CACREP 5.B.2.c.</b></p> <p>the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues</p>	<p>Does not explain how strategies for advocating for diverse clients’ unique &amp; multiple needs/wants and their effective work with people who are in different areas of their life and career.</p>	<p>Inadequately explains strategies for advocating for diverse clients’ unique &amp; multiple needs/wants and their effective work with people who are in different areas of their life and career.</p>	<p>Moderately explains strategies for advocating for diverse clients’ unique &amp; multiple needs/wants and their effective work with people who are in different areas of their life and career.</p>	<p>Adequately explains strategies for advocating for diverse clients’ unique &amp; multiple needs/wants and their effective work with people who are in different areas of their life and career.</p>
<p><b>LiveText Rubric</b></p>	<p><b>CACREP 2.F.4.g</b></p> <p>The candidate adequately applies strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy.</p>	<p>The candidate does not apply strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy.</p>	<p>The candidate inadequately applies strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy.</p>	<p>The candidate moderately applies strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy.</p>	<p>The candidate adequately applies strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy.</p>

	<p><b>CACREP 5.B.2.c.</b></p> <p>The candidate adequately explains the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues.</p>	<p>The candidate does not explain the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues.</p>	<p>The candidate inadequately explains the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues.</p>	<p>The candidate moderately explains the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues.</p>	<p>The candidate adequately explains the unique needs and characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and socioeconomic issues.</p>
<p><b>Task Rubric</b></p>	<p><b>CACREP 2.F.4.j.</b></p> <p>ethical and culturally relevant strategies for addressing career development</p> <p><b>CACREP 5.B.2.j.</b></p> <p>legal and ethical considerations specific to career counseling</p>	<p>Does not explain ethical considerations on assessing and advocating for the clients of career counseling.</p>	<p>Inadequately explains ethical considerations on assessing and advocating for the clients of career counseling.</p>	<p>Moderately explains ethical considerations on assessing and advocating for the clients of career counseling.</p>	<p>Adequately explains ethical considerations on assessing and advocating for the clients of career counseling.</p>
<p><b>LiveText Rubric</b></p>	<p><b>CACREP 2.F.4.j.</b></p> <p>The candidate adequately explains factors that affect clients' attitudes toward work and their career decision-making processes.</p>	<p>The candidate does not explain factors that affect clients' attitudes toward work and their career decision-making processes.</p>	<p>The candidate inadequately explains factors that affect clients' attitudes toward work and their career decision-making processes.</p>	<p>The candidate moderately explains factors that affect clients' attitudes toward work and their career decision-making processes.</p>	<p>The candidate adequately explains factors that affect clients' attitudes toward work and their career decision-making processes.</p>
	<p><b>CACREP 5.B.2.j.</b></p> <p>The candidate adequately explains legal and ethical considerations specific to career counseling.</p>	<p>The candidate does not explain legal and ethical considerations specific to career counseling.</p>	<p>The candidate inadequately explains legal and ethical considerations specific to career counseling.</p>	<p>The candidate moderately explains legal and ethical considerations specific to career counseling.</p>	<p>The candidate adequately explains legal and ethical considerations specific to career counseling.</p>

**Comprehensive Question #2**

Explore and discuss how settings (mental health v. school v. career center v. private practice, etc.) have varying resources. How, as a counselor, holistic resources and in-depth counseling services can still be thoroughly provided to clients seeking career exploration/career counseling/change of career, etc.- with specific examples. A minimum of 5 pages are required for this question.

**Task and LiveText Rubrics**

Rubric Type	Required Areas	Unsatisfactory	Developing 1	Developing 2	Target
<b>Task Rubric</b>	<p><i>CACREP 5.B.1.b.</i> emergent theories of career development and counseling</p> <p><i>CACREP 5.B.1.d</i> formal and informal career- and work-related tests and assessments</p> <p><i>CACREP 5.B.2.a.</i> roles and settings of career counselors in private and public sector agencies and institutions</p>	Does not explain how career counselor can explore and use varying resources from different settings (mental health agencies, school, career center, etc.) and use their knowledge and tools with flexibility.	Inadequately explains how career counselor can explore and use varying resources from different settings (mental health agencies, school, career center, etc.) and use their knowledge and tools with flexibility.	Moderately explains how career counselor can explore and use varying resources from different settings (mental health agencies, school, career center, etc.) and use their knowledge and tools with flexibility.	Adequately explains how career counselor can explore and use varying resources from different settings (mental health agencies, school, career center, etc.) and use their knowledge and tools with flexibility.
<b>LiveText Rubric</b>	<p><i>CACREP 5.B.1.b.</i> The candidate adequately explains emergent theories of career development and counseling.</p>	The candidate does not explain emergent theories of career development and counseling.	The candidate inadequately explains emergent theories of career development and counseling.	The candidate moderately explains emergent theories of career development and counseling.	The candidate adequately explains emergent theories of career development and counseling.
	<p><i>CACREP 5.B.1.d</i> The candidate adequately applies</p>	The candidate does not apply formal and	The candidate inadequately applies formal	The candidate moderately applies formal	The candidate adequately applies formal

	formal and informal career- and work-related tests and assessments.	informal career- and work-related tests and assessments.	and informal career- and work-related tests and assessments.	and informal career- and work-related tests and assessments.	and informal career- and work-related tests and assessments.
	<b>CACREP 5.B.2.a.</b> The candidate adequately explains roles and settings of career counselors in private and public sector agencies and institutions.	The candidate does not explain roles and settings of career counselors in private and public sector agencies and institutions.	The candidate inadequately explains roles and settings of career counselors in private and public sector agencies and institutions.	The candidate moderately explains roles and settings of career counselors in private and public sector agencies and institutions.	The candidate adequately explains roles and settings of career counselors in private and public sector agencies and institutions.

## **Appendix L. Mental Health Counseling Comprehensive Portfolio**

### **Standards Assessed**

#### **2.F.5 COUNSELING AND HELPING RELATIONSHIPS**

- a) theories and models of counseling
- b) a systems approach to conceptualizing clients
- c) theories, models, and strategies for understanding and practicing consultation
- d) ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e) the impact of technology on the counseling process
- f) counselor characteristics and behaviors that influence the counseling process
- g) essential interviewing, counseling, and case conceptualization skills
- h) developmentally relevant counseling treatment or intervention plans
- i) development of measurable outcomes for clients
- j) evidence-based counseling strategies and techniques for prevention and intervention
- k) strategies to promote client understanding of and access to a variety of community-based resources
- l) suicide prevention models and strategies
- m) crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n) processes for aiding students in developing a personal model of counseling

#### **2.F.8 RESEARCH AND PROGRAM EVALUATION**

- a) the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b) identification of evidence-based counseling practices
- c) needs assessments
- d) development of outcome measures for counseling programs
- e) evaluation of counseling interventions and programs
- i) analysis and use of data in counseling

#### **5.C.3 PRACTICE IN CLINICAL MENTAL HEALTH COUNSELING**

- b) techniques and interventions for prevention and treatment of a broad range of mental health issues
- c) strategies for interfacing with the legal system regarding court-referred clients

- d) strategies for interfacing with integrated behavioral health care professionals
- e) strategies to advocate for persons with mental health issues

### **Minimum Performance Expectations**

Performance Expectations for Comprehensive Portfolio are outlined below:

- Candidates must score at Target on 80% percent of all LiveText rubric criteria
- No criteria scored at Developing 1 or Unsatisfactory on any LiveText rubric criteria

Candidates that have any scores of Developing 1 or Unsatisfactory or more than 20% of scores at Developing 2 are remediated during the semester. For those that do not meet performance expectations by the end of the semester, they will be given a grade of Incomplete and given until the 7th week of the following semester to meet performance expectations. If performance expectations are not met by the end of the course, a grade of F will be given.

**Comprehensive Question #1**

1. Identify an issue in our current society that may benefit from the provision of counseling services. Using your knowledge of the counseling profession and program development, please develop a program to address this issue. Include your role, populations served, the services provided, the program’s goals and objectives, and treatment considerations. Include evidenced-based research and/or practices to support your response. A minimum of 5 pages are required for this question.

**Task and LiveText Rubrics**

<b>Rubric</b>	<b>Required Areas</b>	<b>Unsatisfactory</b>	<b>Developing 1</b>	<b>Developing 2</b>	<b>Target</b>
<b>Task Rubric</b>	<b><i>CACREP 2 .F.8.a-c, i</i></b> <b>Importance of research in advancing the counseling profession, including research and needs assessment to inform evidence-based counseling practice</b>	Does not explain clinical interpretation of issues and holistic contexts using a particular theoretical orientation	Inadequately explains clinical interpretation of issues and holistic contexts using a particular theoretical orientation	Moderately explains clinical interpretation of issues and holistic contexts using a particular theoretical orientation	Adequately explains clinical interpretation of issues and holistic contexts using a particular theoretical orientation
<b>LiveText Rubric</b>	<b><i>CACREP 2 .F.8.a</i></b> The candidate adequately explains the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	The candidate does not explain the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	The candidate inadequately explains the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	The candidate moderately explains the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.	The candidate adequately explains the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.
	<b><i>CACREP 2 .F.8.b</i></b> The candidate adequately explains identification of evidence-based counseling practices.	The candidate does not explain identification of evidence-based counseling practices.	The candidate inadequately explains identification of evidence-based counseling practices.	The candidate moderately explains identification of evidence-based counseling practices.	The candidate adequately explains identification of evidence-based counseling practices.

	<b>CACREP 2.F.8.c</b> The candidate adequately uses needs assessments.	The candidate does not use needs assessments.	The candidate inadequately uses needs assessments.	The candidate moderately uses needs assessments.	The candidate adequately uses needs assessments.
	<b>CACREP 2.F.8.i</b> The candidate adequately applies analysis and use of data in counseling.	The candidate does not apply analysis and use of data in counseling.	The candidate inadequately applies analysis and use of data in counseling.	The candidate moderately applies analysis and use of data in counseling.	The candidate adequately applies analysis and use of data in counseling.
<b>Task Rubric</b>	<b>CACREP 2.F.8.d-e</b> <b>Development and evaluation of outcome measures, counseling interventions, and programs.</b>	Does not explain goals and evidence-based techniques and interventions for treatment of mental health issues	Inadequately explains goals and evidence-based techniques and interventions for treatment of mental health issues	Moderately explains goals and evidence-based techniques and interventions for treatment of mental health issues	Adequately explains goals and evidence-based techniques and interventions for treatment of mental health issues
<b>LiveText Rubric</b>	<b>CACREP 2.F.8.d</b> The candidate adequately demonstrates development of outcome measures for counseling programs.	The candidate does not demonstrate development of outcome measures for counseling programs.	The candidate inadequately demonstrates development of outcome measures for counseling programs.	The candidate moderately demonstrates development of outcome measures for counseling programs.	The candidate adequately demonstrates development of outcome measures for counseling programs.
	<b>CACREP 2.F.8.e</b> The candidate adequately explains evaluation of counseling interventions and programs.	The candidate does not explain evaluation of counseling interventions and programs.	The candidate inadequately explains evaluation of counseling interventions and programs.	The candidate moderately explains evaluation of counseling interventions and programs.	The candidate adequately explains evaluation of counseling interventions and programs.
<b>Task Rubric</b>	<b>CACREP 2.F.5.m</b> <b>Crisis intervention, trauma-informed, and community-based strategies and programs such as Psychological First Aid</b>	Does not explain development of crisis intervention, trauma-informed, and community-based strategies and program such as Psychological First Aid	Inadequately explains development of crisis intervention, trauma-informed, and community-based strategies and program such as	Moderately explains development of crisis intervention, trauma-informed, and community-based strategies and program such as	Adequately explains development of crisis intervention, trauma-informed, and community-based strategies and program such as

			Psychological First Aid	Psychological First Aid	Psychological First Aid
<b>LiveText Rubric</b>	<b><i>CACREP 2.F.5.m</i></b> The candidate adequately explains crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.	The candidate does not explain crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.	The candidate inadequately explains crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	The candidate moderately explains crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	The candidate adequately explains crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

**Comprehensive Question #2**

Choose one of the following case studies and conceptualize the client using two different evidence-based theories. Each conceptualization should include specific aspects of each theory as it relates to the client and their presenting issue. Be sure to include a discussion of goals, interventions, assessments or supplemental services you might suggest with rationales, as well as the legal, ethical, and multicultural issues to consider. A minimum of 5 pages are required for this question.

**Task and LiveText Rubrics**

	<b>Required Areas</b>	<b>Unsatisfactory</b>	<b>Developing 1</b>	<b>Developing 2</b>	<b>Target</b>
<b>Task Rubric</b>	<b><i>CACREP 2.F.5.a-c, g, n</i></b> <b>Case conceptualization: includes clinical interpretation of issues and holistic contexts using a particular theoretical orientation</b>	Does not explain clinical interpretation of issues and holistic contexts using a particular theoretical orientation	Inadequately explains clinical interpretation of issues and holistic contexts using a particular theoretical orientation	Moderately explains clinical interpretation of issues and holistic contexts using a particular theoretical orientation	Adequately explains clinical interpretation of issues and holistic contexts using a particular theoretical orientation
<b>LiveText Rubric</b>	<b><i>CACREP 2.F.5.a</i></b> The candidate adequately explains theories and models of counseling.	The candidate does not explain theories and models of counseling.	The candidate inadequately explains theories and models of counseling.	The candidate moderately explains theories and models of counseling.	The candidate adequately explains theories and models of counseling.
	<b><i>CACREP 2.F.5.b</i></b> The candidate adequately explains a systems approach to conceptualizing clients.	The candidate does not explain a systems approach to conceptualizing clients.	The candidate inadequately explains a systems approach to conceptualizing clients.	The candidate moderately explains a systems approach to conceptualizing clients.	The candidate adequately explains a systems approach to conceptualizing clients.
	<b><i>CACREP 2.F.5.c</i></b> The candidate adequately explains theories, models, and strategies for understanding and practicing consultation.	The candidate does not explain theories, models, and strategies for understanding and practicing consultation.	The candidate inadequately explains theories, models, and strategies for understanding	The candidate moderately explains theories, models, and strategies for understanding	The candidate adequately explains theories, models, and strategies for understanding

			and practicing consultation.	and practicing consultation.	and practicing consultation.
	<p><b>CACREP 2.F.5.g</b></p> <p>The candidate adequately demonstrates essential interviewing, counseling, and case conceptualization skills.</p>	<p>The candidate does not demonstrate essential interviewing, counseling, and case conceptualization skills.</p>	<p>The candidate inadequately demonstrates essential interviewing, counseling, and case conceptualization skills.</p>	<p>The candidate moderately demonstrates essential interviewing, counseling, and case conceptualization skills.</p>	<p>The candidate adequately demonstrates essential interviewing, counseling, and case conceptualization skills.</p>
	<p><b>CACREP 2.F.5.n</b></p> <p>The candidate adequately explains processes for aiding students in developing a personal model of counseling</p>	<p>The candidate does not explain processes for aiding students in developing a personal model of counseling</p>	<p>The candidate inadequately explains processes for aiding students in developing a personal model of counseling</p>	<p>The candidate moderately explains processes for aiding students in developing a personal model of counseling</p>	<p>The candidate adequately explains processes for aiding students in developing a personal model of counseling</p>
<b>Task Rubric</b>	<p><b>CACREP 2.F.5.h-m</b></p> <p><b>Treatment plan: includes goals relevant to client problem and evidence-based techniques and interventions for treatment of mental health issues</b></p>	<p>Does not explain goals and evidence-based techniques and interventions for treatment of mental health issues</p>	<p>Inadequately explains goals and evidence-based techniques and interventions for treatment of mental health issues</p>	<p>Moderately explains goals and evidence-based techniques and interventions for treatment of mental health issues</p>	<p>Adequately explains goals and evidence-based techniques and interventions for treatment of mental health issues</p>
<b>LiveText Rubric</b>	<p><b>CACREP 2.F.5.h</b></p> <p>The candidate adequately applies developmentally relevant counseling treatment or intervention plans.</p>	<p>The candidate does not explain developmentally relevant counseling treatment or intervention plans.</p>	<p>The candidate inadequately explains developmentally relevant counseling treatment or intervention plans.</p>	<p>The candidate moderately explains developmentally relevant counseling treatment or intervention plans.</p>	<p>The candidate adequately explains developmentally relevant counseling treatment or intervention plans.</p>

	<b>CACREP 2.F.5.i</b> The candidate adequately explains development of measurable outcomes for clients.	The candidate does not explain development of measurable outcomes for clients.	The candidate inadequately explains development of measurable outcomes for clients.	The candidate moderately explains development of measurable outcomes for clients.	The candidate adequately explains development of measurable outcomes for clients.
	<b>CACREP 2.F.5.j</b> The candidate adequately applies evidence-based counseling strategies and techniques for prevention and intervention.	The candidate does not apply evidence-based counseling strategies and techniques for prevention and intervention.	The candidate inadequately applies evidence-based counseling strategies and techniques for prevention and intervention.	The candidate moderately explains evidence-based counseling strategies and techniques for prevention and intervention.	The candidate adequately explains evidence-based counseling strategies and techniques for prevention and intervention.
	<b>CACREP 2.F.5.k</b> The candidate adequately applies strategies to promote client understanding of and access to a variety of community based resources.	The candidate does not apply strategies to promote client understanding of and access to a variety of community based resources.	The candidate inadequately applies strategies to promote client understanding of and access to a variety of community based resources.	The candidate moderately applies strategies to promote client understanding of and access to a variety of community based resources.	The candidate adequately applies strategies to promote client understanding of and access to a variety of community based resources.
	<b>CACREP 2.F.5.l</b> The candidate adequately explains suicide prevention models and strategies.	The candidate does not explain suicide prevention models and strategies.	The candidate inadequately explains suicide prevention models and strategies.	The candidate moderately explains suicide prevention models and strategies.	The candidate adequately explains suicide prevention models and strategies.
	<b>CACREP 2.F.5.m</b> The candidate adequately applies evidence-based counseling strategies and techniques for prevention and intervention.	The candidate does not explain crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	The candidate inadequately explains crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	The candidate moderately explains crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	The candidate adequately explains crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
<b>Task Rubric</b>	<b>CACREP 2.F.5.j</b>	Does not explain activities,	Inadequately explains	Moderately explains	Adequately explains

	<b>CACREP 5.C.3.b</b> <b>Evidence-based interventions: includes activities, techniques, and resources for prevention and treatment</b>	techniques, and resources for prevention and treatment	activities, techniques, and resources for prevention and treatment	activities, techniques, and resources for prevention and treatment	activities, techniques, and resources for prevention and treatment
<b>LiveText Rubric</b>	<b>CACREP 2.F.5.j</b> The candidate adequately applies evidence-based counseling strategies and techniques for prevention and intervention.	The candidate does not apply evidence-based counseling strategies and techniques for prevention and intervention.	The candidate inadequately applies evidence-based counseling strategies and techniques for prevention and intervention.	The candidate moderately explains evidence-based counseling strategies and techniques for prevention and intervention.	The candidate adequately explains evidence-based counseling strategies and techniques for prevention and intervention.
	<b>CACREP 5.C.3.b</b> The candidate adequately applies techniques and interventions for prevention and treatment of a broad range of mental health issues.	The candidate does not apply techniques and interventions for prevention and treatment of a broad range of mental health issues.	The candidate inadequately applies techniques and interventions for prevention and treatment of a broad range of mental health issues.	The candidate moderately applies techniques and interventions for prevention and treatment of a broad range of mental health issues.	The candidate adequately applies techniques and interventions for prevention and treatment of a broad range of mental health issues.
<b>Task Rubric</b>	<b>CACREP 2.F.5.d, f</b> <b>CACREP 5.C.3.c-e</b> <b>Legal, ethical, &amp; multicultural considerations: includes understanding of issues and strategies for advocating and interfacing legal and multicultural issues</b>	Does not explain understanding of issues and strategies for advocating and interfacing legal and multicultural issues	Inadequately explains understanding of issues and strategies for advocating and interfacing legal and multicultural issues	Moderately explains understanding of issues and strategies for advocating and interfacing legal and multicultural issues	Adequately explains understanding of issues and strategies for advocating and interfacing legal and multicultural issues
<b>LiveText Rubric</b>	<b>CACREP 2.F.5.d</b> The candidate adequately applies ethical and culturally relevant strategies for establishing and maintaining in-person	The candidate does not apply ethical and culturally relevant strategies for establishing and maintaining in-person and	The candidate inadequately applies ethical and culturally relevant strategies for establishing and maintaining in-person and	The candidate moderately applies ethical and culturally relevant strategies for establishing and maintaining in-person and	The candidate adequately applies ethical and culturally relevant strategies for establishing and maintaining in-person and

and technology-assisted relationships.	technology-assisted relationships.	technology-assisted relationships.	technology-assisted relationships.	technology-assisted relationships.
<b>CACREP 2.F.5.f</b> The candidate adequately applies counselor characteristics and behaviors that influence the counseling process.	The candidate does not apply counselor characteristics and behaviors that influence the counseling process.	The candidate inadequately applies counselor characteristics and behaviors that influence the counseling process.	The candidate moderately applies counselor characteristics and behaviors that influence the counseling process.	The candidate adequately applies counselor characteristics and behaviors that influence the counseling process.
<b>CACREP 5.C.3.c</b> The candidate adequately applies strategies for interfacing with the legal system regarding court-referred clients.	The candidate does not apply strategies for interfacing with the legal system regarding court-referred clients.	The candidate inadequately applies strategies for interfacing with the legal system regarding court-referred clients.	The candidate moderately applies strategies for interfacing with the legal system regarding court-referred clients.	The candidate adequately applies strategies for interfacing with the legal system regarding court-referred clients.
<b>CACREP 5.C.3.d</b> The candidate adequately applies strategies for interfacing with integrated behavioral health care professionals.	The candidate does not apply strategies for interfacing with integrated behavioral health care professionals.	The candidate inadequately applies strategies for interfacing with integrated behavioral health care professionals.	The candidate moderately applies strategies for interfacing with integrated behavioral health care professionals.	The candidate adequately applies strategies for interfacing with integrated behavioral health care professionals.
<b>CACREP 5.C.3.e</b> The candidate adequately applies strategies to advocate for persons with mental health issues.	The candidate does not apply strategies to advocate for persons with mental health issues.	The candidate inadequately applies strategies to advocate for persons with mental health issues.	The candidate moderately applies strategies to advocate for persons with mental health issues.	The candidate adequately applies strategies to advocate for persons with mental health issues.

# Appendix M. Employer Satisfaction Survey

10/7/2020

Qualtrics Survey Software

FLORIDA STATE UNIVERSITY

## FSU Counseling Employer Survey

---

### Default Question Block

The Counselor Education programs at Florida State University (FSU) are conducting a survey to learn more about employers' perceptions of the preparation provided in the Counselor Education programs. Please use the survey below to assess the preparation of any graduates of FSU's Counselor Education programs that you have employed in the last three years.

If there is more than one FSU counseling graduate that was employed in the last three years, please provide one rating to reflect all FSU counseling graduates employed. Our goal is to use the information you provide to improve our programs to best meet the needs of both the students and the community. Your responses will remain anonymous. We appreciate your feedback.

Please describe your place of employment:

- Public School (K-12)
- Private School (K-12)
- College or University
- Governmental Agency
- Corporation
- Non-Profit Agency
- Private Practice
- Other (please specify)

Please indicate your typical clientele (Check all that apply):

- Children (0-12)

# Appendix M. Employer Satisfaction Survey

10/7/2020

Qualtrics Survey Software

- Adolescents (13-17)
- College Students
- Adults (18-64)
- Elderly (65+)
- Families
- Couples

Please indicate your service modality or modalities (Check all that apply):

- Individual Counseling
- Group Counseling
- Family Counseling
- Couples Counseling
- Diagnostic, Assessment, and Evaluation Functions
- Distance Counseling
- Other (please specify)

Please indicate your most typical client issues (Check all that apply):

- Academic Problems
- Career Readiness/Exploration
- Career/ Employment Issues
- Grief/ Bereavement
- Relationship Issues
- Adjustment Difficulties
- Family Counseling (to include domestic violence)
- Depression
- Anxiety
- Multicultural Counseling
- Substance Abuse
- Personality Disorders
- Legal Issues/ Court Mandated Clients
- Sexuality Counseling

# Appendix M. Employer Satisfaction Survey

10/7/2020

Qualtrics Survey Software

- Trauma Counseling
- Spirituality Counseling
- Wellness Counseling
- Other (please specify)

Please rate any FSU counseling graduates hired within the last three years who are employed at your workplace. Use the following criteria to rate their knowledge on the following domains. In case there are multiple FSU counseling graduates currently at your place of employment, please provide one global rating to reflect FSU counseling graduates hired within the last three years.

	Excellent	Very Good	Good	Fair	Poor	Not Observed/ NA
Theories of Counseling	<input type="radio"/>					
Human Growth and Development	<input type="radio"/>					
Career and Lifestyle Counseling	<input type="radio"/>					
Crisis Intervention and Counseling	<input type="radio"/>					
Substance Abuse Counseling	<input type="radio"/>					
Multicultural Competency in Counseling	<input type="radio"/>					
Counseling for Individuals with Special Needs	<input type="radio"/>					
Trauma Counseling	<input type="radio"/>					
Professional Ethics and Appropriate Boundaries	<input type="radio"/>					
Diagnosis	<input type="radio"/>					
Consultation	<input type="radio"/>					
Case Management	<input type="radio"/>					
Leadership Skills	<input type="radio"/>					
Program Evaluation and Research Design	<input type="radio"/>					
Assessment	<input type="radio"/>					

# Appendix M. Employer Satisfaction Survey

10/7/2020

Qualtrics Survey Software

	Excellent	Very Good	Good	Fair	Poor	Not Observed/ NA
Treatment Planning	<input type="radio"/>					
Family Therapy	<input type="radio"/>					
Sexuality Counseling	<input type="radio"/>					
Individual Counseling	<input type="radio"/>					
Professional Counseling Development	<input type="radio"/>					
Advocacy and Social Justice Orientation	<input type="radio"/>					
Professionalism at Work	<input type="radio"/>					
Insight and Awareness	<input type="radio"/>					
Development of Healthy Supervisory Relationship	<input type="radio"/>					

Please use this space to tell us anything else relevant about FSU counseling graduates that you have hired within the past three years that was not covered by the survey (e.g., intangible qualities, specific examples of competencies, achievements/ accolades, etc.)

Thank you for taking the time to complete this survey. If you would like to see the most recent reports for the Florida State University CACREP-accredited Career Counseling and Mental Health Counseling programs, consisting of CPCE results, enrollment, graduation, and employment rates, please click here: <http://education.fsu.edu/degrees-and-programs/career-counseling> and click on the dropdown menu under Counselor Education Information.

Powered by Qualtrics

# Appendix N. Counselor Education Exit Survey

9/20/2020

Qualtrics Survey Software

FLORIDA STATE UNIVERSITY

## FSU Counselor Education M.S./Ed.S. Alumni Survey

---

### Default Question Block

Congratulations on completing the  $\{e://Field/Full\%20Plan\%20Name\}$  program!

At Florida State University, we are committed to supporting you in your academic and professional endeavors. Your feedback is essential to the continuous improvement of counselor education programs at Florida State University. We are conducting a survey of our Spring 2020 graduates in order to improve the quality of our programs. Please take a few minutes to answer the below questions about the effectiveness of your preparation. We thank you for your feedback and wish you continued success in your career.

**Please answer the following questions regarding your program's courses and field experiences:**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The courses and field experiences in my program of study were relevant to my career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program courses and field experiences prepared me to provide effective individual counseling in multiple settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program courses and field experiences prepared me to conduct needs assessment with clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program courses and field experiences prepared me to provide effective group counseling in multiple settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Appendix N. Counselor Education Exit Survey

9/20/2020

Qualtrics Survey Software

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The program prepared me to critically read the literature in my field based on the research/statistics skills taught by the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program prepared me to work with clients from different cultural backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with courses and field experiences in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please answer the following questions regarding the services you received as part of your program:**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The process for applying for internship was clearly documented and explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The process for applying for graduation was clearly documented and explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with opportunities to attain an assistantship and/or work on faculty grants, research, and related projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program and the FSU Career Center provided me with adequate job seeking and employment services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with adequate information on licensure and/or certification process for my field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided with effective academic advising to ensure my timely completion of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with the services I received while in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please answer the following questions regarding the faculty in your program:**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
--	----------------	-------	----------------------------	----------	-------------------

# Appendix N. Counselor Education Exit Survey

9/20/2020

Qualtrics Survey Software

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The program faculty demonstrated a genuine interest in helping students and consistently treated the students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Success in the program depended on having positive, quality relationships with program faculty members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities existed for mentor relationships with the faculty in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program faculty members cooperated with each other to ensure student learning, student success, and provision of consistent information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication between program faculty and students was efficient and clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was comfortable expressing different points of view to program faculty (e.g., politics, religion, lifestyle, theory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could count on program faculty for support with both academic and personal challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program faculty were open to suggestions from students about program issues and possible improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program faculty respected my family life and personal commitments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program faculty were helpful during my transition to graduate study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program faculty were helpful in my career planning and decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program faculty demonstrated an amount of commitment and professionalism equal to that which was expected by students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program faculty encouraged involvement in professional organizations and state/national conferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with the program faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please answer the following questions regarding the overall culture of your program:**

# Appendix N. Counselor Education Exit Survey

9/20/2020

Qualtrics Survey Software

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My peers in the program were an effective support system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students consistently treated faculty members with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I was satisfied with the culture in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are you currently employed in a position related to your program?

- Yes, full-time
- Yes, part-time
- No, looking for employment
- No, enrolled in school full-time
- No, full-time homemaker or caretaker
- Currently unemployed, not searching for work
- Other (please specify)

Please select your primary employment setting from the options below:

- 4-year College or University
- 2-year College
- K-12 Institution
- Community Agency
- Private Business (Non-Counseling Related)
- Self-Employed (including private practice, consulting)
- Not Employed Outside the Home
- Other (please specify)

Please briefly describe the type of work that you do:

# Appendix N. Counselor Education Exit Survey

9/20/2020

Qualtrics Survey Software

Please provide your supervisor's name, email address, and daytime phone number so that we may contact them for the FSU employer survey. This survey is for feedback on the program's preparation ONLY. The employer survey DOES NOT ask them to identify you.

Supervisor's Name

Supervisor's Email

Supervisor's Daytime Phone Number

FSU's Counselor Education Program participants complete comprehensive coursework totaling 64-66 hours across a variety of topics, beyond the traditional 60-hour degree counseling program. This results in conferring both an MS and EdS degree. How valuable do you think the additional training and degree is for the positions you desire to hold?

- Extremely Valuable
- Valuable
- Somewhat valuable
- Not at all valuable
- Unsure or no opinion

Please share additional comments you wish to make regarding your experience in the program.

## Block 1

As part of our effort to constantly improve our programs, the College of Education Office of Quality Assurance will periodically reach out to program completers for valuable feedback in

# Appendix N. Counselor Education Exit Survey

9/20/2020

Qualtrics Survey Software

the years following graduation. If you would like the opportunity to provide future input and information to continually better our programs, please provide updated contact information below (this information is for Office of Quality Assurance use only, and will only be shared with other entities in the College if that option is selected).

May we share your updated contact information with other entities in the College of Education?

- Yes
- No

Please provide up-to-date contact information:

Title (Ms., Mr., Mrs., Mx., etc.)

Pronouns

Current First Name

Current Last Name

Best email for COE to use for feedback in the future

Thank you for taking the time to complete this survey. If you would like to see the most recent reports for the Florida State University CACREP-accredited Career Counseling and Mental Health Counseling programs, consisting of CPCE results, enrollment, graduation, and employment rates, please click [here](#) and click on the dropdown menu under Counselor Education Information.

Powered by Qualtrics

# Appendix O. Counselor Education Alumni Survey

9/20/2020

Qualtrics Survey Software

FLORIDA STATE UNIVERSITY

## FSU Counselor Education M.S./Ed.S. Alumni Survey

---

### Default Question Block

Congratulations on completing the  $\{e://Field/Academic\%20Plan\}$  program!

At Florida State University, we are committed to supporting you in your academic and professional endeavors. Your feedback is essential to the continuous improvement of counselor education programs at Florida State University. We are conducting a survey of our 2017-2018 and 2018-2019 graduates in order to improve the quality of our programs. Please take a few minutes to answer the below questions about the effectiveness of your preparation. We thank you for your feedback and wish you continued success in your career.

**Please answer the following questions regarding your program's courses and field experiences:**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The courses and field experiences in my program of study were relevant to my career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program courses and field experiences prepared me to provide effective individual counseling in multiple settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program courses and field experiences prepared me to conduct needs assessment with clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program courses and field experiences prepared me to provide effective group counseling in multiple settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Appendix O. Counselor Education Alumni Survey

9/20/2020

Qualtrics Survey Software

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The program prepared me to critically read the literature in my field based on the research/statistics skills taught by the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program prepared me to work with clients from different cultural backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with courses and field experiences in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please answer the following questions regarding the services you received as part of your program:**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The process for applying for internship was clearly documented and explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The process for applying for graduation was clearly documented and explained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with opportunities to attain an assistantship and/or work on faculty grants, research, and related projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program and the FSU Career Center provided me with adequate job seeking and employment services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided me with adequate information on licensure and/or certification process for my field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided with effective academic advising to ensure my timely completion of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with the services I received while in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please answer the following questions regarding the faculty in your program:**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
--	----------------	-------	----------------------------	----------	-------------------

# Appendix O. Counselor Education Alumni Survey

9/20/2020

Qualtrics Survey Software

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The program faculty demonstrated a genuine interest in helping students and consistently treated the students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Success in the program depended on having positive, quality relationships with program faculty members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities existed for mentor relationships with the faculty in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program faculty members cooperated with each other to ensure student learning, student success, and provision of consistent information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication between program faculty and students was efficient and clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was comfortable expressing different points of view to program faculty (e.g., politics, religion, lifestyle, theory)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could count on program faculty for support with both academic and personal challenges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program faculty were open to suggestions from students about program issues and possible improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program faculty respected my family life and personal commitments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program faculty were helpful during my transition to graduate study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program faculty were helpful in my career planning and decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program faculty demonstrated an amount of commitment and professionalism equal to that which was expected by students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program faculty encouraged involvement in professional organizations and state/national conferences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I am satisfied with the program faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please answer the following questions regarding the overall culture of your program:**

# Appendix O. Counselor Education Alumni Survey

9/20/2020

Qualtrics Survey Software

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
My peers in the program were an effective support system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students consistently treated faculty members with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I was satisfied with the culture in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are you currently employed in a position related to your program?

- Yes, full-time
- Yes, part-time
- No, looking for employment
- No, enrolled in school full-time
- No, full-time homemaker or caretaker
- Currently unemployed, not searching for work
- Other (please specify)

Please select your primary employment setting from the options below:

- 4-year College or University
- 2-year College
- K-12 Institution
- Community Agency
- Private Business (Non-Counseling Related)
- Self-Employed (including private practice, consulting)
- Not Employed Outside the Home
- Other (please specify)

Please briefly describe the type of work that you do:

# Appendix O. Counselor Education Alumni Survey

9/20/2020

Qualtrics Survey Software

Please provide your supervisor's name, email address, and daytime phone number so that we may contact them for the FSU employer survey. This survey is for feedback on the program's preparation ONLY. The employer survey DOES NOT ask them to identify you.

Supervisor's Name

Supervisor's Email

Supervisor's Daytime Phone Number

FSU's Counselor Education Program participants complete comprehensive coursework totaling 64-66 hours across a variety of topics, beyond the traditional 60-hour degree counseling program. This results in conferring both an MS and EdS degree. How valuable do you think the additional training and degree is for the positions you desire to hold?

- Extremely Valuable
- Valuable
- Somewhat valuable
- Not at all valuable
- Unsure or no opinion

Please share additional comments you wish to make regarding your experience in the program.

## Block 1

As part of our effort to constantly improve our programs, the College of Education Office of Quality Assurance will periodically reach out to program completers for valuable feedback in

# Appendix O. Counselor Education Alumni Survey

9/20/2020

Qualtrics Survey Software

the years following graduation. If you would like the opportunity to provide future input and information to continually better our programs, please provide updated contact information below (this information is for Office of Quality Assurance use only, and will only be shared with other entities in the College if that option is selected).

May we share your updated contact information with other entities in the College of Education?

Yes

No

Please provide up-to-date contact information:

Title (Ms., Mr., Mrs., Mx., etc.)

Pronouns

Current First Name

Current Last Name

Best email for COE to use for feedback in the future

Thank you for taking the time to complete this survey. If you would like to see the most recent reports for the Florida State University CACREP-accredited Career Counseling and Mental Health Counseling programs, consisting of CPCE results, enrollment, graduation, and employment rates, please click [here](#) and click on the dropdown menu under Counselor Education Information.

Powered by Qualtrics

# Appendix O. Course Evaluations and Report

**Florida State University**  
**2018 Fall**

**Course:** MHS5400-0001.fa18 : COUN THEOR AND TECH

**Instructor:** [REDACTED]

1 - The course materials helped me understand the subject matter.					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Strongly Agree	(5)	14	60.87%		4.48
Agree	(4)	7	30.43%		
Neutral	(3)	1	4.35%		
Disagree	(2)	1	4.35%		
Strongly Disagree	(1)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD	Median		
23/26 (88.46%)	4.48	0.79	5.00		

2 - The work required of me was appropriate based on course objectives.					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Strongly Agree	(5)	14	63.64%		4.59
Agree	(4)	7	31.82%		
Neutral	(3)	1	4.55%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD	Median		
22/26 (84.62%)	4.59	0.59	5.00		

3 - The tests, project, etc. accurately measured what I learned in this course.					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Strongly Agree	(5)	16	72.73%		4.59
Agree	(4)	4	18.18%		
Neutral	(3)	1	4.55%		
Disagree	(2)	1	4.55%		
Strongly Disagree	(1)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD	Median		
22/26 (84.62%)	4.59	0.80	5.00		

4 - This course encouraged me to think critically.					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Strongly Agree	(5)	16	69.57%		4.61
Agree	(4)	6	26.09%		
Neutral	(3)	0	0.00%		
Disagree	(2)	1	4.35%		
Strongly Disagree	(1)	0	0.00%		
				0 25 50 75 100	Question
Response Rate	Mean	STD	Median		
23/26 (88.46%)	4.61	0.72	5.00		

# Appendix O. Course Evaluations and Report

**Florida State University**  
**2018 Fall**

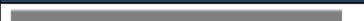
**Course:** MHS5400-0001.fa18 : COUN THEOR AND TECH

**Instructor:** [REDACTED]

5 - I learned a great deal in this course.					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Strongly Agree	(5)	18	78.26%		4.74
Agree	(4)	4	17.39%		
Neutral	(3)	1	4.35%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>		<b>Mean</b>	<b>STD</b>	<b>Median</b>	
23/26 (88.46%)		4.74	0.54	5.00	

6 - Instructor(s) provided clear expectations for the course.					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Strongly Agree	(5)	16	69.57%		4.70
Agree	(4)	7	30.43%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>		<b>Mean</b>	<b>STD</b>	<b>Median</b>	
23/26 (88.46%)		4.70	0.47	5.00	

7 - Instructor(s) communicated effectively.					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Strongly Agree	(5)	20	86.96%		4.87
Agree	(4)	3	13.04%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>		<b>Mean</b>	<b>STD</b>	<b>Median</b>	
23/26 (88.46%)		4.87	0.34	5.00	

8 - Instructor(s) stimulated my interest in the subject matter.					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Strongly Agree	(5)	21	91.30%		4.91
Agree	(4)	2	8.70%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>		<b>Mean</b>	<b>STD</b>	<b>Median</b>	
23/26 (88.46%)		4.91	0.29	5.00	

# Appendix O. Course Evaluations and Report

**Florida State University**  
**2018 Fall**

**Course:** MHS5400-0001.fa18 : COUN THEOR AND TECH

**Instructor:** [REDACTED]

9 - Instructor(s) provided helpful feedback on my work.					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Strongly Agree	(5)	16	69.57%		4.65
Agree	(4)	6	26.09%		
Neutral	(3)	1	4.35%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>		
23/26 (88.46%)	4.65	0.57	5.00		

10 - Instructor(s) demonstrated respect for students.					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Strongly Agree	(5)	22	95.65%		4.96
Agree	(4)	1	4.35%		
Neutral	(3)	0	0.00%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>		
23/26 (88.46%)	4.96	0.21	5.00		

11 - Instructor(s) demonstrated mastery of the subject matter.					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Strongly Agree	(5)	21	91.30%		4.87
Agree	(4)	1	4.35%		
Neutral	(3)	1	4.35%		
Disagree	(2)	0	0.00%		
Strongly Disagree	(1)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>		
23/26 (88.46%)	4.87	0.46	5.00		

12 - Overall course content rating.					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Excellent	(5)	13	59.09%		4.45
Above Satisfactory	(4)	6	27.27%		
Satisfactory	(3)	3	13.64%		
Below Satisfactory	(2)	0	0.00%		
Poor	(1)	0	0.00%		
				0 25 50 75 100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>		
22/26 (84.62%)	4.45	0.74	5.00		

# Appendix O. Course Evaluations and Report

**Florida State University**  
**2018 Fall**

**Course:** MHS5400-0001.fa18 : COUN THEOR AND TECH

**Instructor:** [REDACTED]

13 - Overall rating for Instructor(s)					
Response Option	Weight	Frequency	Percentage	Percent Responses	Mean
Excellent	(5)	18	85.71%		4.86
Above Satisfactory	(4)	3	14.29%		
Satisfactory	(3)	0	0.00%		
Below Satisfactory	(2)	0	0.00%		
Poor	(1)	0	0.00%		
				0    25    50    75    100	Question
<b>Response Rate</b>	<b>Mean</b>	<b>STD</b>	<b>Median</b>		
21/26 (80.77%)	4.86	0.36	5.00		