

**2018-2019 (FY19) Unit Plan**  
**Department: Counseling****Institution****Academic Affairs****College of Education****Counseling****Unit Mission and Description****Unit Mission Statement****Unit Descriptive Analysis****Related Items**

*There are no related items.*

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**1 - Technology****Goal**

Model and promote the use of emerging technology resources.

**Intended Outcome**

Examine technology-based assessment measures for use in the counseling program training lab clinic (e.g., Outcome Questionnaire 45, YOQ, etc.) to provide access to technology-assisted supervision strategies. Obtain technology devices so clients can complete assessments in the waiting room at the clinic. Identify options for including audio/video observation and session recording for review in supervision through collaboration with the Provost, grant-writers, and other University of Montevallo Colleges, Departments, as well as community stakeholders.

- A dedicated site/facility for the UM Community Counseling Clinic training lab would also provide much-needed opportunities for students to experience real-time supervision via technology to foster greater competence in service delivery, as well as promote social justice and advocacy as elements of counselor professional identity while serving the local community;

Align core and track-specific syllabi and assignments with CACREP 2016 standards addressing the use of evidence-based technology in clinical practice with an emphasis on Distance Counseling, HIPAA compliance, electronic records, and interventions via mobile devices.

3. Emphasize with site supervisors the use of the new online PD-LEO assessments specifically for Practicum and Internship students. Offline accessibility for supervisors to use the PD-LEO in on-site supervision will continue to be utilized. Capture data on supervisor-specific credentials for LPC-S, LMFT-S, and school counselor supervision credentials.
4. Pilot the newly-developed online training and assessment module for site supervisors to promote the effective supervision of practicum and internship

students.

- Include information in Site Supervisor training that student clinical experiences must include a minimum of ten (10) hours of group leadership experience.
  - Capture data on supervisor-specific credentials for LPC-S, LMFT-S, and school counselor supervision credentials.
5. Update the Counseling Program website to reflect the program's commitment to and support of faculty and student diversity, recruitment and retention, and provides student access to program resources, as well as communicate program outcome data in accordance with CACREP 2016 standards.
6. Align dispositions and key performance indicators with CACREP 2016 Standards and develop a structured format for utilizing an e-portfolio with students in the Couples and Family, Clinical Mental Health, and School Counseling tracks. Tie key performance indicators to dispositions (on PD-LEO). Add assignment in each class requiring students to create an e-portfolio specific to that class.
7. Capture CACREP-related data and documentation in modules located in the Canvas shell dedicated to the Graduate Counseling Program in support of accreditation efforts under the new 2016 standards.
8. Identify and integrate strategies for building and sustaining therapeutic relationships with Millennials and other identified groups, such as the appropriate use of technology with digital natives.
9. Continue to model flexibility in providing quality instruction consistent with supporting developmental tasks of students by seeking opportunities for high-quality, flexible instruction by developing online learning opportunities for students to access, such as EDC 556: DSM: Diagnosis and Treatment Planning

### **Assessment Measures**

- 1.) Community Counseling Clinic outcome data would include information from technology-based assessment applications to improve planning and development of clinic services.
- 2.) Counseling course syllabi (e.g., EDC 530; etc.) will include information regarding Training Standards for Technology Assisted Counseling; these standards will be introduced and included in core and track-specific courses. Mobile applications (e.g., suicide app, safety app, mobile apps for regulation) will also be identified.
- 3.) Student clinical performance data will be captured through the use of the online version of PD-LEO in conjunction with site supervisors. Data on supervisor-specific credentials for LPC-S, LMFT-S, and school counselor supervision credentials will be captured via the online supervisor training.

4.) Program meeting and Program Advisory Council agendas identifying progress toward an online training and assessment module for site supervisors to promote the effective supervision of practicum and internship students. Data on supervisor-specific credentials for LPC-S, LMFT-S, and school counselor supervision credentials will be captured via the online supervisor training.

5.) The external program website will reflect and communicate the program's commitment to and support of faculty and student diversity, recruitment and retention, and also provide student access to program resources.

6.) Course syllabi will document assignments that align with dispositions and key performance indicators. Program meetings will document exploration of online data management systems (e.g., LiveText) to document program compliance with CACREP accreditation goals.

7.) Canvas modules will be updated with relevant information for program planning and functioning.

8.) Course syllabi will include objectives and activities that identify and integrate strategies for building and sustaining therapeutic relationships with Millennials and other identified groups, such as the appropriate use of technology with digital natives.

9.) Online course will be developed for EDC 556: DSM: Diagnosis and Treatment Planning;

### **Additional Resources Needed**

1.) Funding to support purchase of online assessment instruments for capturing Community Counseling Clinic outcome data through technology-based assessment applications to improve planning and development of clinic services.

- Funding for a dedicated site for the UM Community Counseling Clinic training lab would also provide much-needed opportunities for students to experience real-time supervision via technology to foster greater competence in service delivery, as well as promote social justice and advocacy as elements of counselor professional identity while serving the local community;

2.) Dedicated faculty time to develop counseling course syllabi (e.g., EDC 530 to include information regarding Training Standards for Technology Assisted Counseling; these standards will be introduced and included in core and track-specific courses. Mobile applications (e.g., suicide app, safety app, mobile apps for regulation) will also be identified.

3.) Dedicated program coordinator time to further develop the online version of PD-

LEO in conjunction with site supervisors to capture student clinical performance data.

4.) Dedicated program faculty and coordinator time to develop Program meeting and Program Advisory Council agendas identifying progress toward an online training and assessment module for site supervisors to promote the effective supervision of practicum and internship students.

5.) Dedicated program faculty and support staff time to modify the external program website to reflect and communicate the program's commitment to and support of faculty and student diversity, recruitment and retention, and also provide student access to program resources.

6.) Dedicated faculty time to modify course syllabi to document assignments that align with dispositions and key performance indicators. Program meetings will document exploration of online data management systems (e.g., Canvas ePortfolio) to document program compliance with CACREP accreditation goals.

7.) Dedicated program faculty and support staff time to update Canvas modules with relevant information for program planning and functioning.

8.) Dedicated instructor time to identify and integrate strategies for building and sustaining therapeutic relationships with Millennials and other identified groups, such as the appropriate use of technology with digital natives.

9.) Dedicated instructor time and assistance from the Malone Center for Excellence in Teaching to develop online or hybrid version of EDC 556: DSM: Diagnosis and Treatment Planning;

### **Related Items**

*There are no related items.*

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## **2 - Diversity**

### **Goal**

Acknowledge and address issues related to diversity of students, faculty, staff, curriculum, and field/clinical placements.

### **Intended Outcome**

1.) Continue to connect with agencies that serve under-served clients to increase awareness of the UM CCC as a referral source to let different communities know the clinic exists and promote access for members of the community. Coordinate with Shelby County Services to create a link to the UM CCC webpage. Coordinate faculty involvement with the Shelby County Women's United 2-Gen (two-generational) grant supporting

advocacy efforts for single mothers and their children residing in Shelby County.

2.) Counseling faculty members will submit proposals to present at conferences related to diversity, advocacy, and social justice. For example, faculty and Chi Sigma Iota students will participate in the Spring 2018 Ethics in Advocacy Workshop to be held on Friday, April 13th at UM; Dr. Parker will continue to provide diversity training for high school students entering college.

3.) Develop and maintain materials for the program website to include imaging that accurately reflects pluralistic society, diversity within the profession, and program commitment to diversity. Develop additional materials such as case studies reflecting different cultures, diverse guest speakers, and other diverse materials to be utilized in course delivery.

4.) Identify additional diversity presentation and conference session opportunities for faculty to maintain ongoing development of cultural competence. Engage with ACA divisions and state and national chapters that promote diversity and advocacy initiatives. Additional opportunities will be sought to provide NBCC continuing education with programs and workshops sponsored or co-sponsored with the UM counseling program, such as Ethics in Advocacy Workshop. An Advocacy in Supervision Workshop has been developed by Dr. Judith Harrington supporting supervisor awareness of opportunities for development of supervisee advocacy with clients.

5.) Increase program focus on recruiting individuals from underrepresented groups by collaborating with UM undergraduate majors and feeder programs including social work, psychology, family and consumer sciences, and Spanish. Offer two MESP scholarships to qualified candidates. Coordinate with Graduate Admissions to recruit students from historically black colleges as candidates for the graduate counseling program. Develop recruitment materials that reflect diversity and the program consciousness concerning social justice and advocacy. Recruit students from diverse majors at UM.

6.) Revise the interview questions for the Prospective Student Interviews and align with CACREP standards related to matriculation requirements; Develop matriculation criteria specific to advocacy for diversity via appropriate group interview questions.

7.) Continue to emphasize Social and Cultural Diversity throughout coursework as well as in comprehensive exam preparation workshops; continue to examine comprehensive exam process to accommodate students with diverse test-taking abilities.

### **Assessment Measures**

1. Clinic reports documenting referral sources and community access.
2. Faculty Activity Reports, Program Meetings, and Program Advisory Council meetings documenting faculty member proposals to present at conferences related to diversity, advocacy, and social justice.

3. Materials on the program website will include imaging that accurately reflects pluralistic society, diversity within the profession, and program commitment to diversity. Case studies reflecting different cultures, diverse guest speakers, and other diverse materials will be evidenced in course planning and delivery.
4. Faculty Activity Reports and Program Advisory Council meetings with document faculty engagement with ACA divisions and state and national chapters that promote diversity and advocacy initiatives as well as the coordination of NBCC continuing education with programs and workshops co-sponsored with the UM counseling program.
5. Program Meetings will document faculty collaboration with UM undergraduate majors and feeder programs. Up to two (2) MESP scholarships will be made available to qualified candidates as funding permits. Dr. Jackson will coordinate with Colleen Kennedy to recruit students from historically black colleges as candidates for the graduate counseling program and to develop recruitment materials that reflect diversity and the program consciousness concerning social justice and advocacy. Dr. Harrington will coordinate with Kelli Holmes to partner with the Gear Up for Schools summer program at UM, a two-day workshop for educators in the black-belt.
6. The interview questions for the Prospective Student Interviews will reflect standardization and alignment with CACREP standards related to matriculation requirements. Student performance on the Counselor Preparation Comprehensive Exam National Counselor Exam will reflect program emphasis on diversity.
7. Social and Cultural Diversity will be emphasized throughout coursework as well as in comprehensive exam preparation workshops; continue to examine comprehensive exam process to accommodate students with diverse test-taking abilities.

### **Additional Resources Needed**

1. Funding for graduate student assistance to develop Clinic reports documenting referral sources and community access.
2. Faculty dedicated time for development of Faculty Activity Reports, Program Meetings, and Program Advisory Council meetings documenting faculty member proposals to present at conferences related to diversity, advocacy, and social justice.
3. Dedicated faculty and support staff time for development of materials on the program website will include imaging that accurately reflects pluralistic society, diversity within the profession, and program commitment to diversity. Case studies reflecting different cultures, diverse guest speakers, and other diverse materials will be evidenced in course planning and delivery.
4. Dedicated faculty time to develop Faculty Activity Reports and Program Advisory Council meetings that document faculty engagement with ACA divisions and state and national chapters that promote diversity and advocacy initiatives as well as the coordination of NBCC continuing education with programs and workshops sponsored and/or co-sponsored with the UM counseling program.
5. Dedicated time for Counseling Program Meetings that document faculty collaboration with UM undergraduate majors and feeder programs and to coordinate with Colleen Kennedy to recruit students from historically black colleges as candidates for the graduate counseling program and to develop recruitment materials that reflect diversity and the program consciousness concerning social justice and advocacy.
6. Dedicated faculty time to develop and review the interview questions for the Prospective Student Interviews to reflect standardization and alignment with CACREP standards related to matriculation requirements. Dedicated faculty, staff, and Chi Sigma Iota time to support Review for Counselor Preparation Comprehensive Exam National Counselor Exam which will reflect program

emphasis on diversity.

7. Faculty time to develop activities for Social and Cultural Diversity to be emphasized throughout coursework as well as in comprehensive exam preparation workshop and to continue to examine comprehensive exam process to accommodate students with diverse test-taking abilities.

### **Related Items**

*There are no related items.*

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## **3 - Collaboration**

### **Goal**

Collaborate with public schools and other community agencies to positively impact P-12 student learning and client development.

### **Intended Outcome**

1.) Dr. Harrington will continue to attend grant-required meetings and provide QPR training to prepracticum students and in the suicide class. Dr. Harrington will continue QPR Suicide Prevention training to students, campus groups, community organizations, and local schools through ASPARC and the grant.

2.) Dr. Parker will continue the UM Community Counseling Clinic and will continue to collaborate with counseling program faculty, the Program Advisory Council, referral sources in UM Counseling Services, CSD, and the community to identify community needs for mental health services and to assist with further development of the counseling lab clinic. The faculty will collaborate in the development of a 2Gen Hub and the provision of counseling services to single mothers and their children. Counseling faculty will explore opportunities for developing connections with existing campus services including individual and group counseling services. The UM counseling program will collaborate with University Relations to develop opportunities for advertising and increasing awareness of the Clinic (Ex: Dr. Parker presenting at the Community Resource Fair in Helena; collaborating with UM Interns and UM program to provide summer groups for Falcon Flights students).

3.) Faculty will continue collaboration by supervising doctoral counselor education interns from other universities and scheduling diverse guest speakers and co-facilitators to prepare students to serve clients representing pluralistic populations. The counseling program will continue to collaborate with the Program Advisory Council to support evidence-based practices and will continue to seek co-sponsorship opportunities with community agencies and professional organizations (e.g., ALGBTICAL; ALAMFT, AAPT). Course instructors will continue to collaborate with university programs and resources (e.g., UM counseling services, UM Career services, UM Social Work program, etc.).

4.) Collaborate with existing UM resources such as UM Career Services (e.g., Angie Kelly) for the Career Class and Alex Cottrell with the Upward Bound program and identify opportunities for practicum and internship experiences. Model Best Practices in Career Development by seeking opportunities for students to participate as members and leaders in state associations as appropriate.

- 5.) Model Best Practices in networking by sharing job postings with students as appropriate; for example, the counseling bulletin board will be updated with new job postings as these become available.
- 6.) Update Practicum and Internship site list to identify opportunities for interested students to gain supervised experiences in their chosen tracks by collaborating with sites and site supervisors (e.g., students interested in field of Career Development might collaborate with Career Services).

### **Assessment Measures**

- 1.) Dr. Harrington will document QPR training with students, campus groups, community organizations, and local schools and will provide updates on progress toward the development of curricula for public school personnel and students to program to program faculty and the Program Advisory Council. When possible, obtain follow-up data from the GLS Grant administrators (the Alabama Department of Public Health) and/or SAMHSA to consider QPR training impact on the reduction of suicides in Alabama.
- 2.) Dr. Parker will provide outcome data on the UM CCC to assist with further planning and development of the counseling lab clinic.
- 3.) Faculty will complete required documentation in support of the supervision of doctoral counselor education interns from other universities. The counseling program will document through counseling program meetings ongoing initiatives to collaborate with the Program Advisory Council in support of evidence-based practices and continued co-sponsorship opportunities with university programs and services as well as community agencies and professional organizations.
- 4.) Sites will be developed in collaboration with existing UM resources such as UM Career Services (e.g., Angie Kelly) for the Career Class and the Upward Bound program and identify opportunities for practicum and internship experiences. Best practices in networking and career development will be modeled by seeking opportunities for inviting students to participate as members and leaders in state associations as appropriate.
- 5.) Job and internship postings will be shared with students as appropriate and internship opportunities updated in the site list. The counseling bulletin board will be updated with new job postings as these become available.
- 6.) Site list will reflect updated opportunities for interested students to gain supervised experiences in their chosen tracks by collaborating with sites and site supervisors (e.g., students interested in field of Career Development might collaborate with Career Services).

### **Additional Resources Needed**

- 1.) Dedicated time for Dr. Harrington to provide and document QPR training with students, campus groups, community organizations, and local schools and provide updates on progress toward the development of curricula for public school personnel and students to program to program faculty and the Program Advisory Council.
- 2.) Dedicated time for Dr. Parker and funding for a graduate student and counseling



supervisor to provide outcome data on the Clinic to assist with further planning and development of the counseling lab clinic.

3.) Dedicated time for faculty to complete required documentation in support of the supervision of doctoral counselor education interns from other universities. The counseling program will document through counseling program meetings ongoing initiatives to collaborate with the Program Advisory Council in support of evidence-based practices and continued co-sponsorship opportunities with university programs and services as well as community agencies and professional organizations.

4.) Dedicated faculty time for sites to be developed in collaboration with existing UM resources such as UM Career Services (e.g., Angie Kelly) for the Career Class and the Upward Bound program and identify opportunities for practicum and internship experiences. Best practices in networking and career development will be modeled by seeking opportunities for inviting students to participate as members and leaders in state associations as appropriate.

5.) Dedicated faculty time for job and internship postings to be shared with students as appropriate and internship opportunities updated in the site list.

6.) Dedicated time for the development of an updated site list to reflect updated opportunities for interested students to gain supervised experiences in their chosen tracks by collaborating with sites and site supervisors (e.g., students interested in field of Career Development might collaborate with Career Services).

#### **Related Items**

*There are no related items.*

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### **3 - Collaboration**

#### **Goal**

Collaborate with public schools and other community agencies to positively impact P-12 student learning and client development.

#### **Intended Outcome**

1.) Dr. Harrington will continue to provide QPR training to prepracticum students and in the suicide class. Curriculum will be developed for all public school personnel and a separate curriculum will be developed for students. Dr. Harrington will continue QPR Suicide Prevention training to students, campus groups, community organizations, and local schools through ASPARC and the grant.

2.) Dr. Parker will continue the Pilot Clinic and will continue to collaborate with counseling program faculty, the Program Advisory Council, referral sources in UM Counseling Services, CSD, and the community to identify community needs for mental health services and to assist with further development of the counseling lab clinic. Counseling faculty will explore opportunities for developing connections with existing campus services including individual and group counseling services. The UM counseling program will collaborate with University Relations to develop opportunities for advertising and increasing awareness of the Clinic. Dr. Harrington will coordinate with Kelli Holmes to partner with the Gear Up for Schools summer program at UM, a two-day workshop for educators in the black-belt.

3.) Faculty will continue collaboration by supervising doctoral counselor education interns from other universities and scheduling diverse guest speakers and co-facilitators to prepare students to serve clients representing pluralistic populations. The counseling program will continue to collaborate with the Program Advisory Council to support evidence-based practices and will continue to seek co-sponsorship opportunities with community agencies and professional organizations (e.g., ALGBTICAL; ALAMFT, AAPT). Course instructors will continue to collaborate with university programs and resources (e.g., UM counseling services, UM Career services, UM Social Work program, etc.).

### **Assessment Measures**

1.) Dr. Harrington will document QPR training with students, campus groups, community organizations, and local schools and will provide updates on progress toward the development of curricula for public school personnel and students to program to program faculty and the Program Advisory Council.

2.) Dr. Parker will provide outcome data on the Pilot Clinic to assist with further planning and development of the counseling lab clinic. Dr. Harrington will report on the coordination with Kelli Holmes to partner with the Gear Up for Schools summer program at UM.

3.) Faculty will complete required documentation in support of the supervision of doctoral counselor education interns from other universities. The counseling program will document through counseling program meetings ongoing initiatives to collaborate with the Program Advisory Council in support of evidence-based practices and continued co-sponsorship opportunities with university programs and services as well as community agencies and professional organizations.

4.) Spring 2018 Program Advisory Council Feedback:

### **How is the graduate counseling program fostering collaborative efforts within the professional community? What have been the opportunities for collaboration?9 responses**

Yes, we have students in social work who complete field education experiences with counseling students in at least 2 settings (UM Counseling Center and Owens House). Providing a community counseling program

Interns available to work in the schools, free counseling at the university for students who need and cannot afford private counseling services

The counseling program collaborates with the professional community by inviting outside professionals to present to classes as guest speakers. The program also collaborates by planning and coordinating professional development opportunities for professionals and students.

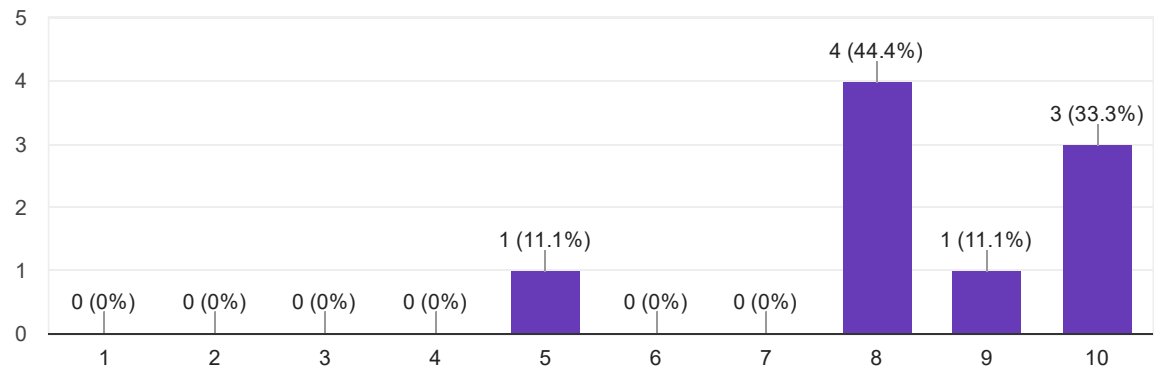
supervising practicum and intern students

I believe the establishment of the Community Counseling Clinic is a milestone in program growth and outreach. I could not think of a more symbiotic way to not only provide clinical experiences to counseling interns but to also provide a service to the surrounding community. Fostering these types of community outreach initiatives begins to instill in students the larger impact of their work.

Building new relationships with graduate students and established professionals  
By communicating with providers and educators about the students and programs  
featured at Montevallo.

#### CE Events

How well are UM counseling practicum and internship students able to analyze and use site supervisor feedback/performance data to make adjustments in their clinical work? 9 responses



#### Additional Resources Needed

1.) Allocation of existing time resources for Dr. Harrington to provide QPR training to pre-practicum students and in the suicide class and for the development of a curriculum for all public school personnel and students. Allocation of existing financial resources through the SAMHSA GLS Grant and through ASPARC and the grant.

2.) Allocation of existing time resources for Dr. Parker to serve as Clinic Director and to collaborate with University grant-writing personnel to identify and apply for grants to support existing clinic services as well as expansion of clinic services. (See goal 1) Allocation of a full-time graduate student to support the ongoing functioning and further development of the Community Counseling Clinic lab under the direction of Dr. Parker. (See goal 1)

Allocation of a dedicated physical space for the clinic is needed to support the addition of two (2) nights of clinic operations and further expand student supervision, client access of services, record-keeping compliance with HIPAA and counseling best-practices, and expansion of clinic services. Allocation of time resources for the UM counseling program to collaborate with University Relations to develop opportunities

for advertising and increasing awareness of the Clinic and for Dr. Harrington to coordinate with Kelli Holmes to partner with the Gear Up for Schools summer program at UM, a two-day workshop for educators in the black-belt. (See goal 1)

3.) Allocated existing time resources for faculty to continue to supervise diverse doctoral counselor education interns from other universities and schedule diverse guest speakers and co-facilitators to prepare students to serve clients representing pluralistic populations. Allocation of time and financial resources to support meetings with the Program Advisory Council as well as data collection and analysis in inform program goals. Allocated time and financial resources to seek co-sponsorship opportunities with community agencies and professional organizations (e.g., ALGBTICAL; ALAMFT, AAPT). Course instructors will continue to collaborate with university programs and resources (e.g., UM counseling services, UM Career services, UM Social Work program, etc.).

### **Related Items**

*There are no related items.*

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## **4 - Best Practices**

### **Goal**

Encourage the use and development of best practices in specific fields of study.

### **Intended Outcome**

1.) Development of a dedicated site for the UM Community Counseling Clinic training lab to provide additional opportunities for students to gain supervised experience in credential-specific treatment modalities such as couples and family therapy and play therapy modalities such as directive play therapy, non-directive play therapy, and sand tray therapy; further development of opportunities for efficient live supervision by faculty members through development of a lab clinic in consultation and collaboration with the Dean of the COE, Academic Affairs, other programs (e.g. CSD, FCS, and Social Work), and community leaders. Develop a dedicated space for the UM Community Counseling Clinic training lab where students can engage in supervised experiences in self- and other-assessment of counseling skill development and receive developmentally-appropriate feedback concerning performance, including process assessment models (such as GO REACT);

2.) Counseling faculty will continue to maintain licensure and/or credentialing, maintain membership in ACA, and earn an average of 20 hours per year continuing education (including 3 hours of ethics training). Specialized certification and credentialing will be sought in order to provide students with opportunities for professional growth in specific treatment modalities.

3.) Continue to encourage student involvement in professional organizations through membership and conference presentations. Continue to support student professional counselor identity through faculty mentoring and identification of opportunities for students to serve in local, state, regional, and national counseling organizations; (e.g., ALAMFC; AAPT).

4.) Counseling faculty will continue to coordinate with NBCC for pre-degree candidates for National Certified Counselor designation. For example, resources were

provided for Dr. Jackson to attend a workshop on CACREP Accreditation.

5.) Further incorporate activities promoting student self-care strategies into course syllabi or scheduled class meetings (e.g., EDC 503; EDC 526; EDC 502) Discuss specific collaborative opportunities with faculty in other disciplines as well as ongoing self-care initiatives with UM counseling services to develop self-care strategies and research opportunities.

6.) Maintain CACREP Accreditation and prepare for next re-accreditation visit.

7.) Counseling faculty will continue to coordinate with NBCC for pre-degree candidates for Nationally Certified Counselor designation. Continue to emphasize Professional Identity Development throughout coursework as well as in comprehensive exam preparation workshops.

8.) Continue to integrate Play Therapy coursework into programs of study as elective choices and advertise UM at the ALCA state conference as a university provider of play therapy courses. Seek ABEC approval of Play Therapy coursework as enrichment coursework.

9.) Incorporate information into coursework concerning emerging models such as "Life Transition Counseling" and models for conceptualizing work with older and younger clients; Identify specialty topics to include in coursework, including the AAMFT - Medical Family Therapy model. As possible, in EDC 581/586 Internship experiences, seek to include at least two (2) class members in Internship group supervision from each track represented in the group so that students benefit from the shared perspectives of others within the same track as well as from other program tracks.

10.) Provide support to adjunct faculty and communicate core program values via standardized syllabi; Standardize course syllabi with alignment with CACREP (2016) Key Performance Indicators;

Address student concerns regarding use of instructional time by aligning course objectives, activities, and assessments with CACREP (2016) Standards.

11.) Develop a class specific for school counselors to develop classroom management skills in leading classroom guidance

12.) Participate in university plans for implementation of Quality Matters (QM) certification for online courses and for faculty who teach online.

**Assessment Measures**

- 1.) Program Meetings and Clinic Reports will reflect further development of modalities for live supervision.
  
- 2.) Counseling faculty credentials, vitae, and bios will reflect licensure and/or credentialing including specialized certification and credentialing to provide students with opportunities for professional growth in specific treatment modalities.
  
- 3.) Program Meetings and Program Advisory Council reports will identify student involvement in professional organizations through membership and conference presentations as well as participation in state boards (e.g., ALAMFC; AAPT).
  
- 4.) Outcome data will reflect student pursuit of the National Certified Counselor designation.
  
- 5.) Course syllabi and ongoing self-care initiatives will reflect self-care strategies and research opportunities.
  
- 6.) A chart will be developed identifying the 2016 CACREP standards so faculty can align standards identified in core, track-specific, and elective course syllabi for all three program tracks with CACREP 2016 standards. Program resources will be updated to reflect focus of new standards.
  
- 7.) NBCC liaison will identify eligible candidates for the National Certified Counselor credential and will provide a list of these candidates to NBCC each fall and spring semester.
  
- 8.) Programs of Study will reflect the integration of Play Therapy coursework as elective choices. Recruitment materials available at the ALCA state conference will the university as a provider of play therapy courses and ABEC approval of Play Therapy coursework as enrichment coursework.
  
- 9.) Incorporated information into coursework concerning emerging models such as "Life Transition Counseling" and models for conceptualizing work with older and younger clients; Identify specialty topics to include in coursework, including the AAMFT - Medical Family Therapy model. As possible, in EDC 581/586 Internship experiences, inclusion of at least two (2) class members in Internship group supervision from each track represented in the group so that students benefit from the shared perspectives of others within the same track as well as from other program tracks.
  
- 10.) Provided support to adjunct faculty and communicate core program values via

standardized syllabi; Standardized course syllabi with alignment with CACREP (2016) Key Performance Indicators;

11.) Successful development of a class specific for school counselors to develop classroom management skills in leading classroom guidance

12.) Faculty who teach online will receive QM Certification and online courses will be aligned with Quality Matters (QM) criteria.

### **Additional Resources Needed**

1.) Dedicated time and technology resources toward development of Program Meetings and Clinic Reports that reflect further development of modalities for live supervision.

2.) Travel and training money for counseling faculty credentials, vitae, and bios to reflect licensure and/or credentialing including specialized certification and credentialing to provide students with opportunities for professional growth in specific treatment modalities.

3.) Dedicated faculty, staff, and agency time for Program Meetings and Program Advisory Council reports that identify student involvement in professional organizations through membership and conference presentations as well as participation in state boards (e.g., ALAMFC; AAPT).

4.) Dedicated faculty time for capturing outcome data to reflect student pursuit of the National Certified Counselor designation.

5.) Dedicated instructor time for development of course syllabi and ongoing self-care initiatives that reflect self-care strategies and research opportunities.

6.) Faculty and program coordinator dedicated time for the development of a chart identifying the 2016 CACREP standards so faculty can align standards identified in core, track-specific, and elective course syllabi for all three program tracks with CACREP 2016 standards. Program resources will be updated to reflect focus of new standards.

7.) Dedicated time for program coordinator/NBCC liaison to identify eligible candidates for the National Certified Counselor credential and will provide a list of these candidates to NBCC each fall and spring semester.

8.) Dedicated faculty and staff time to modify Programs of Study to reflect the integration of Play Therapy coursework as elective choices. Development of

recruitment materials available at the ALCA state conference and via social media identifying the university as a provider of play therapy courses and ABEC approval of Play Therapy coursework as enrichment coursework.

9.) Dedicated instructor time for the incorporation of information into coursework concerning emerging models such as "Life Transition Counseling" and models for conceptualizing work with older and younger clients; Identify specialty topics to include in coursework, including the AAMFT - Medical Family Therapy model. As possible, in EDC 581/586 Internship experiences, inclusion of at least two (2) class members in Internship group supervision from each track represented in the group so that students benefit from the shared perspectives of others within the same track as well as from other program tracks.

10.) Dedicated faculty time in support of adjunct faculty and communicate by communicating core program values via standardized syllabi; Standardized course syllabi will align with CACREP (2016) Key Performance Indicators;

11.) Dedicated faculty time for the successful development of a class specific for school counselors to develop classroom management skills in leading classroom guidance

12.) Faculty time to participate in QM Certification and to develop online courses aligned with Quality Matters (QM) criteria.

### **Related Items**

*There are no related items.*

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## **4 - Best Practices**

### **Goal**

Encourage the use and development of best practices in specific fields of study.

### **Intended Outcome**

1.) Further development of opportunities for efficient live supervision by faculty members through development of a lab clinic in consultation and collaboration with the Dean of the COE, Academic Affairs, other programs (e.g. CSD, FCS, and Social Work), and community leaders.

2.) Counseling faculty will continue to maintain licensure and/or credentialing, maintain membership in ACA, and earn an average of 20 hours per year continuing education (including 3 hours of ethics training). Specialized certification and credentialing will be sought to provide students with opportunities for professional growth in specific treatment modalities.

3.) Continue to encourage student involvement in professional organizations through membership and conference presentations. Student participation in state boards will



be encouraged (e.g., ALAMFC; AAPT).

4.) Counseling faculty will continue to coordinate with NBCC for pre-degree candidates for National Certified Counselor designation. NBCC liaison will identify eligible candidates for the National Certified Counselor credential and will provide a list of these candidates to NBCC each fall and spring semester.

5.) Further incorporate activities promoting student self-care strategies into course syllabi or scheduled class meetings (e.g., EDC 503; EDC 526; EDC 502) Discuss specific collaborative opportunities with faculty in other disciplines as well as ongoing self-care initiatives with UM counseling services to develop self-care strategies and research opportunities.

6.) Maintain CACREP Accreditation and prepare for next re-accreditation visit. For example, resources were provided for Dr. Jackson to attend a workshop on CACREP Accreditation.

7.) Continue to integrate Play Therapy coursework into programs of study as elective choices and advertise UM at the ALCA state conference as a university provider of play therapy courses. Seek ABEC approval of Play Therapy coursework as enrichment coursework.

### **Assessment Measures**

1.) Program Meetings and Clinic Reports will reflect further development of modalities for live supervision.

2.) Counseling faculty credentials, vitae, and bios will reflect licensure and/or credentialing including specialized certification and credentialing to provide students with opportunities for professional growth in specific treatment modalities.

3.) Program Meetings and Program Advisory Council reports will identify student involvement in professional organizations through membership and conference presentations as well as participation in state boards (e.g., ALAMFC; AAPT).

4.) Outcome data will reflect student pursuit of the National Certified Counselor designation. NBCC liaison will identify eligible candidates for the National Certified Counselor credential and will provide a list of these candidates to NBCC each fall and spring semester.

5.) Course syllabi and ongoing self-care initiatives will reflect self-care strategies and research opportunities.

6.) A chart will be developed identifying the 2016 CACREP standards so faculty can align standards identified in core, track-specific, and elective course syllabi for all

three program tracks with CACREP 2016 standards. Program resources will be updated to reflect focus of new standards.

7.) Programs of Study will reflect the integration of Play Therapy coursework as elective choices. Recruitment materials available at the ALCA state conference will the university as a provider of play therapy courses and ABEC approval of Play Therapy coursework as enrichment coursework.

#### 8.) **Spring 2018 Program Advisory Council Data:**

What is your understanding of how program faculty remain current and involved in the world of practice? 9 responses

Counseling has a top notch faculty specializing in diversified areas of practice. All of the faculty are engaged scholars and make contributions to both research and practice.

It is my understanding that some of the faculty members have private practices, all attend professional conferences and many support the community counseling program.

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Program faculty remain actively involved in professional organizations and continuing professional practice. Ongoing professional practice helps faculty to remain current in best practices and critical issues in the field.

Attend professional development and see clients

In my experiences, the program faculty did an excellent job of balancing course loads with professional development and staying up to date with current trends in counseling. I know that is not an easy task to balance. However, its importance cannot be understated and seeing the faculty place such an importance on this facet of the program is reassuring.

Trainings

Most of the professors continue to perform service in the private practice sector. It is my understanding that they do, but at what levels, I am not sure.

Students appear to view counseling from a limited scope expectations of the profession. Would be helpful for them to look beyond the framework of private practice.

There needs to be more emphasis on professional development i.e preparing Professional Vitae, Broader Overview of Supervision and Licensure process.

Maybe taking pre-practicum to a deeper level so students are as prepared as they can be for practicum. Maybe more focus on treatment planning and basic interventions with common presenting issues.

Incorporating the continued changes in licensure/certification/professional practice issues in all courses. As mentioned above, the ethical and effective use of technology will be imperative. Also, with these advancements in technology, the globe will continue to "shrink" and multicultural experiences will become ever more common. Diversity and multicultural training will need to continue to be a core and critical component of the program. I believe the program has excelled in this area but feel this is always an area for improvement and reflection. Finally, as political and social trends on healthcare wax and wane, assessments may become a more critical component of counseling practice. That is, care may become more focused on assessments to verify counseling need and counseling progress. Personally, this trend is somewhat upsetting as it degrades the practice of counseling and the individuals in counseling to de-personalized metrics. However, for counselors to be successful and effective in this climate, they will likely need to be well-versed in the

utilization of assessments in practice.

Your programs are excellent!

Interns are knowledgeable and engaged; however, self-starters and interns willing to take the initiative to develop programs and lessons on their own would be welcomed. Some interns seem uncomfortable or lack confidence in presenting to classes and large groups. This is not, however, specific to UM. It seems to be a trend with all interns.

Providing opportunities for student to practice counseling skills prior to the practicum experience in course work.

1. I think that it would be nice for the University supervisor to visit each site and site supervisor in person or call at least once if a UM student is placed at the site. 2. UM should provide opportunities for professional development available to alum and the counseling professional community. I see PD through AUM and UAB frequently and nothing through UM. 3. The PD-LEO is so clinically based that it doesn't always apply to those interns in the school counseling program.

I would recommend continued focus on community outreach through the Community Counseling Clinic. As stated above, I truly believe this initiative will not only serve the counseling students but also the community - instilling in those students an understanding of the importance and impact of their work. As stated above, I think technology will need to be a main focus moving forward. The incorporation of technological competencies in counseling will be critical for the program moving forward. More diversity and infusion of Wellness to include aspects of Spirituality of the Student as well as the Client. More communication between site supervisors and internship instructors

### **Additional Resources Needed**

1.) Allocation of existing funding resources to support modalities of live supervision.

2.) Allocation of existing time and financial resources to support the substantial expenses associated with capturing ongoing professional training and payment of credentialing fees.

3.) Allocation of existing funding resources to support student involvement in professional organizations through membership and conference presentations as well as student participation in state boards.

4.) Allocation of existing faculty time to identify, generate, and communicate a list of NCC-eligible candidates to NBCC each fall and spring semester.

5.) No additional resources needed.

6.) Funding and time resources to maintain CACREP Accreditation (currently \$3500.00 per year in 7005 line). Faculty and staff allocation of time resources toward program development.

7.) Allocation of existing funding and time resources for faculty development in the area of evidence-based play therapy practice.

**Related Items**

*There are no related items.*

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**5 - Retention****Goal**

Recruit and retain students in COE degree programs.

**Intended Outcome**

- 1.) Maintain CACREP Accreditation as a best-practice as well as component of recruitment and retention. Coordinate with Colleen Kennedy, COE Graduate Admissions Administrative Assistant and other university personnel to streamline the application process.
  
- 2.) Continue to focus on recruiting individuals from underrepresented groups by collaborating with UM undergraduate majors and feeder programs including FCS, CSD, social work, and psychology. Program faculty will present information to students in other majors as opportunities are developed. Offer two MESP scholarships to qualified candidates.
  
- 3.) Continue to develop and update program website to include imaging and information that accurately reflects diversity within society, the counseling profession, and the program's commitment to diversity. Collaborate with COE Admissions representatives to develop recruitment opportunities.
  
- 4.) Out of the Darkness Suicide Awareness Walk has been an ongoing collaborative effort between CSI and undergraduate students; Chi Sigma Iota will continue to seek opportunities to include undergraduate and other graduate students in service projects and social events.
  
- 5.) CSI included a self-care activity for the social event for students in Fall 2016. Faculty will continue to incorporate activities promoting student self-care strategies into course syllabi or scheduled class meetings and collaborate with other faculty and CSI officers to develop ongoing support of students and self-care strategies.
  
- 6.) New website is under development and the program will continue to collaborate with web developers to update online application process so applicants may select the specific program track to which they are applying.
  
- 7.) Develop ePortfolio structure to capture student artifacts aligned with counseling dispositions used as formative evaluation of Key Performance Indicators to facilitate assessment of student progress in the program.

**Assessment Measures**

- 1.) CACREP accreditation will be maintained and Graduate Council minutes and

Program Meeting minutes will identify program updates consistent with Standards (e.g., procedures developed to streamline the application process).

2.) Program Meeting Minutes will identify recruitment efforts toward individuals from underrepresented groups and in other UM majors as opportunities are developed. MESP scholarships awarded to qualified candidates will be identified as well.

3.) Program website will include imaging and information that accurately reflects diversity within society, the counseling profession, and the program's commitment to diversity.

4.) Chi Sigma Iota initiatives will continue to reflect service projects and social events inclusive of both undergraduate and graduate students.

5.) Faculty syllabi will continue to reflect activities promoting student self-care strategies.

6.) New website will reflect an updated, user-friendly online application process.

7.) Program meeting minutes will reflect outcomes of faculty discussions regarding LiveText as a potential ePortfolio structure to capture student artifacts aligned with counseling dispositions used as formative evaluation of Key Performance Indicators to facilitate assessment of student progress in the program.

#### 8.) **Spring 2018 Program Advisory Council Feedback:**

##### **List those strengths or aspects of our programs that are most important to you.9 responses**

A cohesive faculty committed to the teaching and training of human service professionals. There is also strong leadership from the Department Chair and Program Coordinators.

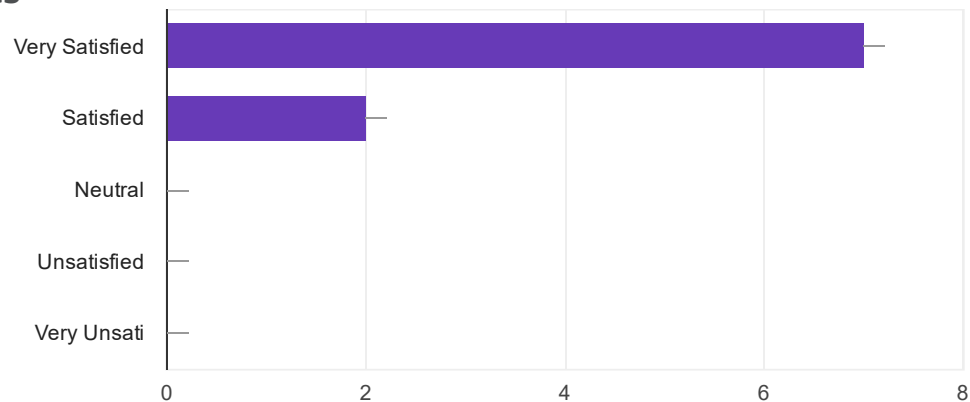
Community counseling program is extremely beneficial to the City of Montevallo. Counseling interns are knowledgeable and do very well with one-on-one counseling. They have a good understanding of techniques and ethics.

Faculty expertise and investment in student development. The program's commitment to professionalism and maintaining rigorous standards/expectations. Overall, I feel that the interns are well prepared and have a strong knowledge of counseling theories and practices.

First and foremost, the faculty are fantastic. During my time in the program, I always felt as though they were accessible and willing to support my development. They represent and model a wide-range of skills and abilities. They are very knowledgeable and eager to share their knowledge. They each played a key role in my professional identity development and encouraged me to find my own professional voice. The network of internships sites was also a strength. I felt I had the chance for varied and diverse experiences during my practicum and internship. I would encourage the

program to continue their good work on maintaining these relationships. Finally, the sense of community within the program was very strong during my time. I believe this was a direct result of the commitment by the faculty to not only counseling success but also to professional identity development and encouraging students to find their own voice. Availability of supervision for practicum and internship students on campus and during crisis situations. The diversity of staff and opportunities afforded to students. Solid core faculty. Very easy to work with, helpful, and accessible.

### Please rate your level of satisfaction with the quality of our programs<sup>9</sup> responses



### Additional Resources Needed

- 1.) Allocation of funding and time resources to maintain CACREP Accreditation (currently \$3500.00 per year from 7005 line). Faculty and staff allocation of time resources toward program development.
- 2.) Allocation of existing faculty and time resources to collaborate with UM undergraduate majors and feeder programs including FCS, CSD, social work, and psychology and to present information to students in other majors as opportunities are developed. Allocation of funding for two (2) MESP scholarships to qualified graduate counseling candidates.
- 3.) Allocation of existing faculty time to develop materials for the program website and to collaborate with COE Admissions representatives to develop recruitment opportunities.
- 4.) Allocation of existing faculty time and funding resources to support Chi Sigma Iota initiatives that include undergraduate and other graduate students in service projects and social events.
- 5.) Allocation of class time toward inclusion of self-care activities.
- 6.) Allocation of faculty time to collaborate with web developers to update online application process.

7.) Allocation of existing faculty time resources to research LiveText as a potential ePortfolio structure to capture student artifacts aligned with counseling dispositions used as formative evaluation of Key Performance Indicators to facilitate assessment of student progress in the program.

**Related Items**

*There are no related items.*

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**5 - Retention****Goal**

Recruit and retain students in COE degree programs.

**Intended Outcome**

- 1.) Maintain CACREP Accreditation as a best-practice as well as component of recruitment and retention. Coordinate with Colleen Kennedy, COE Graduate Admissions Administrative Assistant and other university personnel to streamline the application process.
  
- 2.) Continue to focus on recruiting individuals from underrepresented groups by collaborating with UM undergraduate majors and feeder programs including FCS, CSD, social work, and psychology. Program faculty will present information to students in other majors as opportunities are developed. Offer two MESP scholarships to qualified candidates. Address student concerns regarding coordination of clinical experience information and requirements by a.) emphasizing requirements in the Program Handbook; b.) providing Spring and Fall semester Clinical Experience Orientations; and c.) coordinating and communicating requirements with adjunct faculty, including standardizing clinical experience syllabi.
  
- 3.) Continue to develop and update program website to include imaging and information that accurately reflects diversity within society, the counseling profession, and the program's commitment to diversity. Collaborate with COE Admissions representatives to develop recruitment opportunities.
  
- 4.) Chi Sigma Iota will continue to seek opportunities to include undergraduate and other graduate students in service projects and social events.
  
- 5.) Faculty will continue to incorporate activities promoting student self-care strategies into course syllabi or scheduled class meetings and collaborate with other faculty and CSI officers to develop ongoing support of students and self-care strategies. Continue to emphasize student self-care as a component of professional counselor development and sustainability across the professional lifespan;
  
- 6.) The program will continue to collaborate with web developers to update online application process so applicants may conveniently access information regarding the specific program tracks to which they are applying.

7.) Develop ePortfolio structure to capture student artifacts aligned with counseling dispositions used as formative evaluation of Key Performance Indicators to facilitate assessment of student progress in the program.

8.) Promote and model Best Practices in Research and Program Development by aligning the PD-LEO with Program Core Values and develop an instrument for assessing student performance in relation to Core Values for use in each Fall and Spring semester student performance review; communicate results of performance review each Fall and Spring semester.

### **Assessment Measures**

1.) CACREP accreditation will be maintained and Graduate Council minutes and Program Meeting minutes will identify program updates consistent with Standards (e.g., procedures developed to streamline the application process).

2.) Program Meeting Minutes will identify recruitment efforts toward individuals from underrepresented groups and in other UM majors as opportunities are developed. MESP scholarships awarded to qualified candidates will be identified as well.

3.) Program website will include imaging and information that accurately reflects diversity within society, the counseling profession, and the program's commitment to diversity.

4.) Chi Sigma Iota initiatives will continue to reflect service projects and social events inclusive of both undergraduate and graduate students.

5.) Faculty syllabi will continue to reflect activities promoting student self-care strategies.

6.) New website will reflect an updated, user-friendly online application process.

7.) Program meeting minutes will reflect outcomes of faculty discussions regarding Canvas as a potential ePortfolio structure to capture student artifacts aligned with counseling dispositions used as formative evaluation of Key Performance Indicators to facilitate assessment of student progress in the program.

8.) Alignment of the PD-LEO with Program Core Values and development of an instrument for assessing student performance in relation to Core Values for use in each Fall and Spring semester student performance review; communication of results of performance reviews each Fall and Spring semester.



**Additional Resources Needed**

- 1.) \$6,000.00 required funding for CACREP site visit as well as funding for accreditation to be maintained and faculty time for identification of specific program updates consistent with Standards (e.g., procedures developed to streamline the application process).
  
- 2.) Dedicated faculty time toward recruitment efforts with individuals from underrepresented groups and in other UM majors as opportunities are developed. Funding for MESP scholarships to be awarded to qualified candidates will be identified as well.
  
- 3.) Faculty and staff dedicated time toward ongoing updates to Program website to include imaging and information that accurately reflects diversity within society, the counseling profession, and the program's commitment to diversity.
  
- 4.) Chi Sigma Iota investment of time toward initiatives that continue to reflect service projects and social events inclusive of both undergraduate and graduate students.
  
- 5.) Faculty dedicated time for modification of syllabi to reflect activities promoting student self-care strategies.
  
- 6.) Faculty and staff dedicated time toward development of counseling program-specific website to reflect an updated, user-friendly online application process.
  
- 7.) Faculty dedicated time for discussions regarding Canvas as a potential ePortfolio structure to capture student artifacts aligned with counseling dispositions used as formative evaluation of Key Performance Indicators to facilitate assessment of student progress in the program.
  
- 8.) Faculty dedicated time toward alignment of the PD-LEO with Program Core Values and development of an instrument for assessing student performance in relation to Core Values for use in each Fall and Spring semester student performance review; communication of results of performance reviews each Fall and Spring semester.

**Related Items**

*There are no related items.*