

**Mental Health Counseling (EdS)****EdS in Mental Health Counseling Mission**

The mission of the Counseling and Counselor Education entry-level program (M.ED., MAE, & ED.S.) in Mental Health Counseling is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about counseling, mental health, and human behavior, and to provide treatment for varied mental health issues and with respect to diverse groups; and to collaborate with others to solve critical educational and human problems in a diverse global community. This mission aligns with the College of Education mission as well as the overall land grant, sea-grant, and space-grant mission of the University of Florida.

**2014-15 SLO 1: Knowledge**

Candidates will identify, explain, and defend professional knowledge to address a wide variety of circumstances within the clinical mental health counseling context.

**SLO Area (select one):** Knowledge (Grad)

**Assessment Method**

Candidates will successfully pass the exit interview that is composed of: (a) a written integrative paper, (b) a video presentation of the examinee's clinical work, (c) and oral defense to faculty questions about the paper and the video.

**2014-15 SLO 2: Skills**

Candidates demonstrate proficiency in counseling skills by applying principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. Candidates also apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.

**SLO Area (select one):** Skills (Grad)

**Assessment Method**

The Individual Supervisor End-of-Semester Report Form (ISESR) is completed for each candidate by the following: individual faculty members, adjunct teaching the content of practicum and internship, field supervisors at practicum and internship sites, and supervisor of group and individual supervision. Candidates must meet 50% in practicum and 80% in internship (or higher) of the standards stated in the ISESR in order to meet the standard requirement.

**2014-15 SLO 3: Professional Behavior**

Candidates will demonstrate professional behavior in mental health counseling by engaging in: (a) professional organizations, including membership benefits, activities, services to members, and current issues; (b) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; (c) ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

**SLO Area (select one):** Professional Behavior (Grad)

**Assessment Method**

At the end of each academic year, both students and faculty complete an Annual Evaluation of Student Performance and Progress form. Candidates will also document membership in professional organizations (e.g., American Counseling Association) as part of the annual review process.

**EdS in Mental Health Counseling AAP Detail**

**Start:** 7/1/2014

**End:** 6/30/2015

**Progress:** Ongoing

**Providing Department:** Mental Health Counseling (EdS)

**Responsible Roles:** Director of Assessment and Accreditation (Colon, Elayne)

**Research (Graduate and Professional AAPs only)**

The entry-level degree program in Mental Health Counseling is a degree program for counseling practitioners. Students in the mental health degree program are expected to become effective consumer of mental health counseling-related research. Hence they are expected to be familiar with research methods used in the mental health counseling field and to understand how to apply such methods in assessing the caliber of published research in the field.

**Assessment Timeline (Graduate and Professional AAPs only)**

Assessment	Assessment 1	Assessment 2	Assessment 3
<b>SLOs</b>			
<b>Knowledge</b>			
#1	Faculty Annual Evaluation of Student Performance	Exit Interview (final semester in program)	
<b>Skills</b>			
#2	Faculty Annual Evaluation of Student Performance	Individual Supervisors' End of Term Report (during internship semester)	
<b>Professional Behavior</b>			
#3	Faculty Annual Evaluation of Student Performance	Membership in Professional Association	

**Curriculum Map (UG AAPs only)****Assessment Cycle (All AAPs)**

Analysis and Interpretation: By September 30th

Program Modifications: Completed by September 30th

Dissemination: Completed by end of spring semester

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1		√	√	√	√	√	√
<b>Skills</b>							
#2		√	√	√	√	√	√
<b>Professional Behavior</b>							
#3		√	√	√	√	√	√

**Methods and Procedures (UG and Certificate AAPs) & SLO Assessment Matrix (UG AAPs only)**

**SLO Assessment Rubric (All AAPs)**

Appendix 1: Faculty Annual Evaluation of Student Performance and Progress

Student \_\_\_\_\_ Semester/Year \_\_\_\_\_

Student's Advisor \_\_\_\_\_ Reviewer \_\_\_\_\_

Directions: The ratings provided on this form are intended to guide the student and the Counselor Education Program in evaluating academic performance. Evaluations should be based on performance during the past academic year. For each item, check the box under the number that best describes the student's performance using the following scale:

1-Unsatisfactory 2-Needs Improvement 3-Satisfactory 4-Outstanding N/O-Not Observed

Academic Performance	1	2	3	4	N/O
1. Performance during course(s)					
2. Mastery of material					
3. Effort					
4. Commitment to excellence					
5. Writing skills					
6. Oral communication skills					
7. Research skills					
8. Knowledge of professional literature					
9. Openness to feedback					
10. Meets deadlines					
11. Comparison to course peers					
12. Overall rating					

Please comment on the student's overall performance and elaborate on any items that rated 1 or 2 so that we may have a more complete understanding of any areas of weakness.

**Measurement Tools (Graduate and Professional AAPs Only)**

The entry-level programs in counseling use a set of assessment tools that include the following:

1. **Annual Evaluation of Student Progress:** At the end of each academic term (usually in the spring semester), both students and faculty complete an annual review of progress form (Appendix 1). This annual assessment asks students and the faculty who have worked with them to evaluate their progress for the year and in the program. Knowledge, skills, and professional behaviors are included.
1. **Supervisor's End of Term Report:** Students enrolled in practicum and internship are continuously evaluated by supervisors who are onsite and/or at the university. The assessment form filled out by the students' supervisors at the end of the term is considered a summative evaluation of their knowledge, skills, and professional performance throughout their practical experience.
1. **Exit Interview:** A capstone experience in which the student demonstrates that they have obtained present levels of professional competence before they face the demands of post-graduate supervised practice.

**Assessment Oversight (All AAPs)**

Name	Department Affiliation	Email Address	Phone Number
Jacqueline Swank	School of Human Development and Organizational Studies	jswank@coe.ufl.edu	273-4326
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Academic Assessment Plan Entry Complete: