

Program Assessment Form
Learning Goals and Outcomes
Due November 1

Name of Program: School of Applied Human Sciences-Counseling

Name of Department Head / Assessment Coordinator: William Henninger/Roberto Swazo

Date of Assessment (inclusive semesters): 2021-2022

Date Form Completed: October 27, 2022

Learning Outcome(s)

Identify the learning outcome(s) that you are measuring.

(Learning outcome) 2. Learners will demonstrate awareness of values, beliefs, and cultural norms and identify how their perspective, experience, and related biases impact the counseling process and interventions and will demonstrate culturally responsive counseling and advocacy skills.

(Goal) KPI 2S: Learners will demonstrate culturally responsive counseling and advocacy skills.

Assessment Plan

Name and brief description of the artifacts assessed, and the instruments/rubrics used for the assessment.

Artifact 1: Intervention and Prevention Paper (Critical Thinking)

The paper will contain a set of three distinctive reflections that will be integrated in a final paper. One will correspond to the reading of Harbor Me. It will include your reaction and response to the characters and their experiences. You will be asked to reflect on your own culture and cultural identity and consider how these dimensions of who you are inform your professional identity and practice. Another reflection will precede discussions of the aging process and topics associated with death and dying to gather initial impressions and perspectives before delving into the topics. The final reflection will involve sharing your perspective surrounding counseling work with older adults.

Artifact 2: Multicultural Assignment/Cultural Engagement Activity Paper (Knowledge and Skills)

Students will participate in a selected cultural engagement activity. Due to the variety of life experiences that students bring with them, some students may be more comfortable than others with respect to exploring different cultures. The student will visit the selected cultural site alone, not with another student from the class, family member or friend. The idea is to explore a culture by yourself without any emotional or psychological support from others. This assignment will

consist of three parts: a. Identify a population you know little about and want to increase your level of competence. You may want to choose a population you will be working with in the future. Identify goals you want to accomplish. b. Once you have identified the population you want to learn more about, identify how you will engage and interact with individuals of this population. A suggested course of action is to gather information, plan observations, and participate in a cultural activity by volunteering to help or provide a service, and interviewing individuals. c. Students must complete a 4–6-page paper in reaction to their experiences covering the goals and their completion, feelings, and reactions, how these will impact your future practice, and strategies to work with individuals of this specific cultural population.

Artifact 3: Internship Case Conceptualization (Knowledge)

Students must complete a case conceptualization demonstrating awareness of their values, cultural norms, and experiences and how these impact the counseling process and treatment planning of the session. As part of the case conceptualization, students must design developmentally appropriate interventions that reflect their understanding of developmental theories.

Date(s) of administration.

Artifact 1: Intervention and Prevention Paper [Completed every spring semester]

Artifact 2: Multicultural Assignment/Cultural Engagement Activity Paper [Completed every summer semester]

Artifact 3: Internship Case Conceptualization [Completed every spring semester]

Sample (number of students, % of class, level, demographics).

Artifact 1: Intervention and Prevention Paper [N=58: 1st/2nd/3rd year cohorts]

Artifact 2: Multicultural Assignment/Cultural Engagement Activity Paper [N=44: 1st /2nd year cohorts]

Artifact 3: Internship Case Conceptualization [N=14; 3rd year cohort-spring graduates]

Data Analysis

Direct Assessment (Include a narrative and a summary table of the data here; include all scores in Appendix E.)

Learners will demonstrate awareness of values, beliefs, and cultural norms and identify how their perspective, experience, and related biases impact the counseling process and interventions and will demonstrate culturally responsive counseling and advocacy skills.

KPI 2S: Learners will demonstrate culturally responsive counseling and advocacy skills.

Narrative: Three different artifacts are used throughout the 3 semesters (fall, summer, spring) to ensure that the learning outcome and goal (KPI) have been reinforced. The program’s goal is to ensure that the results of the students’ artifacts fall within the *advanced and proficient categories demonstrating command of the content*.

Summary: As evidenced by the summary table of results in the Data Analysis section of this report, all students met the minimum proficiency standard set by the comprehensive assessment committee (full time faculty). In only one of the 3 artifacts used to measure the learning outcome (Artifact 1: Intervention and Prevention Paper), 4% of the students scored at the emergent level.

Anticipated or Expected Outcome(s) Performance by the Counseling Students: According to the comprehensive assessment committee (full time faculty), the expected outcome performance by the counseling students must be within the Proficiency (80-89%) level across the three data points at different semesters. Hence, in general the results of Student Learning Outcomes measured via 3 different artifacts during the 2021-2022 academic year exceeded the expectations (Proficiency-80-89%) set by the comprehensive assessment committee (full time faculty) and the students are performing at the minimum proficiency level or advanced. Again, the students’ performance is on target or above based on the criteria established by the faculty.

	Advanced	Proficiency	Emerging	Insufficient
Artifact	Average number of students who scored in this range (90-100%)	Average number of students who scored in this range (80-89%)	Average number of students who scored in this range (70-79%)	Average of number of students who scored in this range (60-69%)
Artifact 1: Intervention and Prevention Paper	79%	17%	4%	0

Artifact 2: Multicultural Assignment/Cultural Engagement Activity Paper	52%	48%	0	0
Artifact 3: Internship Case Conceptualization	65%	35%	0	0

Inter-rater Reliability

To ensure inter-rater reliability, the counseling students are evaluated at the instructor, advisor, and comprehensive assessment committee levels. This inter-rater reliability process allows space for three different perspectives and higher quality of feedback. Hence, if the feedback is consistent among evaluators, inter-rater reliability is achieved. Three different measures (artifacts) were used to evaluate the learning development of the students at 3 different points in time during their program of studies. That is, first, second, and third year. These 3 data points allow the program to reinforce the key performance indicator connected to the learning outcome (*2S Learners will demonstrate culturally responsive counseling and advocacy skills*) to ensure that learning had been reinforced and evaluated through a developmental process and not an isolated snapshot in time in a single semester.

Use of Assessment Findings to Improve Student Learning (In the appendix, include minutes from department meetings and an outline of the plan for sending substantive changes to college and university curriculum teams)

As evidenced by the summary table of results in the Data Analysis section of this report, all students met the minimum proficiency standard (80-89%) set by the comprehensive assessment committee (full time faculty). In only one of the 3 artifacts used to measure the learning outcome (Artifact 1: Intervention and Prevention Paper), 4% of the students scored at the emergent level (70-79%). Hence, in general the results of SLO measured via 3 different artifacts during the 2021-2022 academic year exceeded the expectations set by the comprehensive assessment committee (full time faculty).

Plan to Address this Year’s Program Assessment Results for Continuous Improvement

Since practically all students met the minimum proficiency standard set by the comprehensive assessment committee (full time faculty), and a large percentage exceeded it, except for 4% students scoring at the emergent level (70-79%) in one artifact, the program is planning to

address the following to ensure that continuous improvement is ensured. The following is the plan to address this year's program assessment results:

- (a) Monitor the results of the Artifact 1_Intervention and Prevention Paper assignment the following semester to determine if the evaluative rubric or content's assignment need to be modified including the expectations, and clarity of instructions.
- (b) To maintain consistency and improve the quality and accuracy of the assessment process the counseling program has been working with the IT department and has completed the first phase of implementation of the EAC Visual Data collection process through Blackboard. The EAC Visual Data collection process allows the comprehensive assessment committee (full time faculty) to generate higher accuracy of reports that provide better quality of graphs, charts, and evaluation of the internal consistency of each criterion per rubric.
- (c) Additionally, to ensure a higher degree of measurement assessment, and increase the validity of the assessment process, the current rubrics used to measure the artifacts will be recalibrated and their specific criteria realigned to the key performance indicators (KPIs) connected to the learning outcomes through the new EAC Visual Data system. This recalibration of the rubrics will ensure more detailed results and differentiation among scores.
- (d) The full phase of the recalibration process of all rubrics including the alignment of CACREP standards with its respective KPI's may take place once the new CACREP standards in 2024 are fully introduced and enforced by the accreditation body.

APPENDICES

Appendix A – Program Learning Goals and Outcomes

The following are the totality of the program’s learning outcomes and goals of the graduate counseling program. See below:

Learning Outcome	Goal (KPIs)
<p>1. Learners will demonstrate their knowledge of professional roles, responsibility, components of professional identity and will apply ethical decision-making model to determine a course of action necessary for current ethical practices</p>	<p>KPI 1S. Learners will apply ethical decision-making model to determine a course of action necessary for current ethical practices</p>
<p>2. Learners will demonstrate awareness of values, beliefs, and cultural norms and identify how their perspective, experience, and related biases impact the counseling process and interventions and will demonstrate culturally responsive counseling and advocacy skills.</p>	<p>KPI 2S: Learners will demonstrate culturally responsive counseling and advocacy skills</p>
<p>3. Learners will apply developmental theories to determine differing abilities and levels of functioning, recognize environmental factors that impact development, and select developmentally appropriate interventions and will implement developmentally and culturally responsive</p>	<p>KPI 3S: Learners will implement developmentally and culturally responsive strategies to promote wellness</p>

strategies to promote wellness.	
4. Learners will select appropriate career assessments and design interventions based on knowledge of theories and resources and will demonstrate the ability to effectively facilitate developmentally responsive career counseling and planning.	KPI 4K: Learners will select appropriate career assessments and design interventions based on knowledge of theories and resources.
5. Learners will apply counseling theories to generate a case conceptualization, design a culturally and developmentally responsive treatment plan and will demonstrate the ability to establish a helping relationship and to effectively use counseling skills to facilitate a culturally and developmentally responsive counseling session.	KPI 5K: Learners will apply counseling theories to generate a case conceptualization and design a culturally and developmentally responsive treatment plan. KPI 5S: Learners will demonstrate the ability to establish a helping relationship and to effectively use counseling skills to facilitate a culturally and developmentally responsive counseling session.
6. Learners will apply group counseling theories to select appropriate group types, to recognize and respond to group developmental level, to determine an effective leadership style and will demonstrate the ability to attend to group dynamics and effectively facilitate a group counseling session.	KPI K6: Learners will apply group counseling theories to select appropriate group types, to recognize and respond to group developmental level, and to determine an effective leadership style. KPI 6S: Learners will demonstrate the ability to attend to group dynamics and

	effectively facilitate a group counseling session.
7. Learners will select appropriate assessment instruments considering clients' concerns, culture, development, and context; the strengths and limitations of the instruments; counselors' ethical.	<p>KPI 7K: Learners will select appropriate assessment instruments considering clients' concerns, culture, development, and context; the strengths and limitations of the instruments; and counselors' ethical responsibility.</p> <p>KPI 7S: Learners will demonstrate the ability to interpret and communicate assessment results.</p>

Appendix B – Overview of Program Assessment Plan

The Program Assessment Plan provides an overview of learning outcome assessment, including, for each outcome, the way in which the outcome will be assessed and the year of evaluation, which is always iterative to ensure continuous improvement. Please use the following template to guide the articulation of your plan.

Student Learning Outcome	Years Assessed (iterative)	Method of Assessment (class, artifact/assignment/rubric)	UNI Learning Goal
1. Learners will demonstrate their knowledge of professional roles, responsibility, components of professional identity and will apply ethical decision-making model to determine a course of action necessary for current ethical practices.	2020-2021	<p>Professional Orientation and Ethics Site Visit Paper</p> <p>Career Final Project (knowledge and skill)</p> <p>CPCE</p> <p>Rubric: Each one of these artifacts are assessed using a 12-point standard rubric with a four-point scale item in 3 different subdomains in the BB educational platform</p>	Program Content
2. Learners will demonstrate awareness of	2021-2022	Intervention and Prevention Paper	Critical Thinking

<p>values, beliefs, and cultural norms and identify how their perspective, experience, and related biases impact the counseling process and interventions and will demonstrate culturally responsive counseling and advocacy skills.</p>		<p>Multicultural Assignment/Cultural Engagement Activity Paper (Knowledge and Skills)</p> <p>Internship Case Conceptualization (Knowledge)</p> <p>Rubric: Each one of these artifacts are assessed using a 12-point standard rubric with a four-point scale item in 3 different subdomains in the BB educational platform</p>	
<p>3. Learners will apply developmental theories to determine differing abilities and levels of functioning, recognize environmental factors that impact development, and select developmentally appropriate interventions and will implement developmentally and culturally responsive strategies to promote wellness.</p>	<p>2022-2023</p>	<p>Intervention and Prevention Assignment/Lesson Plan Development (Knowledge)</p> <p>Wellness, Self-Care, and Brain Based Critical Thinking Self-Care Plan and reflection (Skills)</p> <p>Internship Reflection (Case Conceptualization) (Knowledge)</p> <p>Rubric: Each one of these artifacts are assessed using a 12-point standard rubric with a four-point scale item in 3 different subdomains in the BB educational platform</p>	<p>Critical Thinking</p>
<p>4. Learners will select appropriate career assessments and design interventions based on knowledge of theories and</p>	<p>2023-2024</p>	<p>Assessment Techniques in Counseling Career Assessment Report</p> <p>Career Final Project (knowledge and Skill)</p> <p>Practicum Systematic Roles and Duties</p>	<p>Program Content</p>

resources and will demonstrate the ability to effectively facilitate developmentally responsive career counseling and planning.		Rubric: Each one of these artifacts are assessed using a 12-point standard rubric with a four-point scale item in 3 different subdomains in the BB educational platform	
5. Learners will apply counseling theories to generate a case conceptualization, design a culturally and developmentally responsive treatment plan and will demonstrate the ability to establish a helping relationship and to effectively use counseling skills to facilitate a culturally and developmentally responsive counseling session.	2024-2025	Final Skills Recording (Skills) Theory Selections and Mastery Assignment Video Internship (Skills) Rubric: Each one of these are assessed using a standard rubric with four-point scale in the BB educational platform	Communication
6. Learners will apply group counseling theories to select appropriate group types, to recognize and respond to group developmental level, to determine an effective leadership style and will demonstrate the ability to attend to group dynamics and effectively facilitate a group	2025-2026	Group Skills Demonstration (Skills) (Group Counseling Course) Group Reflection Paper (Knowledge) (Crisis Course) Practicum reflection of group roles within supervision group (Skill) Rubric: Each one of these artifacts are assessed using a 12-point standard rubric with a four-point scale item in 3 different subdomains in	Communication

counseling session.		the BB educational platform	
7. Learners will select appropriate assessment instruments considering clients' concerns, culture, development, and context; the strengths and limitations of the instruments; counselors' ethical.	2026-2027	<p>Suicide Risk Assessment and Report (knowledge)</p> <p>Intake interview/Assessment of Children and Adolescents (Skills)</p> <p>CPCE (Knowledge)</p> <p>Rubric: Each one of these artifacts are assessed using a 12-point standard rubric with a four-point scale item in 3 different subdomains in the BB educational platform</p>	Critical Thinking

Appendix C – Assignments from Appendix B

The following are the descriptions from each assignment as extracted from their respective syllabi:

Course: COUN 6262 Intervention and Prevention in Lifespan Development

Artifact 1 (assignment): Intervention and Prevention Paper (Critical Thinking)

The paper will contain a set of three distinctive reflections that will be integrated in a final paper. One will correspond to the reading of Harbor Me. It will include your reaction and response to the characters and their experiences. You will be asked to reflect on your own culture and cultural identity and consider how these dimensions of who you are inform your professional identity and practice. Another reflection will precede discussions of the aging process and topics associated with death and dying to gather initial impressions and perspectives before delving into the topics. The final reflection will involve sharing your perspective surrounding counseling work with older adults.

Course: COUN 6256 Multicultural Counseling

Artifact 2 (assignment): Multicultural Assignment/Cultural Engagement Activity Paper (Knowledge and Skills)

Students will participate in a selected cultural engagement activity. Due to the variety of life experiences that students bring with them, some students may be more comfortable than others with respect to exploring different cultures. The student will visit the selected cultural site alone, not with another student from the class, family member or friend. The idea is to explore a culture by yourself without any emotional or psychological support from others. This assignment will consist of three parts: a. Identify a population you know little about and want to increase your level of competence. You may want to choose a population you will be working with in the future. Identify goals you want to accomplish. b. Once you have identified the population you want to learn more about, identify how you will engage and interact with individuals of this population. A suggested course of action is to gather information, plan observations, and participate in a cultural activity by volunteering to help or provide a service, and interviewing individuals. c. Students must complete a 4–6-page paper in reaction to their experiences covering the goals and their completion, feelings, and reactions, how these will impact your future practice, and strategies to work with individuals of this specific cultural population.

Course: COUN 6291 Internship in School/Mental Health Counseling

Artifact 3 (assignment): Internship Case Conceptualization (Knowledge)

Students must complete a case conceptualization demonstrating awareness of their values, cultural norms, and experiences and how these impact the counseling process and treatment planning of the session. As part of the case conceptualization, students must design developmentally appropriate interventions that reflect their understanding of developmental theories.

Appendix D – Instruments/rubrics for Assessment from Appendix B

Sample of Rubric

Levels of Achievement

Criteria

(Sub-domain: Awareness of values and beliefs)

INSUFFICIENT: 1

EMERGENT: 2

PROFICIENT: 3

ADVANCED: 4

(Sub-domain: Awareness of cultural norms)

INSUFFICIENT: 1

EMERGENT: 2

PROFICIENT: 3

ADVANCED: 4

(Sub-domain: Impact of perspective, experience, and biases on counseling process and interventions)

INSUFFICIENT: 1

EMERGENT: 2

PROFICIENT: 3

ADVANCED: 4

Total: 12 points

Description of each criterion of the scale:

1 Point

Lacks knowledge of concepts and reflects surface learning: -Content fails to address many or significant questions and/or main topics, demonstrates inaccurate understanding and/or limited integration. -Lacks foundational understanding, fails to incorporate personal/professional examples. -Fails to address many or significant complexities of the issues. -Fails to apply course content to counseling practice. -Multiple and/or significant errors in fact. -Conclusions not grounded in evidence and/or fails to reference resources. -Lacks self-awareness of knowledge and/or skill.

2 Points

Demonstrates limited knowledge of concepts and reflects more surface learning than deep learning: -Content addresses some questions and/or main topics, demonstrates basic understanding with limits in accuracy and/or integration. -Demonstrates limited foundational understanding and incorporates few personal/professional examples. -Addresses some complexities of the issues. -Demonstrates limited application of course content to counseling practice. -Multiple and/or significant errors in fact. -Conclusions insufficiently grounded in evidence and/or inappropriate resources. -Demonstrates limited self-awareness of knowledge and/or skill.

3 Points

Demonstrates adequate knowledge of concepts and reflects more deep learning than surface learning: -Content addresses most questions and/or main topics and generally integrates key concepts accurately. -Demonstrates foundational understanding through the incorporation of some personal/professional examples. -Adequately addresses most complexities of the issues. -Adequately applies course content to counseling practice. -Few or minor errors in fact. -Conclusions are sufficiently grounded in evidence referencing appropriate scholarly resources. -Demonstrates sufficient self-awareness of knowledge and/or skill.

4 Points

Demonstrates considerable knowledge of concepts and reflects deep learning: -Content thoroughly addresses all questions and/or main topics and accurately integrates key concepts. - Demonstrates depth of understanding through the incorporation of personal/professional examples. -Thoroughly addresses complexities of the issues. -Clearly and consistently applies course content to counseling practice. -No discernable errors in fact. -Conclusions are well-grounded in evidence referencing appropriate scholarly resources. -Demonstrates self-awareness of knowledge and skill.

Appendix E – Direct Assessment Scores (optional)

Appendix F – Indirect Assessment Scores (optional)

Appendix G – Sample Student Work across a Range of Scores

The following are three samples of student work across the range of Advanced (90-100), Proficiency (80-89), and Emergent (70-79):

Sample Student Work/Advanced (90-100)

Case Conceptualization

COUN 6229 Internship: School Counseling

University of Northern Iowa

Dr. Roberto Swazo, Ph.D.

Internship Spring 2022

Demographic information: I will be referring to the student as Suzie (*fictional name for confidentiality purposes*). Suzie is 17 years old and a junior in high school. She identifies as Caucasian American. Suzie identifies as a heterosexual female although neither is spoken to at her catholic high school. Suzie is the oldest of four children being raised by her mother and father. Her parents have been together since they were in high school. Her parents are working class, middle SES. Their family is involved in the community and Dad has even helped coach youth leagues. Mom works from home although she will need to be in the office for work. The family has support from extended members of their family although maternal grandparents do not live close. The family resides in an urban setting and attends church regularly.

Presenting issue: Suzie was brought into Student Services by campus ministry shortly after spring break. Suzie had been crying prior to our visit but was trying to put on a strong face. Suzie did agree to let campus ministry fill this counselor in on what was shared and what she is struggling with. Over the weekend, dad had too much to drink, hurt their mother, and threatened to kill himself. He had a gun in his hand and the second oldest was witness to this. Suzie was at a friend's home but when she was made aware of the situation, chose to call the police and ask for help. The police arrived and told the family they were going to take him to the hospital to get him help. The family was later notified that dad was arrested when there were no other options, no beds available at the hospital. Suzie identifies that she does not want her dad to return to their home as this has been an ongoing situation and she fears for her mom. Suzie reports that her mom often confides in her like a friend and although she does not want to be in the position that mom might put her in at times, she wants to help. She is not sure if dad will be allowed to return and what her mom will choose to do if he is.

Suzie reports that while she is her mom's confidant, her sister (age 15), is closer to dad and wants him home. She also voiced concern that her younger siblings grow up to have a healthier home and lifestyle and she does not believe that can happen if dad is in the home and continues drinking. Mom also drinks more heavily when dad is home. Suzie questions who mom will choose at this stage.

Suzie is also dealing with rumors going around the school and students/peers/friends talking about her and "looking at her". Suzie's dad had his mugshot taken and it was seen by other parents and/or students. There was discussion that got back to Suzie that she had been the victim of sexual abuse at the hands of her own father. Suzie tried to ignore and move on, but she was

unsure how to clarify that any of this is untrue without telling people what had actually happened.

Developmental history: There are no obvious developmental concerns. Suzie explains that she believes they, the family, hid things well and their friends and family do not know what goes on in their home. Alcoholism has been a prevalent part of Suzie's history and may have more long-term developmental concerns due to trauma and/or psychological abuse.

Current environment: Suzie is currently living at home with mom and younger siblings. There is a no contact order in place so at this time, dad is not allowed to see Suzie's mom or the children. Maternal grandparents stayed in their home to offer support for a few days until they needed to return home. DHS has visited with the children at school and at home due to safety concerns. Mom has shown interest in finding a faith-based therapist for the children and even for herself. Mom consented for school to reach out to their church for additional support. Mom admitted to this counselor that she wants her husband home but she also knows that things will not change and she wants what is best for her children. Mom admitted that this will be a struggle since they have been together since high school and she really does not know any other way. Suzie continues to put on a strong facade while trying to also support her younger siblings. She and sister have been spending a lot of time together since they are the only two that "really know what is going on".

Process impressions: Suzie is struggling with feelings of guilt about not wanting her dad back in their home. This is not even a selfish wish but one for her mom and younger siblings. Suzie takes on a lot of the "mothering" when mom is drinking or parents are not getting along with each other. Suzie is very mature and empathetic towards the feelings of her family members and

would take on the hurt of her family members if she could. The co-dependent relationship between her parents is the norm in her household and even being aware, she recognizes that it is not healthy and wants to save her younger siblings from having to grow up the same way she is or has in past years.

Describe the student's behavior in the counseling setting. Include your impressions, affective reactions, observations, etc. reflect on your behavior and thought processes during the session

Clinical impressions: My clinical impression is that alcoholism exists in the home and is a contributor to discord amongst family members. Suzie does not remember anything different.

Drinking might be a symptom of other mental health disorders, or a dual diagnosis might exist.

There seems to be a co-dependent relationship between mom and dad who have been together as a couple since they were in high school. Suzie takes on the responsibility of caretaker when either or both of her parents are not able to provide the supervision for the younger children. This seems to have been a well-hidden secret prior to dad's arrest. Suzie is not afraid of DHS involvement and seems relieved that there is someone stepping in and hopefully helping. Suzie is prepared for her dad to be gone long term and even permanently if he is not able to quit drinking. Suzie is also prepared to have her siblings upset with her if it means they are safe.

Counseling goals: Goals agreed upon by Suzie and counselor are for her to open to family members about how she feels and what she needs. This will be honest communication without covering up or belittling her feelings as if they do not count. This will happen at least 75% of the time. Suzie admits that she does not always speak openly about how she feels but rather listens to everyone else's feelings. This will be ongoing and as needed while at school.

Counseling plan: This counselor provided the family with the resources to be able to work with professionals outside of the school to be able to work through this difficult situation together while being honest and open about their needs and their feelings. This counselor worked out a way for Suzie to communicate how she is feeling and how she is handling everything in her world. On a scale of one to 10, Suzie will use her hands to signal to this counselor. Suzie can also downplay situations or strong feelings so this counselor is aware that a six or seven to Suzie might be as serious as a ten to others.

Progress: Neither Suzie nor her sister have been into the Student Services office in a couple of weeks but will check in with this counselor if we see each other in the hallway or classrooms, where nobody can hear or would not be able to interpret what the girls are talking about. report of progress, difficulties encountered, resistance, and any perceived need or change to a different approach. Their mom asked if this school counselor could provide counseling here at school and it was explained that it would be better for them to be seen outside of the building in a professional setting and was given resources to help this to happen. Suzie is attending school regularly although she admits that she still has a difficult time trusting her peers/friends. Suzie admits that not truly understanding how rumors can get out of hand and be as harmful as they were to her and her family.

Sample Student Work/Proficiency (80-89)

COUN 6259 Multicultural Counseling
Cultural Engagement Activity
Professor Roberto Swazo
8.5.22

The engagement activity I decided to engage in and be a part of was the 2022 Iowa City Pride Fest. The event took place Saturday, June 18th in Iowa City, IA. My goals for attending this event were to learn more information about the LGBTQ+ community, learn about resources in the Iowa City or Cedar Valley area for those who are in the LGBTQ+ community, and listen to stories of those who are in the community and network. The plan I had for myself during this time was to immerse myself in the culture and community for educational reasons and to enjoy the experience. While participating in the event, I did feel like an outsider because I am not a part of the community. There are also parts of the culture I am not fully aware of. Once I began talking and networking with people and going to table tents for resources, some of the tension I was feeling was released.

First, I went to the Iowa City Lesbian resource table. I talked with _____ who was the contact person for the organization. She explained how she was a part of the community and was married to her spouse who is also a part of the community. She shared that there are peer mentor groups and support circles in Iowa City and in the Cedar Valley area. She said the support groups and peer mentorships are exclusive for those in the LGBTQ+ community. When the information was presented about the support groups and mentorship being exclusive, I had compassion and understood why. Those in a specific community need to be around individuals like them to feel safe and supported. I had the level of compassion and understanding because I identify as a racial minority in the United States. Racial minorities and those in the LGBTQ+ community may have similar experiences. _____ was extremely helpful if I had any additional questions about how to contact their social media.

After talking with the individual from the table, I talked with people who performed at pride. First performer I talked to during the event was _____. _____ is an Iowa native. _____ shared he is a proud openly gay man. He explained he is comfortable with who he currently is because before he felt he was not himself before he came out. After talking with _____, I felt happy for him that he finally is able to reach a state where he is comfortable with who he is and comfortable with his sexuality. Lastly, I talked with _____ who identifies as being in the trans community. He explained that he wants his supporters and fans to be happy with themselves no matter what they identify as.

I learned while interacting with people from the LGBTQ+ community, do not ask persons their pronouns unless they are willing to share, the power of language is important with this population, and misgendering may happen but correct yourself and apologize. I felt uncomfortable in the beginning because I was going against my values and everything I thought I knew about the LGBTQ+ community. After attending the event I was comfortable, in a positive state and interested in learning more information about the community.

This experience will impact my future practice by being exposed to people and knowing how to work with people who are in the community. More exposure when interacting with people in the community means I will be able to build therapeutic relationships with clients who may identify differently from myself. From this experience, I know I will need to be more mindful of the language I use regarding gender identity and have a more inclusive language. (Example: non-binary, two spirit, them, zir, partner, spouse) Expanding language and knowledge about gender identity would have

a high chance of the client expressing themselves in sessions and feeling safe to be themselves.

After attending the event, I reached my goals by learning information about the resources available for Individuals apart of the community, such as the Iowa City Lesbian Community in Iowa City and in the Cedar Valley area. I learned the risks of being outed or being harmed are higher for those in the community who are in are double minoritized. As I identify as an ally of the community, I have to understand my privilege and use my privilege to dismantle heternomative, misogynistic, values on micro and macro levels. I also accomplished the goal of talking and networking with individuals in the community.

During this process of learning about the community and attending the event, as a future professional in the field, there are positives and negatives for the counselor to discuss their sexual identity to the client. My professional decision would just depend on the counselor and the circumstances.

Potential Strategies and interventions when working with individuals in this population can include, sex education that includes education regarding partners who identify as gay, lesbian, and transgender. Facilitating conversations about gender, sex and sexual identity are important to have. So the client is not misinformed. Having conversations about identity could potentially break the ice between clients and counselors. It would be beneficial for conversations like these to happen because as professionals we get to know the client more and want to make our clients in the community feel respected, safe and supported. Having conversations about gender identity may empower the client in exploring who the client truly is. Conversations on

these topics can explore the intersectionalities the client may have and how to assist the client with their intersectionalities(Example: Being a transgender Black woman, being a queer Asian man, or an asexual two spirited non binary individual.) Conversations about the process of coming out and the aftermath of coming out are important to have with clients because of the importance of their safety and well being.

Working with couples and families can include role playing. Healthy conversations and interactions about sex and sexual identity and what that looks like. Interventions with couples and family can include how to combat homophobia, transphobia in relationships and families. Collaboration with sex therapist is important for working with this population in families, couples and individuals. Interventions involving the sex therapist include how sexual dysfunction and gender dysphoria are presented and its effects. It is important to work with clients on self acceptance and self esteem.

After attending this event, personally and professionally, I am determined and dedicated to learn more about the community by doing my research, attending training sessions catered toward working with the LGBTQ+ community, and using my privilege to assist the community.

Event: Iowa City Pride Fest
Iowa City Lesbian community (Card information include:)

References

McAuliffe, J. M. (2020). Culturally alert counseling: A comprehensive introduction (3rd ed.). Sage: Los Angeles.

Sample Student Work/Emergent (70-79)

Cultural Engagement Paper

Goals

1. To engage in an activity known to the specific culture and gather a better understanding.

The culture I chose was Buddhist Culture. I have always found Buddhism and Buddhist to be very interesting people but have come in contact with very few. I was able to identify a *Sangha* through the Cedar Valley Unitarian Universalist Church through a professor at UNI. I learned that *Sangha* to the Buddhist community means men, women, and children who follow the teachings of Buddha. This group holds a meditation session every Sunday Morning before Church Service. Because of COVID, this experience was only available on Zoom.

2. Participate with an open mind and be aware of my own biases

To meet this goal I went into the session with full transparency. I made sure to check myself and do a body scan before joining the zoom room. Any negative emotions that came up, I was able to focus on and make sure that I was not exerting them on others by acknowledging them and talking myself through them. I made sure to address any biases I may have had by asking questions at the end and asking for resources to further my knowledge.

3. Ask questions of someone and gather more resources to learn more.

After every session, a conversation is held for the group. The instructor got disconnected and I was able to speak with a long-term member, Jena Talbert. I was transparent with Jena about coming to the session because I was working on a homework assignment, but I also was curious about Buddhist cultures. I wanted to find something spiritual to help further my life. Jena talked to me about Spirituality and that there was no wrong path depending on what I choose. Jena explained also that the principles of Buddhism were used more so as a toolkit rather than

something you had to live by in order for it to be your religion like the 10 commandments.

Below are the principles listed:

- The truth of suffering (Dukkha) : This essentially means that life is not ideal. We have to be realistic in our outlook of the world. Often times we have expectations that are not met.
 - The truth of the origin of suffering (Samudāya): It is taught that the root of suffering is desire. This desire comes in three separate forms; greed, ignorance, and hatred.
 - The truth of the cessation of suffering (Nirodha): To be free of desire we must first free ourselves. To be this we must get rid of all attachments and find Nirvana or enlightenment.
 - The truth of the path to the cessation of suffering (Magga): To be free of suffering we must follow the eightfold paths.
 - *Right Understanding - Sammā ditthi: Accepting the Buddhist teachings.*
 - *Right Intention - Sammā saṅkappa: Commit to managing the right attitudes.*
 - *Right Speech - Sammā vācā: Speak only with truth, avoid gossip and bad talk.*
 - *Right Action - Sammā kammanta: be peaceful and harmonious.*
 - *Right Livelihood - Sammā ājīva: Do not cause harm to anyone or anything.*
 - *Right Effort - Sammā vāyāma: Have a positive mindset*
 - *Right Mindfulness - Sammā sati: Be selfware of your body and mind*
 - *Right Concentration - Sammā samādhi: Develop the focus to concentrate.*
4. Stretch myself personally and step out of my comfort zone

This activity and talking to strangers was immediately out of my comfort zone. I was able to work my anxieties down and do the things I needed to to not only complete this assignment but also to learn.

5. Self Reflect on my experiences

Overall I really enjoyed my experiences. I have even began to schedule in times to continue to participate in this activity. I not only learned something to use as spiritual enlightenment but another technique to take care of myself.

Feelings

During this activity I felt very calm. I have always had the biases that meditation means you have to quiet your mind, but after speaking with Jena, I learned that your mind is supposed to keep going while you meditate. Sometimes people chant or do mantras during meditation but often it becomes a way for others to sort their thoughts and calm their minds so they cant think clearer. I was anxious at first when my mind didnt do what I wanted it to, But slowly I could see that I was becoming more relaxed as the time passed. I felt more clearheaded by the end of the activity and more at peace within myself. I would even say I felt a sense of belonging as the people around me were very welcoming and created an atmosphere full of acceptance.

Impact for Future

I think this will impact my future profession by giving me a wider sense of perspective of people. I'm not sure how many Buddhist I will come across, but I know that I can apply some of these teachings and sangha in my social work profession. Meditation could be used as a way for my clients to find a sense of peace within themselves. It may be used as a self-care technique or even as a coping skill. I also could meditate before sessions with clients to make sure my head is

in the right space. I think meditation can help you toss aside biases and preconceived ideas of how things will go or what you're expecting as well as can some Buddhist teachings.

Strategies to work with this Culture

In Buddhism, mental health is very important because the teachings are centered around your state of mind. You have to achieve certain things and be able to be self-aware of your mind. I think that being able to create a connection for some between the culture and teachings of Buddhism and the importance of upkeeping your mental health would be beneficial. I must have an open mind when working with this culture as well

Appendix H – Minutes from Meetings documenting Collaborative Continuous Improvement Efforts

Sample of Minutes

Counseling Faculty Meeting

January 26, 2022

1:00-2:30

Via Zoom

<https://uni.zoom.us/j/99250213315?pwd=cEhkeE9Bb3dVbW13bTFTYTFEWUjFUT09#success>

Passcode F4580I2m

Present: Darcie Davis-Gage, Roberto Swazo, Olivia Chen, Rodney Dieser, Eran Hanke via phone

1. Minutes & Thank you to Ann for joining us
2. **Reports & Announcements:** Class G license was a struggle over Winter break. Student seem to be confused so a later discussion would help with paperwork issues. It is important to review transcripts and hours of credit each student is registered. A checklist would help the process.
 - a. Division Chair (Secretary position, BUV BOE Site Team, Class G) Practicum is off to a good start according to Eran Hanke.
 - b. Reports from clinical coordinators: Darcie is on the Buena Vista site visit for Iowa School Dept of Education and visit to the campus in April. This should help our own accreditation preparation with Iowa Department of Education.
 - c. Report from Graduate Council/Graduate College: Working on Mission and Vision at this time. Feedback is encouraged. The more tie-ins, the better for the COUN program according to Darcie.

- d. Report from Affiliate Faculty
- e. Data & Continuous Improvement-a. Assessment and Data
Feedback of use of CACREP assessment rubric to ensure continuous improvement. Ensure accuracy in evaluation of artifacts.

2. Set Dates:

- a. **CACREP Site visit (Late April or Early May) LIKELY WILL BE IN MAY***and will likely be virtual**
Our accreditation may be pushed to Mark 2023 according to Darcie.

Thursday, February 24: Extra spots to be reserved on this date if needed.

Applications from students are due Feb 15. March 1 is the last possible date for student applications.

- b. Interview Day/Visit Date: Friday, February 25 via Zoom interviews. Darcie mentioned invitation-only interviews to encourage an organized approach and help students plan for that day. Could Jason in the Grad College send an email prior to the visit day to the student? Darcie will contact Jason to create a Save-The-Date email to students.
- c. Site Supervisor Training: SCH and MH training, can we do this training this Spring semester? Let's set a date for this training. Do we want to do this separately since the practicum is different this year? Specific training would be helpful for the MH supervisors. Is this communicated as mandatory that this must be done a certain number of times? We have to have proof that the students have had this training every three years and taken a short exam. The tracking of the student training has been an ongoing issue and a desired work duty for the future secretary going forward.
- d. Advisory Board meeting: The 8:30 timeslot seems to work well for most; the next meeting will be **Friday, March 11, 2022, at 8:30AM via Zoom**. Getting a letter out might be a task for Ann to do in the future and talk over to Darcie.

2. Policies regarding student absences: No policies need to be changed necessarily but Darcie reports questions from student regarding COVID-19 excuses and how to isolate, etc. Students were questioning all of their classes make-up and policies. Darcie would like to have an accurate program-wide answer to student questions. The challenge to faculty is we have to exercise flexibility with the students. Are physical test results and doctors' orders a needed protocol? Roberto says he typically gives the students one pass per semester. Eran states she asks the students to fill out the Panther online survey. Testing is not readily available for all students in all locations equally so the Panther survey could offer a more consistent guideline.

3. Fall and Summer Schedule: The first draft is a match as Fall 2021 pretty much. Summer classes are kept in the same month as 2021 with TBA as the class times for now. Please look at your summer schedule and Ann get those added to the schedule. Bring those times to the meeting next week.

4. Advising duties: Sometimes students have questions regarding their schedule, sections in which they are enrolled, etc. and don't get an answer that they want. They call other offices on campus who

then call Darcie. When working with advisees, try to work with them and perhaps call the grad college for guidance. Gabby is strong in grad school policies so she is a good resource in that area. Darcie encouraged students via email to contact their advisor with questions rather than other offices or the temporary secretary (Ann).

5. Recruitment and Admissions: in GARP, we 7 SCH program and 25 MH program students. Darcie is trying to push recruitment because funding is looking a bit bleak for our COUN area. If students fill out the application by February 1, the Grad college will waive the application fee.

UI has competitively condensed their program to 4 semesters (2 years). However, faculty discussed the preference for our 3-year program in terms of maintaining the quality of our program.

i. Special student exception:

ii. Current Applications: 24 Mental Health and 6 School (see recruitment notes above)

iii. Recruitment Plan for MH and SCH: (see recruitment notes above)

Pick a date for Jason to do GARP overview:

GA's contributions

2. Leadership and responsibilities—next meeting

a. Division Chair

b. Program Coordinator

c. Clinical Coordinators

d. Assessment and Data

e. Admission and Recruitment

f. Secretary

2. Website: Roberto mentioned the past student testimonials on our website were very powerful in terms of encouraging student interest. The GA's are hitting hard on Instagram and Twitter to keep interest flowing out on social media. Tik Tok videos would be a great opportunity (alumni and current students). The videos might be on the homepage? Can we get some more videos. Also, how are prospective students arriving at our website? It seems difficult to "search" for counseling program the way the website it set up at this time. Darcie asked for suggestions from the SCH area as far as what to emphasize on the COUN website (i.e. microcredentials). Roberto thinks we should emphasize the strong job market in the schools and paid internships.

a. All faculty review and send website changes to Meleah

2. CACREP Plan—Next meeting will be a working meeting for CACREP

a. eLearning

b. Tevera

c. Other

2. New initiatives

Counseling Faculty Meeting

February 2 , 2022

1:00-2:30

Via Zoom

<https://uni.zoom.us/j/9925>

0213315?pwd=cEhkeE9Bb3dvvW13bTFTYTFEWUIFUT09#successPasscode F4580I2m

1. Welcome Jason Cox from the Grad College!
 - a. GARP review: Jason gave an overview of ConnectUNI. Pay attention to “App Review” tab under “Cases” when reviewing applications. Also, “View All Documents” to view student documents. Use VPN to make this view screen accessible. If experiencing troubles, try the remote desktop mode. “Opportunity” applications are applications that have been started by the student but not yet completed. If the “Recruiting” dashboard does not show in your GARP access, contact Jason.
 - b. Students confusing Clinical Mental Health Counseling program and Clinical Science Psychology Program: This has confused the students on this year’s applicants. This might be because of the updated website layout.
2. Approve Minutes: Minutes approved by Darcie.
3. Reports & Announcements: Olivia gave an announcement regarding the next CSI meeting.
 - a. Division Chair: Grad college meeting will be tomorrow, February 3. Let’s make sure we are admitting the most qualified applicants when we invite students for an interview. Reviews will need to take place before inviting for the interviews. Inviting strictly based on GPA is not the best way to screen applicants.
 - b. Reports from clinical coordinators
- i. Develop a checklist for Glass G
 - b. Report from Graduate Council/Graduate College
 - c. Report from Affiliate Faculty
 - d. Data & Continuous Improvement
- i. Application Rubrics
 2. Summer Schedule: Submit dates you would like to teach to Darcie. Darcie wants to make sure there are no overlaps in the schedule.
 3. Recruitment and Admissions: This week we have an informational meeting with 23 students attending. It appears that we have five students already applied; 2 SCH, 3 MH. The remaining applicants were 17 MH and 1 SCH applicant. Darc Our scholarship link on our website is helpful as well.
- i. Special student exception (Student who will finish in Dec)
- ii. Current Applications: 31 Mental Health and 10 School
- iii. Recruitment Plan for SCH: Darcie is looking for ways to target more SCH recruitment. February 8 we will have an informational table set up at the Union. Informational videos are upcoming.
- iv. GA’s contributions

2. Website: GA's suggested a YouTube page that links to our webpage so that it's not stored on our website directly and saves memory space. It also gives us more flexibility.
3. Questions for Director Interview: Students find interviews by faculty to be helpful in deciding to apply to the program.
4. Leadership and Committee responsibilities
 - a. Division Chair
 - b. Program Coordinator
 - c. Clinical Coordinators
 - d. Assessment and Data
 - Monitor use of CACREP assessment rubric to ensure continuous improvement
 - e. Admission and Recruitment: We will need to discuss the practicum requirements (daytime) when contracted teachers are in the program. Their contract prohibits working during their workday hours. Teachers are asking for online program options, particularly those living in other areas of Iowa. Roberto said the online classes are the most-asked for classes.
 - f. Secretary
2. CACREP Plan
 - a. eLearning
 - b. Tevera
 - c. Other
2. Student concerns

Counseling Faculty Meeting

March 2, 2022

1:00-2:30

Via Zoom

[https://uni.zoom.us/j/9925](https://uni.zoom.us/j/99250213315?pwd=cEhkeE9Bb3dVbW13bTFTYTFEWUjFUT09#success)

[0213315?pwd=cEhkeE9Bb3dVbW13bTFTYTFEWUjFUT09#success](https://uni.zoom.us/j/99250213315?pwd=cEhkeE9Bb3dVbW13bTFTYTFEWUjFUT09#success) Passcode F458012m

1. CACREP Pilot Assessment via eLearning: Jason Vetter:

Jason spoke about the new product that will help revolutionize our accreditation reporting. Roberto and Jason took the rubrics for the assessment / KPI assignment to refine those for reporting. Jason shared his screen outlining the aspects of the rubrics. These are located in an eLearning course "Counseling Rubrics Repository for CACREP Program Assessment." Jason shared Group Counseling rubrics as an example. Will faculty import/export rubrics? A concern is the adjuncts: Jason mentioned these matters can be supported through ServiceHub. Darcie will invite a trainer to demonstrate to the adjunct faculty during faculty orientation.
2. Approve Minutes
3. Reports & Announcements
 - a. Division Chair (Program coordinator meeting)
 - b. Reports from clinical coordinators
 - c. Report from Graduate Council/Graduate College: Please fill out this survey; you should receive this sometime this week.
 - d. Report from Affiliate Faculty

- e. Data & Continuous Improvement
 - i. Revise Interview rubric due to changes in interview format: Hanna and Darcie updated the "School Interviews" spreadsheet to include open-mindedness, critical thinking/ethics and interpersonal skills.
 - a. CACREP Addendum reminders
 - 2. Interviews
 - a. Documents
 - i. Interview attendees ([2022 Fall Applicant Visit Day - Google Sheets](#))
 - ii.
 - iii. [School Interviews - Google Sheets](#): CB might be interested in MH. Interviews will start at 8AM but can log on early to get situated.
 - a. Powerpoint presentation
 - b. Procedure
 - i. Power point
 - ii. Introductions-Find an object in your house that represents counseling to you?
 - iii. Career Construction Interview questions
 - 1. Hero/Heroine
 - 2. Book
 - iv. Ethical dilemma
 - v. Who would you choose as your counselor or your child's school counselor? Roberto wondered if we could re-phrase to "What characteristics or traits as portrayed by some peers would lead you to select them as a counselor?"
 - 2. Fall and Summer Schedule (*Summer schedule corrections of dates and information*)
 Summer classes will need some adjusting (Roberto's multicultural is in May and July at 6:30PM, Darcie is teaching in May and June for Crisis). Indicate "online" "asynchronous," etc. and specify the dates of instruction. Assessment will be online with some asynchronous small group times. Process and Issues class are online, synchronous. In fall, Eran's Counseling Older Adults will replace Assessment. Olivia wants to change to 4:30-7:20 for Practicum (keep on Wednesdays). In the Fall, should we offer courses just on Monday and Tuesday (except for Practicum and Internships)? Professional Orientation, Darcie can teach on Monday preferably at 3:30. Eran will keep classes as is. Roberto wants to teach Intro as overload.
 - 3. Explore adapting the Waterloo Anchor Program for flexibility purposes
 - a. Exploration of Fall Practicum/Convenient G Class Jobs
-

Counseling Faculty Meeting Agenda

August 24, 2022

1:00-2:30 via Zoom

1. CACREP tasks

i. Addendum:

1. Written addendum **August 31, 2022 or at visit? At VISIT**
2. Read self study for content and format -**Everybody read by 8/24**
 - a. [UNI 2020 CACREP SELF STUDY - Google Drive](#)
3. Google folder with all necessary documents
 - a. Data needed for section 4-**Roberto 8/25 meeting**
 - i. Gather all program data (eLearning, Tevera, etc. (what I have collected already is in the Annual Reports folder)
 - ii. Individual data so faculty can complete Annual Student Evals
 - iii. Aggregated Data outlined in Section 4 of the report ([Section 4.docx - Google Docs](#))
 - iv. Create an easy to read document that shows how we have used the data that we say we collect to make decisions about the program.
 - v. Update all the data on the website
 - vi. **Data & Continuous Improvement-apply the Elearning and Tevera data to determine areas that need improvement in terms of course content and student learning outcomes. Make revisions to the assignments if necessary.**
4. Review the addendum-Today with all sections done by **Sept. 1 or 13th depending on what we decide about the Addendum**. The addendum needs to be structured like the original report and responses need to answer the question and do not add a bunch of information that is irrelevant. Your task is to read through the original response and then read through the addendum response. You then need to either answer the question or review your

section. Please make sure the 1) questions asked are answered, 2) the appendices in your section are numbered correctly in the report and in the CACREP visit folder in the “appendices” folder, and 3) should be highlighted and ready to be linked.

- a. Section 1: **Bill**
 - b. Section 2: **Olivia**
 - c. Section 3:
 - i. Mental Health-**Eran**
 - ii. School-**Olivia**
 - d. Section 4: **Roberto**
 - e. Finish product and adding appendices link-**Eran**
5. Faculty meeting on (TUES) **September 13, 2022**, I will review the draft of the addendum and all appendices and each person will explain their section and answers so everyone is on the same page and understand how each question is being answered and explained
- ii. Visit
 1. Meet with Team lead to develop schedule-**Darcie and Bill (Darcie email team lead 8/24)**
 2. Meet with admin to prepare them for the visit-**Darcie and Bill (Bill schedule after September 14th)**
 3. Make copies of report-**Linda ([UNI 2020 CACREP SELF STUDY - Google Drive](#)) by September 15, 2022**
 4. Mental Health Clinical Data-**Eran by September 12, 2022**
 - a. 5 student files
 - b. Summary of Prac/Intern forms (CITES, Program Evals, Site Supervisor Eval, etc.)
 - c. Identify site supervisors for visit
 5. School student examples in Tevera -**Olivia by September 12, 2022**
 - a. 5 student files

- b. Summary of Prac/Intern forms (CITES, Program Evals, Site Supervisor Eval
 - c. Identify site supervisors for visit
6. Identify Adjuncts, Alumni and Students for visit-**September 15**
- a. **Darcie** identifies and **Linda** sends emails