



Program Evaluation Handbook

Quality Assurance
and
Assessment

Last Updated 3-22-22

adler | GRADUATE
SCHOOL

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Assessment Introduction

Adler Graduate School is committed to delivering quality education. Through our program evaluation process, supported by the Board of Directors, we continuously review the quality and effectiveness of the services we provide.

Student learning is a campus-wide responsibility. Creating a culture of assessment helps us to enact that responsibility. This begins with teamwork, commitment, and having the appropriate resources. We are committed to creating a culture of assessment that promotes educational excellence through evidence-based academic programming and services. The purpose of this handbook is to provide a framework for our assessment procedures with the objective of improving student learning.

Assessment Background

The Adler Graduate School has a documented, empirically based plan for systematically evaluating the program objectives, including student learning. Below are some of our major yearly accomplishments that helped us develop our assessment culture.

- October 2016
 - Hired a Director of Assessment to be the team leader for the HLC Assessment Academy work
 - Purchased LiveText, a data collection software system.
 - Began creating Student Learning Outcomes (SLOs), signature assessments, and rubrics to measure student learning in our School Counseling Program.
 - Started mapping SLOs across the curriculum in a developmental sequence.
- October 2017
 - Revisited our Vision, Mission, and Goal statements. Our newly redesigned institutional vision, mission, and goal statements. Co-created with our Governing Board, these statements have become our guide to sustainability and quality assurance.
 - Launched a Culture of Assessment Survey. Began developing training around results.
 - Started our first pilot collection and analysis of assessment data through LiveText.
 - Continued to create Student Learning Outcomes (SLOs), signature assessments, and rubrics to measure student learning in our Counseling and Art Therapy programs.
 - Created an Assessment Portfolio in LiveText to house all our work.
 - Created an assessment cycle to help guide us in our assessment tasks.
 - Created Interim Report for PELSB- We met all areas of evaluation of the school counseling program.
- October 2018
 - Started our first evaluation of data collected from courses.
 - Began creating systems and shared documents between programs, including shared rubrics.
 - Changed our syllabi templates to identify our SLOs and signature assessments.
 - Created a student professional portfolio that assessed student learning throughout their academic journey. We conducted a pilot study with students and launched the portfolio thereafter.
- October 2019
 - Created and implemented our Program Evaluation Plan (PEP). Focus has been on sustainability of the systems we put in place and creating action plans through our Program Evaluation Plan form.
 - Held our first strategic planning retreat in Summer of 2019 that included all stakeholders, including faculty, staff, students, alumni, and the board of directors.
 - Higher Learning Commission report and site visit – received 10-year accreditation with interim reports.
- October 2020 – 2021
 - Completed PEP full assessment cycle, initiated, and followed up on action plans.
 - Analyzed Livetext Student Learning data via the KPIs for all programs.
 - Began assessing demographics as part of our PEP.
 - Wrote our CACREP self-report for our Counseling Program. We were approved a visit in April 2022.
 - Wrote our Art Therapy CAAHEP report and had a site visit from ACATE in December 2021.

AGS Vision, Mission, Values

Vision

The Adler Graduate School will be a leader in empowering and developing mental health and human service professionals to transform society through social interest in action.

Mission

Preparing mental health and human service professionals with a strong Adlerian foundation to foster encouragement, collaboration, and a sense of belonging to the individuals, families, and the culturally diverse communities they serve.

Core Values

Our Core Values create the guiding principles of our organization. These guiding principles help us to determine what our foundational path should be, what our goals are, and how to reach these goals.

- Quality Education
- Adlerian Principles
- Diversity
- Institutional Sustainability

Goals

Our goals drive our strategic planning of our organization. They are used to inform institutional decision-making, improvement planning, problem identification, and academic planning.

| |
|--|
| <p>Goal #1 - Quality Education: Provide an excellent graduate education.</p> <p>1.1: To provide academic programming that meets standards of best practice. 1.2: To engage in continuous improvement driven by assessment of student learning outcomes. 1.3: To promote student professional development through student-faculty interactions in and out of the classroom. 1.4: To employ highly qualified staff, faculty, and administrators. 1.5: To promote faculty development that enhances teaching and supports lifelong learning.</p> |
| <p>Goal #2 - Adlerian principles: Foster a culture that embodies Adlerian principles</p> <p>2.1: To integrate Adlerian principles into all our educational activities. 2.2: To practice Adlerian principles throughout our campus community. 2.3: To demonstrate Adlerian principles through our community activities.</p> |
| <p>Goal #3 - Diversity: Prepare all students for service to all types of communities</p> <p>3.1: To seek out, identify, attract, and retain an increasingly diverse student body, staff, faculty, and board of directors to promote opportunities for understanding different perspectives. 3.2: To sustain, improve, and promote a sense of safety, belonging, and significance for all students. 3.3: To increase multicultural counseling awareness, knowledge, and skills through curricular experiences 3.4: To provide extracurricular opportunities for students to develop multicultural and social justice counseling competencies.</p> |
| <p>Goal #4 - Institutional Sustainability: Provide resources to support institutional sustainability.</p> <p>4.1: To ensure long-term institutional sustainability through diversified educational programming. 4.2: To monitor long-term institutional sustainability through enrollment management, tracking, and analysis. 4.3: To ensure long-term institutional sustainability through responsible resource management and development. 4.4: To provide the facilities, equipment, and resources necessary for long-term institutional sustainability. 4.5: To promote long-term institutional excellence by securing and maintaining the highest level of accreditation available for all programs.</p> |

Program Evaluation Plan (PEP)

Our Program Evaluation Plan (PEP, see [Appendix A](#)) is used to systematically assess our program outcomes. It involves collecting and critically analyzing information about a program's activities, characteristics, and outcomes. The PEP outlines (1) the data that will be collected, (2) a procedure for how and when data will be collected, (3) the method for how data will be reviewed or analyzed, and (4) an explanation for how data will be used for curriculum and program improvement.

Our Program Evaluation Plan (PEP) is led by the Director of Assessment in collaboration with each of the academic programs within Adler Graduate School. This plan provides a timeline for when evaluations are conducted. Evaluation of the data collected within the PEP includes administration, faculty, staff, advisory groups, students, and alumni. Our PEP provides evidence of the strengths and weaknesses of our curriculum and our methods of delivering it. The PEP is driven by our Program Outcomes.

Program Outcomes

Program outcomes are statements regarding what students are expected to know or be able to do upon completion of a course or program. We collect and analyze data in three core areas: 1) student learning, 2) the learning environment, and 3) professional readiness. Collecting data in these areas helps us to improve the quality of our educational programs and enhances student learning. Our student learning outcomes are measured by our *Program Evaluation Plan* (PEP).

Outcome #1: Student Learning

- A. **Student Learning:** The program provides state-of-the-art academic programming guided by competency-based standards and outcomes, evaluated through:
- **A.1** Student learning and performance (as indicated by key performance indicators in core and specialty areas)
 - **A.2** Student academic development
 - **A.3** Student professional development

Outcome #2: Learning Environment

- B. **Learning Environment:** The program provides an active and inclusive learning environment where students utilize self-reflection, feedback, and skill acquisition to gain meaning and generate new knowledge, evaluated through:
- **B.1** Quality of field-experience (practicum and internship)
 - **B.2** Quality of advising
 - **B.3** Demographics, retention, persistence, and completion rates
 - **B.4** Faculty performance

Outcome #3: Professional Readiness

- C. **Professional Readiness:** The program prepares students to offer quality professional counseling services that focus on transforming society through social interest in action, evaluated through:
- **C.1** Internship and employer feedback
 - **C.2** Post-graduation employment

Student Learning Outcomes

Upon completion of the program, students will be able to:

1. Demonstrate foundational knowledge, including legal and ethical practice, of the counseling profession.
2. Demonstrate understanding and application of theory as it is used in Adlerian assessment, case conceptualization, goal setting, and treatment.
3. Demonstrate the necessary knowledge, skills, attitudes, and integrative competencies to enter into a counseling career focused on working with individuals, families, and groups within diverse communities.
4. Demonstrate personal and professional growth, through the use of supervision and professional dispositions, to recognize areas of strength and growth in the development of professional identity.

Program Evaluation

The PEP allows for continuous program evaluation at the program level. The outcomes of our continuous program evaluation planning are to:

- Strengthen the quality and measure of student learning outcomes.
- Target key areas for improvement.
- Strengthen the accountability in the use of the PEP data for programmatic and operational decision-making to enhance programs and processes.
- Provide forums for the continuous reporting, sharing, and use of data on all levels.
- Provide faculty and staff ongoing opportunities to enhance planning and assessment skills.
- Develop a culture of assessment that strives for continuous improvement.

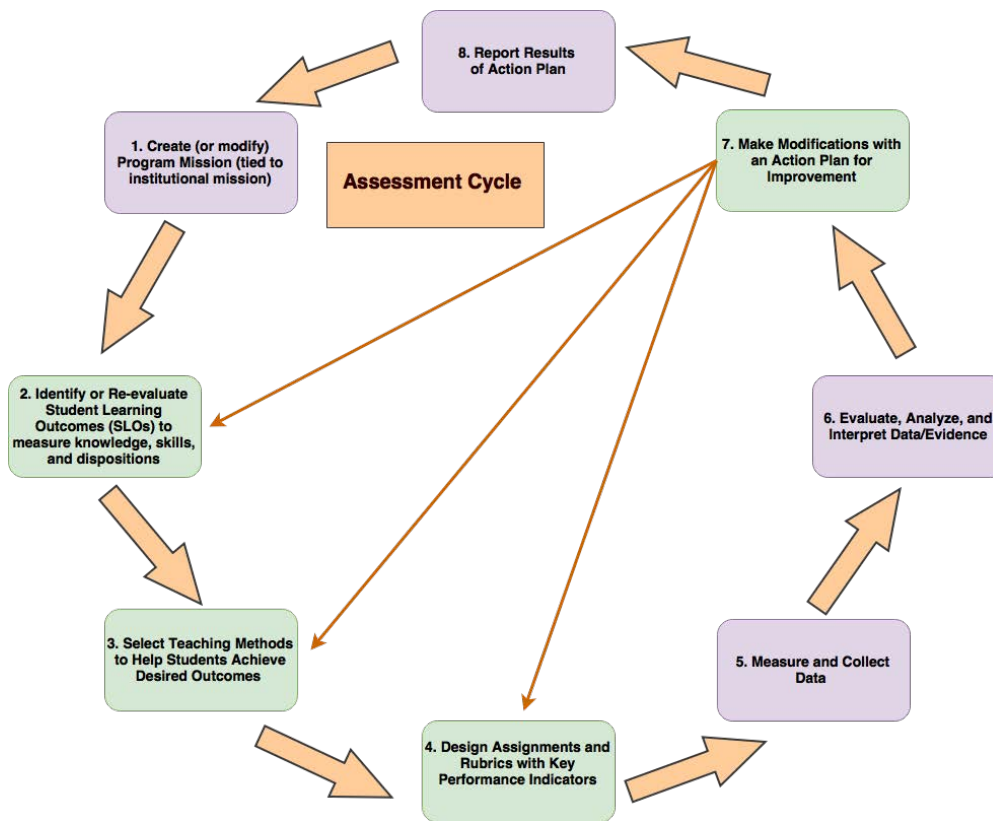
Accreditation | Approval Timeline

| Scope | Accrediting Body | Review | Goal / Outcome | Approval / Accreditation History | Upcoming Report Due Dates |
|--|--------------------------------------|--|--|--|--|
| Institutional Accreditation – All MA programs and Certificates | Higher Learning Commission (HLC) | <p>Internal: Yearly strategic planning retreat</p> <p>External: 2029-2030 10-year review</p> | <p>Internal: Strategic Planning</p> <p>External: Pass our 10-year review</p> | 2019 – 10-year approval | <p>Due June 1st 2022 Financial Report for FY20-21.</p> <p>5-year paper review (date TBD)</p> |
| Academic MA Programs & Certificates | Minnesota Office of Higher Education | <p>Survey April 2021</p> <p>Required to post their “seal” on our website.</p> | With the state’s approval of our programs, we are eligible to participate in the state financial aid programs. | Form filled out annually with programs and certificates offered. | Due May 1 st 2022 |

| | | | | | |
|-------------------------------------|---|--|--|--|---|
| Academic MA Programs & Certificates | SARA (State Authorization Reciprocity Agreements) | Annually every May | This designation allows us to make our programs available to students outside of Minnesota. <ul style="list-style-type: none"> SARA has a logo that we can add to accreditation web page. | With our first online course, we were required to join SARA so we could offer our online courses beyond MN. Annual renewal. | Due May 1 st 2022 |
| Counseling Program Accreditation | Council for Accreditation of Counseling and Related Educational Programs (CACREP) | Self-study turned in January 2021. Site visit April 27-29, 2022 | CACREP Accreditation of the counseling program. | N/A | N/A |
| Art Therapy | Commission on Accreditation of Allied Health Education Programs (CAAHEP) | Self-Study submitted October 2019 Virtual Site Visit June 2021 On-Site visit December 2021 | CAAHEP Accreditation of the Art Therapy Program | Approved March 18, 2022 | Next evaluation no later than 2030. |
| School Counseling | Minnesota Professional Educator Licensing and Standards Board (PELSB) | Every 5 years – next Report due June 2025 | Continued 5-year PELSB approval. | 2009 – Approved 2014 – Approved 2020 - | Interim Report due yearly. Unit Report due 8 months prior to June 2025 (Sept/Oct 2024) |

Program Assessment Cycle

Our Program Assessment Cycle provides a framework for the *assessment of student learning* at Adler Graduate School. All our assessment initiatives align with our Vision, Mission, and Values. Assessment of student learning is a cyclical and on-going process that starts with a program’s mission statement and circles back to action planning and reporting. The below diagram outlines our assessment cycle and each step within the cycle.



Step 1: Program Mission Statements:

The program mission statement is a statement of values, objectives, and goals for each program, and it should state how the program aligns with and contributes to the AGS mission. It is created in collaboration with stakeholders and includes:

1. Program’s purpose, its function, and guiding principles, including what the program does and for whom.
2. Highlights of the most important activities, operations, and offerings of the program.
3. Clearly articulates the program goals.

The following is a template that can be used when developing a mission statement:

“The mission of (name of your program or unit) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders).” (Add any Additional clarifying statements)

Applied Adlerian Psychology and Leadership: The mission of the Applied Adlerian Psychology and Leadership program is *to foster, in individuals, personally and professionally, skills to facilitate healthy and fulfilling relationships for people, organizations, and communities, through the understanding and application of core concepts in the Individual Psychology of Alfred Adler.*

Art Therapy: The mission of the Adler Graduate School’s Art Therapy Program is *to educate students on the fundamental knowledge that artmaking and the reflective process in therapy is healing and life-enhancing. Guided by Adlerian principles, students develop an ethical professional identity and service orientation that will inform and enrich diverse communities through the practice of art therapy.*

Counseling Program: The mission of the AGS counseling program is *to prepare mental health professionals to provide ethical and competent counseling for the real-world needs of a diverse global community. This Adlerian-based program promotes social interest, advocacy, and harmony throughout the entirety of our coursework.*

School Counseling: The mission of the Adler Graduate School's counseling program is to *prepare individuals to serve as professional K-12 school counselors with the skills and knowledge to facilitate the growth and development of all students through the design, development, and evaluation of a comprehensive school counseling program. We inspire a passion in our students to be leaders, advocates, and system-change agents in the schools they serve by focusing on the whole person.*

We are committed to preparing future school counselors that embody Adlerian values and who advocate for all students, focus on student strengths, and promote student belonging, encouragement, and significance. We believe it is essential for our graduates to develop as culturally competent and Adlerian leaders in the schools and communities they serve, removing barriers and limitations so that all students have an opportunity for excellence.

Step 2: Map Student Learning Outcomes

Key Program Indicators (KPIs) are identified in each program. These are competency-based statements that are used to develop measurable outcomes of student academic performance. Student learning outcomes (SLOs) are the measurable statements that are created from the KPIs. They are developmentally mapped in each program curriculum map. They are mapped as Introduced (I) and Reinforced (R) throughout the curriculum. Thus, each SLO is measured several times throughout a student's program. Additional competencies are mapped and are identified as either being a primary (P) or a secondary (S) competency throughout our curriculum. All learning outcomes are comprehensively measured in the portfolio examination as a requirement for program completion.

Step 3: Create Signature Assessments

AGS implements effective processes to measure student learning outcomes through the development of Signature Assessments. Signature assessments are course embedded assessments that measure whether students have achieved the learning outcomes. They measure whether the intended outcomes specified in the course have been achieved and at what level. Once the assignment is created it is uploaded and measured in LiveText. Some assessments, such as quizzes and tests, are uploaded and stored in Moodle, our Student Learning Management System.

Step 4: Create Rubrics for Signature Assessments

Rubrics contain a set of standards used for consistent judgment of a product and/or assignment that are arranged in levels indicating the degree to which performance standards have been met. Our rubrics have four levels of performance: Advanced, Proficient, Developing, and Beginner. Rubrics are developed to align with the SLOs and entered into LiveText for data collection.

Step 5: Collect Data

Signature assessments are assessed in LiveText by course instructors. Student learning data is collected from these assessments and stored in our LiveText system until we are ready to aggregate the data for evaluative purposes. Data is also being collected within the classroom via quizzes, exams, surveys, and interviews.

Step 6: Evaluate, Analyze, and Interpret Data

Aggregated data reports from LiveText are generated to assist in the evaluation, analysis, and interpretation of student learning. Multiple measures of student learning are used in our planning and evaluation. Additional student learning data is collected and analyzed through the PEP.

Step 7: Create Action Plans for Modifications and Improvement

Data is analyzed and action plans are developed. Once data is collected at the classroom level, a team meets to critically evaluate the data and create an action plan based on the results. An *Action Planning Form* ([Appendix B](#)) is used to document the results. It is also used to complete the feedback loop and record an action plan. This form assists the team in answering the following questions: What did the program want to find out? and How does this information impact

student learning? These questions can be answered through the: 1) Evaluation of a SLO(s), 2) an Assessment Question(s), or 3) an Assessment Activity.

Step 8: Report Results of Action Plan

Results of action plans are reported to stakeholders. Part of reporting results includes reporting on the status of the action plan. Teams will determine what still needs to be done, what resources are needed, who needs to know about the action plans, and who is going to follow up on each action task.

How We Use Data to Assess Student Learning

Student learning is a campus-wide responsibility. Creating a culture of assessment helps us to enact that responsibility. This begins with teamwork, commitment, and having the appropriate resources. We use student learning data to accomplish the following:

1. Improvement planning for our courses, curriculum design, and teaching methods, through annual and bi-annual review of our student learning outcomes and programs.
2. Monitoring academic program effectiveness, including field experience, and advising processes, by using feedback and recommendations for improvement.
3. Monitor faculty performance in on campus and online courses.
4. Monitor student preparedness and professional readiness.
5. Inform internal and external stakeholders about program status and improvement plans

Types of Evaluation

Summative and Formative Evaluation

Summative program evaluation refers to the outcome of a program. Summative evaluations measure and document quality indicators for decision-making purposes. This data is not provided in a timely fashion to allow for revisions or modifications of instructional strategies or program improvement while the teaching and learning is still in progress.

The purpose of **formative evaluation** is to gain quick feedback about the effectiveness of an instructional strategy with the explicit goal of enhancing teaching and student learning. It is also used to provide feedback to help improve and modify a program or service.

Measures of Assessment

To gather evidence of student learning, Adler Graduate School uses direct and indirect measures of assessment. Best practices within an assessment system combines direct and indirect measures of student learning from a variety of sources.

Direct Assessment

Direct assessment is typically done in the classroom and is based on an actual sample of student work. It requires students to produce work so that reviewers can assess how well students meet the academic competencies being taught. Because direct measures capture what students can do, they are considered best for measuring levels of achievement of student learning on specific outcomes.

Examples include: Pre and Post-tests, coursework, course assessments, portfolio evaluations, and internship evaluations.

Indirect Assessment

Indirect assessment is a report of perceived learning; it depends on self-reported data and reports. Indirect measures provide opportunities for students to reflect on their learning. This type of assessment is a good way to measure implicit qualities of student learning, such as values, feelings, attitudes, and perspectives.

Examples include: exit surveys, faculty and student surveys, graduate and alumni surveys, employer surveys, surveys from field experience supervisors, interviews, persistence, retention, and graduation rates, and dispositional evaluations.

In-direct measures in non-academic areas are designed to measure stakeholders’ attitudes, perceptions, feelings, and values that are not directly related to student learning. These outcomes collect data on customer satisfaction or impact and value of programs and services.

Assessment Software

LiveText

Adler Graduate School uses Watermark’s LiveText assessment software for assessing student learning. This data management software helps us manage assessment, planning, and improvement processes. Students turn in key assessments (assignments) and instructors assess the work according to an assessment rubric. The data is stored within the LiveText system and aggregated reports can be generated to help us evaluate the data collected. These reports are generated according to the PEP timeline.

LiveText is also used to create Student and Faculty Portfolios. Students create [professional portfolios](#) to show how they meet key learning competencies within the curriculum. Faculty use LiveText to [evaluate student portfolios](#). Faculty [create e-portfolios](#) to showcase their professional work in teaching, service, and scholarship. They are also used for evaluation purposes by Program Chairs.

SmartEvals

We use SmartEvals’ online course evaluation suite which is designed with cutting-edge technology, providing a tremendous level of flexibility and customization. The [SmartEvals Online Course Evaluations platform](#) works to engage meaningful dialogues on the quality of academic curricula, the quality of instruction, and overall student satisfaction—fostering better educational experiences for students and faculty alike.

Procedures for Program Evaluation

PEP Timetable

Our PEP timetable provides a timeline for evaluating our Program Outcomes. The table identifies 1) when we will collect data, 2) when we analyze the data that was collected, and 3) when we will make modifications and implement our actions plans from our data analysis. In the analysis step, we also revisit our past action plans to see if our objectives of our past action plans were met.

| | | | | | | | |
|----------------|--------------|---------------|---------------|---------------|-------------|----------------|----------------|
| Summer EVEN | Fall EVEN | Winter ODD | Spring ODD | Summer ODD | Fall ODD | Winter EVEN | Spring EVEN |
|----------------|--------------|---------------|---------------|---------------|-------------|----------------|----------------|

| Outcome A: Provide state-of-the-art academic programming guided by competency-based standards and outcomes. | | | | | | | | |
|---|---------|---------|--------------------------|-----------|---------|---------|---------|---------|
| A.1 – Student Learning and Performance | COLLECT | COLLECT | ANALYZE & PLAN SPECIALTY | IMPLEMENT | COLLECT | COLLECT | COLLECT | COLLECT |

| | | | | | | | | |
|--|---|----------------|-----------|----------------|----------------|----------------|-----------|----------------|
| A.2 – Student Academic Development | ANALYZE & PLAN AS PART OF PROGRAM REVIEW EACH SUMMER SAP DATA TO BE REVIEWED EVERY TERM | | | | | | | |
| A.3 – Student Professional Development | COLLECT | ANALYZE & PLAN | IMPLEMENT | COLLECT | COLLECT | ANALYZE & PLAN | IMPLEMENT | COLLECT |
| Outcome B: Provide an active and inclusive learning environment where students utilize self-reflection, feedback, and skill acquisition to gain meaning and generate new knowledge. | | | | | | | | |
| B.1 - Quality of FE Program | ANALYZE & PLAN | IMPLEMENT | COLLECT | COLLECT | ANALYZE & PLAN | IMPLEMENT | COLLECT | COLLECT |
| B.2 - Quality of Advising | ANALYZE & PLAN | IMPLEMENT | COLLECT | COLLECT | ANALYZE & PLAN | IMPLEMENT | COLLECT | COLLECT |
| REVIEW NOTES THROUGHOUT THE YEAR | | | | | | | | |
| B.3 – Demographics, Retention, persistence, and completion rates | COLLECT | ANALYZE & PLAN | IMPLEMENT | COLLECT | COLLECT | ANALYZE & PLAN | IMPLEMENT | COLLECT |
| B.4 - Faculty Performance | REVIEWED annually throughout year (per hire date) by each program Chair AND at annual formal evaluation and throughout year as needed. | | | | | | | |
| Outcome C. Prepare students to offer quality professional counseling services that focus on transforming society through social interest in action. | | | | | | | | |
| C.1 – Internship and Employer Survey | ANALYZE & PLAN | IMPLEMENT | | COLLECT/LAUNCH | ANALYZE & PLAN | IMPLEMENT | | COLLECT/LAUNCH |
| C.2 – Post Graduate Employment | ANALYZE & PLAN | IMPLEMENT | | COLLECT/LAUNCH | ANALYZE & PLAN | IMPLEMENT | | COLLECT/LAUNCH |
| EXIT SURVEY DATA COLLECTED THROUGHOUT THE YEAR. | | | | | | | | |

Counseling

Following the PEP timetable, the counseling program evaluates data throughout the year. Once a year there is a comprehensive program review. The evaluation outcomes are disseminated in an annual report that includes (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

School Counseling

The school counseling program conducts bi-annual (every other year) program evaluation. Following the timetable, the school counseling program evaluates data over a period of two years. This is due to the size of the program and when enough data is available to make meaningful decisions. The evaluation of the outcomes is disseminated in a bi-annual report that includes (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

Art Therapy

Following the PEP timeline, the Art Therapy Program evaluates data throughout the year. The evaluation of student learning outcomes (Key Performance Indicators; KPIs) are spread out over a period of 3 years in order to focus on specific competencies each year. The evaluation of the outcomes is disseminated in a bi-annual report that includes (1) a summary of the program evaluation results, (2) subsequent program modifications, and (3) any other substantial program changes. The report is published on the program website, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available.

Program Assessment

Adler Graduate School demonstrates the use of the following to evaluate the program objectives within the PEP: (1) aggregate student assessment data that address student knowledge, skills, and professional dispositions; (2) demographic and other characteristics of applicants, students, and graduates; and (3) data from systematic follow-up studies of graduates, site supervisors, and employers of program graduates.

Student Knowledge & Skills

Adler Graduate School systematically assesses each student's progress throughout the program by examining student learning in a combination of knowledge and skills. **Outcomes A.1 and A.2** addresses student academic knowledge and skills. Program faculty chose one standard from each core academic area to be a key performance indicator (KPI). Specific student learning objectives (SLOs) were created from each KPI to demonstrate learning at different developmental levels: introductory of knowledge (I) and Reinforcement and application of skills (R). Key Signature Assignments were created to measure student competence at each of these levels.

Signature assignments vary to obtain snapshots of students' competencies that include both knowledge and skills in progressive developmental stages. In addition to uploading signature assignments to LiveText for program evaluation, students add these assignments and their reflections to their professional portfolio. Each student's progress is tracked by faculty advisors and discussed with students at the portfolio touchpoints as outlined in the [Professional Portfolio Manual](#). KPIs, SLOs, and signature assignments can be found in [Appendix C](#) for all programs.

Professional Dispositions | Student Evaluation

The evaluation of professional dispositions is addressed in **Outcome A.3** in the PEP. Program faculty systematically assesses each student's professional dispositions. Key professional dispositions are identified in the disposition's evaluation form ([Appendix D](#)). Dispositions are measured at multiple points during the program, as described in the [dispositions evaluation policy](#), and faculty discusses individual student's dispositional concerns in program faculty meetings.

Students admitted into the program are introduced to the concept of professional dispositions and to the process of dispositions assessment during orientation and engage in the process during their first foundations course, where they perform a self-evaluation and identify a plan for further development.

Field Experience

The quality of the program's field experience is addressed in **Outcome B.1** (practicum and internship) in the PEP. We provide several opportunities for student and program evaluation. Evaluation of this outcome includes formal feedback from site supervisors and Field Experience faculty supervisors. Students also have an opportunity to evaluate their sites and supervisors during their Field Experience. These evaluations vary by program. The [exit survey](#), which students take at the completion of the program, also has field experience questions.

Quality Programming

Quality of advising and faculty performance can be found in **Outcomes B.2, B.3, and B.4**. Students have an opportunity to provide feedback on their overall satisfaction with the program and with advising in the [exit survey](#), which is taken at the completion of the program. Students use SmartEvals to provide course feedback at the completion of each course and each Chair annually evaluates the performance of faculty using our [faculty evaluation forms](#).

In addition, faculty look at aggregate data on demographics, retention, persistence, and completion rates for the institution and for each individual program.

Post-graduate and employer feedback provides information about program outcomes **C.1 and C.2**; this feedback is obtained once a year and examined as part of the annual program comprehensive review performed in the Summer. The use of this information for program evaluation is put in the annual report. This information is collected through employer and alumni surveys. Click here to view the [Employer Survey](#) and the [Alumni Survey](#).

Demographic and Other Characteristics

Student demographic data and other characteristics of applicants, students, and graduates is analyzed during the comprehensive annual review of each program. We collect demographic data through our admissions process and our exit survey. This information is used to inform program evaluation regarding inclusion, diversity, equity, and accessibility.

Appendix A

Program Evaluation Plan

| Program Data Point | Assessment Data to be collected | Data Collection | Objective | Process |
|--|--|---|---|--|
| Outcome A: Provide state-of-the-art academic programming guided by competency-based standards and outcomes. | | | | |
| A.1 – Student Learning and Performance | Key Performance Indicators (KPIs) – Signature Assessment Data | Data collected in Livetext on an ongoing basis through Key Assessments in courses. | Review of outcome data to make decisions on curriculum changes and student learning. Goal: 90% of students will meet proficiency in meeting academic competency. | Assessment data pulled from Livetext and Moodle. Review Plans are filled out and action plans implemented (see schedule below). |
| A.2 – Student Academic Development | <ul style="list-style-type: none"> • Touchpoint Data from Portfolio Rubrics • Satisfactory Academic Progress (SAP) data from SONIS | <ul style="list-style-type: none"> • LiveText Portfolio Rubrics are filled out by advisors and saved in advising files. Notes are kept in SONIS. • Registrar collects SAP data. | <ul style="list-style-type: none"> • Advisors meet with students to review portfolio to ensure academic/professional progress is being made. • We evaluate SAP data to identify students at risk to determine Prevention and Intervention strategies. | <p>Chairs meet with advisors to ensure touchpoint rubrics are being completed and to see if there are any intermittent progress plans to be made.</p> <p>Teams meet to review SAP data. Action plans created based on data review.</p> |
| A.3 – Student Professional Development | <ul style="list-style-type: none"> • Dispositions Form | <p>Disposition forms completed in LT in the following courses:</p> <ul style="list-style-type: none"> • Multicultural Courses (523, 558SU2). • Practicum (977SU, 931, 947). • Internship [978 (SC); 938, 948, 988 (COUN); 958 (AT)] <p>Aggregated Data:</p> <p>AT/SC – every 2 years COUN – every year</p> | <ul style="list-style-type: none"> • Professional dispositional data is collected through LT and aggregated to determine readiness for profession, areas for improved instruction, and/or retention, remediation, or dismissal. | <ul style="list-style-type: none"> • Aggregated data reviewed each year. • Individual dispositions reviewed in regular faculty meetings. |
| Outcome B: Provide an active and inclusive learning environment where students utilize self-reflection, feedback, and skill acquisition to gain meaning and generate new knowledge. | | | | |

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| <p>B.1 - Quality of FE Program</p> | <ol style="list-style-type: none"> 1. Field Experience site survey of academic program. 2. Student Evaluation of Internship site. 3. Exit Survey Questions pertaining to Field Experience. | <ol style="list-style-type: none"> 1. Data reports from SurveyMonkey 2. Paper evaluations. 3. Exit survey Questions: <ul style="list-style-type: none"> • (SC): #12 • (AT): #17-19 • (COUN) #23 | <ol style="list-style-type: none"> 1. We collect site supervisor feedback about our program to inform us of any program improvements that may be needed. 2. Students formally evaluate practicum and internship supervisors and sites to inform faculty of any modifications needed when placing students at the site and/or support needed. 3. Aggregated survey data is collected to inform programs of Field Experience course improvements, modifications, or changes needed. | <p>Evaluation of student performance is done at the program level.</p> <p>Academic programs send out a SurveyMonkey link to Internship sites each Spring to collect Summative Program Data. Data is analyzed during the Comprehensive Program Review.</p> <p>Student evaluations of internship sites are done via a paper form. This is collected in Moodle by the Field Experience Coordinators.</p> <p>Exit Survey data is aggregated and analyzed at the Comprehensive Program Review.</p> |
| <p>B.2 - Quality of Advising</p> | <p>Exit survey data</p> | <p>Aggregated data on exit survey question on advising collected.</p> | <p>Advisors provide quality advising to ensure academic/professional progress is being made.</p> | <p>Aggregated survey data is reviewed during the comprehensive program review.</p> |
| <p>B.3 - Demographics & Retention, Persistence, and Completion data</p> | <p>Applications and admission data provided by the admission dept.</p> <p>Demographic Data reports sent by Registrar.</p> | <p>Yearly by program:</p> <ul style="list-style-type: none"> • Retention data • Persistence data • Completion data • Demographic data (applicants, students, graduates) • Conditional admit data | <p>The program uses institutional student data on retention, persistence, and completion to inform program improvements and modifications.</p> <p>Demographic data and conditional admit data are used to evaluate program objectives.</p> | <p>Data is provided to the Director of Assessment, posted on the web (for transparency), and analyzed each year during the Fall assessment meeting.</p> |
| <p>B.4 - Faculty Performance</p> | <p>Instructor evaluations and observations</p> <p>SmartEvals</p> | <p>Chairs review each faculty via a faculty performance rubric.</p> <p>SmartEvals</p> | <p>Faculty performance is reviewed on an annual basis throughout year (per hire date) by each program Chair to determine areas for improvement,</p> | <p>Faculty performance is reviewed on an annual basis by each program Chair. Rubric given to HR.</p> |

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| | | | remediations, and/or dismissal. | Students are sent a SmartEvals link to evaluate their courses and instructors after each course taken. Data is stored in SmartEvals and accessible to Admin and Chairs. |
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Outcome C. Prepare students to offer quality professional counseling services that focus on transforming society through social interest in action.

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| C.1 – Post Graduate Employment and Professional Performance | Employer Survey (includes employment and post-graduation performance) | Employer data is collected on an annual basis via SurveyMonkey. | Aggregated Data collected from employers of graduates as part of our program evaluation. | Survey is sent out via SurveyMonkey each Spring. Data is collected and analyzed at the comprehensive program review. |
| C.2– Post Graduate Employment and Preparedness (including licensure) | Alumni Survey (includes employment, service, licensure, and preparedness) Exit Survey - Employment opportunities | Alumni Survey is sent out via SurveyMonkey. Exit Survey (Preparedness): (AT) #3, & #15 (SC) #3 & #11 (COUN) #3 & #22 Exit Survey (Employment) (AT & SC): # 26-28; #13 (COUN), #26-28; #24 | Aggregated Data collected from alumni and graduates as part of our program evaluation. Data on employment, service, and licensure is collected. | Survey is launched yearly for previous Academic School Year. Exit survey is launched at oral exam. Data is analyzed yearly. |

Appendix B

Action Planning Form

| | |
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| Date Reviewed: | |
| Review Team: | |

Performance Indicator addressed
What performance indicator is being addressed from the PEP? Click on dropdown menu to choose.

Outcome A: Provide state-of-the-art academic programming guided by competency-based standards and outcomes.
 A.1 – Student Learning and Performance

- For A.1 please list courses (with the specific competencies) that are under review:
 -

Outcome B: Provide an active and inclusive learning environment where students utilize self-reflection, feedback, and skill acquisition to gain meaning and generate new knowledge.
 B.1 - Quality of FE Program

Outcome C. Prepare students to offer quality professional counseling services that focus on transforming society through social interest in action.
 C.1 - Employer Feedback

For A.1 use the guiding questions found at the end of this form.

STEP 1: Collect Data

- What evidence are you analyzing (make sure this matches the PEP)? Do you have all the evidence needed to review this outcome?
 -

STEP 2: Goals and Follow Through

- If applicable, what was our Action Plan/Goals we set from last analysis? Did we follow through with our action plan?
 -
- What are our current goals/threshold for this outcome?
 -

STEP 3: Data Analysis

- Analyze Data: What do the data tell us regarding progress toward goal/goal accomplishment?
 -
- Based on the analysis, did the past action plan work/make an impact?
 -

- If there are data below the desired level, what might have contributed to their lower scores? (Is the percentage below the desired goal significant enough to warrant changes).
 -
- What would you consider as the single-most important factor contributing to the apparent successes/needs as indicated by the assessment data?
 -

STEP 4: Analyze Strengths and Obstacles, Prioritization

- What needs to be improved (or modified)? What can we do now? Later?
 -
- What strategies can we use to improve what can be improved? Consider resources, and delivery.
 -

Step 5: Action Planning and Implementation

- Create action plan with measurable goals, clearly identified steps, and deadlines.
 -
- Communicate plan to appropriate stakeholders and implement plan. Who needs to receive communication? How will you communicate and provide follow up? Who will hold team responsible for follow through?
 -

Guiding Questions for Learning Data Evaluation (A.1)

| |
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| STEP 1: Collect Data |
| <ul style="list-style-type: none"> • What evidence are you analyzing (make sure this matches the PEP)? Do you have all the evidence needed to review this outcome? • Did we complete all the assessments in the course? Why or why not? |
| Step 2: Goals and Assessment Instruments |
| <ul style="list-style-type: none"> • Did our assessment measure the skills and/or concepts that we need to monitor? • Did we include too many items in one assessment? • Are the specific goals appropriate for the KPI? According to Bloom’s taxonomy? • Did we choose the right assessment instrument to measure the KPI? • Before we analyze the data, did we notice anything unusual during the assessment timeframe that should be addressed? • What curriculum and materials did we have in place during this assessment period? • What new teaching strategies were introduced during the assessment period? |
| Step 3: Data analysis |
| <ul style="list-style-type: none"> • Is our sample large enough to allow us to draw meaningful conclusions? • What do the data tell us regarding progress toward goal/goal accomplishment? • Are the data consistent across instructors and delivery methods? If not, what do we attribute the differences to? |

- What percentage of students achieved the desired level (proficient)? Is the percentage of students below the desired level significant enough to require curriculum, delivery method, and/or instructional methods change?
- What is a sample of an ideal/proficient response? (Do we know what we consider proficient? Do we agree on what proficiency looks like?) Is there an opportunity to conduct a rubric norming exercise?
- What would you consider as the single-most important factor contributing to the apparent successes/needs as indicated by the assessment data?
- If there are students below the desired level, what might have contributed to their lower scores? (Even if the percentage of students below the desired level is not significant enough to warrant course-level changes).
- Given the data observed, how might we use the data to guide possible intervention?
- Consider how you might add, modify, or eliminate specific practices to respond to the deficits in performance. Responding to the successes in performance?
- What teaching strategies might positively impact the lower performing areas?
- Were the resources used in this course (books, articles, videos, etc.) and the instruction strategies (lectures, discussions, assignments, etc.) effective? How about efficient?

Step 4: Analyze Strengths and Obstacles. Prioritization

- What are the strengths of the student responses we have collected? Think about the SmartEvals data and areas of assessment that students did well on.
- Do any responses stand out?
- What's one single way we can improved what **needs** to be improved? (Keep in mind both effectiveness and efficiency)
- What strategies can we use to improve what **can** be improved? Consider curriculum, resources, and delivery.
- What needs to be improved?
- What can be improved?

Step 5: Action Planning and Implementation

- Create action plan with measurable goals, clearly identified steps, and deadlines.
- How will we know if students are learning as a result of our specific instructional strategies?
- What overall application behaviors will we be able to see/note if the desired learning is occurring as a result of our focused instruction and use of instructional strategies?
- How will we confirm that the entire team has implemented the strategies that were collaboratively and collectively agreed upon (for a specific course)? To what degree will we know whether the strategies are being implemented as *intended* and *described* during our team meeting? (accountability)
- Communicate plan to appropriate stakeholders and implement plan.

Appendix C

CORE Counseling: Student Learning Outcomes

KPI = Key Performance Indicator | SLO = Student Learning Outcome

I = Introduced (knowledge)

R = Reinforced (skills, application)

| Student Learning Outcomes | Course | Assessment |
|---|------------|---------------------------------|
| PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE - KPI #1: Standard 2.F.1.i - Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling. | | |
| SLO (I): Students will be able to identify whether different scenarios are compliant with ACA Code of Ethics | 517 | Quiz |
| SLO (R): Students will be able to apply knowledge about the Code of Ethics to develop a document that describes the counseling process related to section A.2 of the ACA Code of Ethics. | 517 | Informed Consent Document |
| SOCIAL AND CULTURAL DIVERSITY - KPI #2: Standard 2.F.2.c – Multicultural counseling competencies | | |
| SLO (I): Students will be able to identify their cultural biases (via an assessment) related to a specific population and identify possible cultural immersion experiences that will help challenge these biases. | 523 | Self-awareness paper |
| SLO (R): Students will demonstrate ability to perform the cultural formulation interview and to examine the impact of the findings on their future work with the client. | 504 | CFI Assignment |
| HUMAN GROWTH AND DEVELOPMENT - KPI #3: Possible-Standard 2.F.3.f- Systemic and environmental factors that affect human development, functioning, and behavior. | | |
| SLO (I): Students will be able to discuss environmental and systemic factors that impact the development, functioning, and behavior of a client. | 505 | SPT Pt. 4 |
| SLO (R): S Students will be able to assess client functionality through use of the WHODAS to defend diagnoses and course of treatment | Internship | Case conceptualization |
| CAREER DEVELOPMENT - KPI #4: Standard 2.F.4.b – Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors | | |
| SLO (I): Student will be able to demonstrate the ability to define the role of the work life task on individual and family wellness. | 503 | Wellness and Work Assignment |
| SLO (R): Students will be able to demonstrate how work, mental wellbeing, relationships, culture, and other life roles/factors are interrelated. | 562 | SPT |
| COUNSELING AND HELPING RELATIONSHIPS - KPI #5: Standard 2.F.5.g – Essential interviewing, counseling, and case conceptualization skills | | |
| SLOs (I): Students will be able to demonstrate consistency between view of human nature, key theoretical concepts, and treatment strategies. | 509 | Case conceptualization analysis |
| SLO (R): Students will demonstrate intentional use of essential interviewing and counseling skills. | 525 | Video & Transcript |
| GROUP COUNSELING AND GROUP WORK - KPI #6: Standard 2.F.6.b – Dynamics associated with group process and development | | |

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| SLO (I): Students will be able to identify and illustrate different elements of group dynamics being manifested in their in-class experiential group. | 532 | Group facilitation and journal |
| SLO (R): Students will be able to demonstrate accurate expectations about group member behaviors based on group developmental stage. | 532 | SPT |
| ASSESSMENT AND TESTING - KPI #7: Standard 2.F.7.e – Use of assessments for diagnostic and intervention planning purposes | | |
| SLO (I): Students will demonstrate the ability to ethically apply and incorporate assessment results into the diagnostic and treatment process. | 533 | SPT |
| SLO (R): Students will be able to use information from different types of assessment in order to justify diagnosis. | Internship | Case Conceptualization |
| RESEARCH AND PROGRAM EVALUATION - KPI #8: Standard 2.F.8.e - Evaluation of Counseling Interventions and Programs | | |
| SLO (I): Students will demonstrate an ability to critically analyze a journal article. | 500 | Journal Analysis |
| SLO (R): Students will create a protocol to assess the effectiveness of therapy (techniques, model, theory), to include a specific intervention found in the literature for a specific population. | 500 | SPT |

Mental Health Counseling: Student Learning Outcomes

KPI = Key Performance Indicator | SLO = Student Learning Outcome

I = Introduced (knowledge)

R = Reinforced (skills, application)

| Student Learning Outcomes | Course | Assessment |
|--|--------|---|
| KPI #9: Standard 5.C.1.b – Theories and Models Related to Clinical Mental Health Counseling | | |
| SLO (I): Students will be able to identify key concepts, techniques, and key figures associated with the major counseling theories. | 509 | Quizzes |
| SLO (R): Students will be able to perform a Diagnostic Assessment through an Adlerian lens. | 537 | SPT- Life Style Analysis |
| KPI #10: Standard 5.C.2.d- Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). | | |
| SLO (I): Students develops a case study and provides a diagnosis and rationale for the diagnosis based on information from the case creation. | 504 | Final Assignment - Movie character analysis |
| SLO (R): Students will apply the diagnostic process to a case scenario and provide a diagnosis based on evidence presented in case. | 533 | Diagnostic Case Study |
| KPI #11: Standard 5.c.3.e- Strategies to advocate for persons with mental health issues | | |
| SLO (I): Students will identify various approaches to advocating for clients with mental health diagnoses. | 523 | Social Interest in Action Presentation |
| SLO (R): Students will be able to select and defend strategies to advocate for persons of a disenfranchised group and use an Adlerian Theoretical Framework. | 539 | Final Assignment |

Marriage, Couple, and Family Counseling: Student Learning Outcomes

KPI = Key Performance Indicator | SLO = Student Learning Outcome

I = Introduced (knowledge)

R = Reinforced (skills, application)

| Student Learning Outcomes | Course | Assessment |
|--|--------|-----------------------------------|
| KPI #12: CACREP 5.F.1.b - Theories and models of family systems and dynamics. | | |
| SLO (I): Students will be able to identify the key contributors to systems theory and the key concepts and techniques associated with each | 541 | Quiz 1/ Quiz 2 |
| SLO (R): Students will be able to analyze the systemic patterns and dynamics within a family and interpret their impact on family functioning. | 543 | SPT - Case Conceptualization |
| KPI #13: CACREP 5.F.2.c - Family assessments, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessments. | | |
| SLO (I): Students will be able to create their own genogram, structural map, and family constellation and identify and discuss patterns. | 541 | SPT |
| SLO (R): Students will demonstrate the ability to assess the relationship dynamics of a couple with the use of family assessment. | 542 | Assessing the couple relationship |
| KPI #14: CACREP 5.F.3.b - fostering family wellness | | |
| SLO (I): Student will be able to demonstrate the ability to define the role of the work life task on individual and family wellness. | 503 | Work and Wellness |
| SLO (R): Student will identify prevention-based strategies that foster family wellness | 543 | Psychoeducational Presentation |

Addiction and Co-Occurring Disorders: Student Learning Outcomes

KPI = Key Performance Indicator | SLO = Student Learning Outcome

I = Introduced (knowledge)

R = Reinforced (skills, application)

| Student Learning Outcome | Course | Assessment |
|---|--------|--|
| KPI #15: CACREP 5.A.1.b - Theories and models of addiction related to substance use as well as behavioral and process addictions | | |
| SLO (I): Student will demonstrate the ability to identify the key concepts, techniques, and key figures associated with the major theories of addiction and co-occurring disorders. | 516 | Quiz |
| SLO (R): Student will demonstrate the ability to compare and contrast the key concepts associated with the Disease Model/ Biological Theory and Moral Model of substance use and behavioral and process addictions. | 585 | Short Response Paper: Process Addictions |

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| KPI #16: CACREP 5.A.2.i. - Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) | | |
| SLO (I): Students develops a case study and provides a diagnosis and rationale for the diagnosis based on information from the case creation. | 504 | SPT |
| SLO (R): Students will demonstrate the ability to assess for addictive, substance use disorders, and their potential to mimic and/or co-occur with a variety of medical and psychological disorders. | 583 | Diagnostic Assessment |
| KPI #17: CACREP 5.A.3.d. - Techniques and Interventions related to substance abuse and other addictions | | |
| SLO (I): Student will demonstrate the ability to identify and engage in the basic skills of counseling: initial disclosure, in-depth-exploration, and commitment to action when addressing substance abuse and other addictions. | 525 | Transcript Analysis |
| SLO (R): Students will demonstrate the ability to select an appropriate intervention based on the clients' stage of dependence, change, or recovery. | 583 | SPT - part 3 |

Art Therapy Student Learning Outcomes

KPI = Key Performance Indicator | SLO = Student Learning Outcome | I = Introduced | R = Reinforced | A = Applied

| Student Learning Outcomes | Course | Assessment |
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|---------------------------|--------|------------|

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| ACATE SLO | | | |
| a | KPI #1: Identify major contributors and contributions that shaped the field of Art Therapy and how they influenced your professional identity. | | |
| | (I): Students will demonstrate their knowledge of the significant contributors to the profession. | 551 | Project on major contributor to AT |
| | (R): Students will articulate which historical contributors have influenced their emerging professional identity. | 551 | Emerging Professional Identity project |
| | (A): Students will create and present a Professional Portfolio that will contain artifacts that reflect the integration and application of historical and theoretical influences on their art therapy education and practice. | 604 | Presentation of completed portfolio |
| f;g | KPI #2: Recognize the ethical principles of practice of the American Art Therapy Association and the Art Therapy Credentials Board, as well as those of related fields. | | |
| | (I): Students will be able to identify whether different scenarios are compliant with ATCB Code of Ethics. | 551 | Visual and Reflective Journal |

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| | (R): Students will be able to apply knowledge about the Code of Ethics to develop an informed consent document that describes the Art therapy process and explains issues related to the ATCB Code of Ethics and related professional codes. | 521.5 | Informed Consent Document |
| | (A): Students exhibit behaviors that are consistent with professional ethics. Acts in accordance with Adler Graduate School's Code of Conduct and the professional Codes of Ethics (AATA). | 958 | Dispositions Form |
| | KPI #3: Describe theory of specific properties and effects of art processes and materials informed by current research such as the Expressive Therapies Continuum. | | |
| b | (I): Students will choose art media to explore emotional expression. | 551 | Visual and Reflective Journal |
| | (R): Students will demonstrate their knowledge of the Expressive Therapies Continuum. | 556 | ETC Presentation & Paper |
| | (A): Students will be able to formulate treatment objectives bases on the Expressive Therapies Continuum. | 958 | Case conceptualization |
| | KPI #4: Demonstrate the belief in the value of using art-making as a method for exploring personal symbolic language. | | |
| i | (I): Students will illustrate their ability to use art making as symbolic language. | 551 | Visual and Reflective Journal |
| | (R): Students will create art and reflect upon their personal art making process. | 556 | 7-day challenge - paper |
| | (A): Students will apply artifacts demonstrating their ability to explore personal symbolic language in their Professional Portfolio. | 604 | Presentation of completed portfolio |
| | KPI #5: Explain dynamics associated with group process and development. | | |
| b | (I): Students will be able to identify and illustrate different elements of group dynamics being manifested in their in-class experiential group. | 553 | Art Therapy group proposal & group experience log |
| | (R): Students will define factors influencing group process and development emphasizing art therapy and Adlerian perspectives. | 553 | Art Therapy group proposal |
| | (A): Students will identify and assess what therapeutic factors that are present or absent during their field experience groups and/or internship group supervision course. | 958 | Case conceptualization |
| | KPI #6: Demonstrate the ability to administer and apply appropriate art therapy assessments | | |
| | (I): Students will be able to describe a variety of biopsychosocial assessments. | 555 | Final paper |

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| d | (R): Students will be able to demonstrate their ability to administer a variety of art therapy assessments. | 555 | Diagnostic Drawing Series (DDS) and paper |
| | (A): Students will be able to use art therapy assessments to formulate treatment plans. | 559 | Family Systems Project |
| k;m | KPI #7: Complete the professional portfolio that is based on the successful culmination of experience-based materials and reflective information that demonstrates various dimensions of graduate students work, philosophy, academic and clinical skills, and attitudes. The portfolio will be a synthesis of professional growth and program specific learning outcomes. | | |
| | (I): Students will prepare and update their academic and professional portfolio. | 956 | Development and updating portfolio |
| | (R): Students will update their philosophy, upload academic artifacts, field experience documents, and reflective statements. | 957 | Ongoing updates to the portfolio |
| | (A): Students will complete all elements of the portfolio including academic artifacts, field experience documentation, reflective statements and create materials in preparation for defense of the portfolio to fulfill requirements for graduation. | 604 | Presentation of completed portfolio |
| j | KPI #8: Compare and contrast theories of individual and family development across the lifespan, including, but not limited to typical and atypical cognition, personality, human sexuality, moral and creative capacities | | |
| | (I): Demonstrate basic knowledge of the different theories of personality development as well as the challenges, physiologically, biologically, neurologically, to individual development and health with children, adolescents, adults, and aging adults. | 505 | Character Analysis; Quiz |
| | (R): Analyze current literature on theoretical and biopsychosocial roots of developmental crisis, trauma, disabilities, addictions, and exceptionality on child/adolescent development. | 552 | Paper and Presentation (child/adolescent development) |
| | (A): Formulate how biopsychosocial factors impact the human growth and development of clients. | 958 | Case conceptualization |
| e | KPI #9: Utilize art materials and processes within the context of building the therapeutic relationship | | |
| | (I): Students will recognize the importance of experiential and processing of artistic expression as a strategy for building the therapeutic relationship. | 551 | Visual and Reflective Journal |
| | (R): Students will become aware of self in the process of working with the client in an egalitarian, congruent, and empathetic way, will be able to use self in the process of doing psychotherapy, and to recognize and address therapeutic ruptures. | 552 | Visual Journal and Reflection |
| | (A): Students will be able to apply effective art therapy techniques to assist in building the therapeutic relationship. | 958 | Case conceptualization |

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| h | KPI #10: Demonstrate case conceptualization skills. | | |
| | (I): Students will be able to 1) discuss the use of the different counseling skills and 2) demonstrate basic counseling skills at the emerging level. | 957 | Informal case presentation |
| | (R): Students will be able to demonstrate consistency between view of human nature, key theoretical concepts, and treatment strategies. | 511 & 513 through SP 21 509 after SP 21 | Presentation and theoretical orientation paper |
| | (A): Students will be able to 1) demonstrate basic counseling skills at the proficient level, 2) develop an accurate conceptualization of their client, consistent with an Adlerian theoretical framework, 3) justify their current treatment strategy, and 4) propose next steps for treatment. | 958 | Case conceptualization |
| o | KPI #11: Exhibit a basic understanding of art-based indicators of mental disorders/psychopathology in patient/client artwork | | |
| | (I): Demonstrate their knowledge of the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) | 504 | 504 Assessment |
| | (R): Identify and demonstrate how art-based assessments may be utilized in indicating psychopathology in client artwork and help formulate diagnosis and treatment planning. | 555 | Final paper |
| | (A): Construct a case conceptualization that includes the use of art therapy assessments and identify potential indicators of mental disorders. | 958 | Case conceptualization |
| a;j | KPI #12: Recognize the implications of applying theoretical foundations to therapeutic practice | | |
| | (I): Students will recognize how the theory of Individual Psychology has relevance to therapeutic practice. | 509 | quiz |
| | (R): Students will practice Life Style Analysis as a vehicle of change, as well as other change- promoting techniques. | 537 | Role plays and transcripts |
| | (A): Students will be able to develop a case conceptualization based on the theoretical principles of Individual Psychology and art therapy and will create strategies that help the client gain insight into underlying beliefs that interfere with one's optimal well-being and therapeutic changes. | 958 | Case conceptualization |
| KPI #13: Display skills for conducting bio-psychosocial assessments, mental status exam, and substance abuse disorder assessments for diagnostic and intervention planning purposes | | | |

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| j | (I): Students will demonstrate the ability to ethically apply and incorporate assessment results into the diagnostic and treatment process. | 533 | Case vignette, assessment video & final paper |
| | (R): Students will be able to demonstrate the administration of different types of assessment tools and utilize the information gathered in order to develop a consistent treatment plan. | 555 | Administration of assessment tools paper |
| | (A): Students will formulate a plan of how to incorporate patterns into diagnostic assessment. | 958 | Case conceptualization |
| KPI #14: Recognizing ethical and legal considerations, describe art-based research methodologies as related to art therapy. | | | |
| i | (I): Students will identify art-based research related to their population of interest. | 957 | Presentation of research on specified population |
| | (R): Students will conduct research and an interview of an art therapy-based program then analyze the information gained to develop a program evaluation protocol for that organization. | 500 | Program Evaluation Interview |
| | (A): Students will integrate artifacts that reflect their knowledge of art-based methodologies into their professional portfolio. | 604 | Presentation of completed portfolio |
| KPI #15: Apply methods used to conduct a review and critique of the literature on a topic of interest. | | | |
| i | (I): Demonstrate understanding of a research paper published in a peer reviewed journal. | 512 | 512 Final Paper |
| | (R): Students will apply critically reviewed research literature into their field experience contexts. | 957 | Article presentation |
| | (A): Students will integrate artifacts that reflect their ability to critically review literature into their professional portfolio. | 604 | Presentation of completed portfolio |
| KPI #16: Multicultural counseling competencies: Make use of experiential learning activities (e.g. a cultural genogram) designed to explore and develop student cultural and social self-awareness including self-assessment of attitudes, beliefs, and acculturative experiences. | | | |
| c;d;n | (I): Students will be able to identify their cultural biases related to a specific population and to discuss the influence of a cultural immersion experience in challenging or reinforcing these biases. | 558 | Cultural Learning Experience Project |
| | (R): Students will be able to identify assumptions and bias through participating in a cultural immersion activity and create a plan to minimize impact of bias in work with clients. | 558 | Cultural doll & Cultural Learning Experience Project |
| | (A): Students will demonstrate ability to perform the cultural formulation interview and to examine the impact of the findings on their future work with the client. | 958 | Case conceptualization |

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| I | KPI #17: Display a connection to a personal creative process and artist identity. | | |
| | (I): Students will engage in experiential and processing of artistic expression as a strategy for exploring their own creative process and professional identity. | 551 | Emerging professional identity portrait |
| | (R): The students will demonstrate their connection to their professional art therapist identity through artistic exploration. | 556 | Paper - reflection |
| | (A): Students will integrate artifacts that reflect their commitment to personal art making in their professional portfolio | 604 | Presentation of completed portfolio |
| b;e;n | KPI #18: Describe in-depth experience with specific patient/client populations, practice settings and methods of interventions | | |
| | (I): Students will be able to describe how art therapy can be utilized with a variety of populations or contexts. | 557.3 557.6 557.9 557.10 557.11 | 557.4 557.8 Conceptualization paper & artwork |
| | (R): Students will be able to organize and prepare information relating to the special topic population/context. | 557.3 557.4 557.6 557.8 557.9 557.10 557.11 | Conceptualization paper & artwork |
| | (A): Students will be able to apply course material, observational and experiential material to inform methods of intervention. | 958 | Case conceptualization |
| e | KPI #19: Use approaches for assessing the relationship between career development and client match interns of lifestyle, life roles and mental health. | | |
| | (I): Students will be able to discuss the interrelation between work and the other Adlerian life tasks. | 562 | Paper |
| | (R): Students will be able to demonstrate an understanding of the approaches to conceptualize the interrelationship among and between work, mental wellbeing, relationships, culture, and other life role/factors. | 562 | Paper |
| | (A): Students will be able to evaluate the role played by work on the client's overall functioning (and vice-versa). | 958 | Case conceptualization |
| | KPI #20: Understand neuroscience theory as applied to art therapy interventions. | | |
| | (I): Students will be able to demonstrate their knowledge of neuroscience theories. | 566 | Develop test questions and pass exam |

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| J;b | (R): Students will be able to apply theories of neuroscience into art therapy interventions | 958 | Case conceptualization |
| | (A): Students will integrate artifacts that reflect their knowledge and application of neuroscience theories into their professional portfolio | 604 | Presentation of completed portfolio |

School Counseling: Student Learning Outcomes

KPI = Key Performance Indicator | SLO = Student Learning Outcome | I = Introduced | R = Reinforced | A = Applied

| Student Learning Outcomes | Course & Assessment |
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| KPI #1: Standard A16 - school counselor understands the central concepts, tools of inquiry, and structures of professional school counseling and creates learning experiences that make education meaningful for students. The school counselor must understand: the need for student advocacy, including crisis intervention, suicide prevention and intervention, violence prevention, conflict and disciplinary resolution and mediation, and how to mediate conflict and intervene effectively in conflict management and disciplinary prevention and intervention situations. | |
| SLO (I): Students will be able to an identify school disciplinary situations and school crisis plans. | 576- SPT |
| SLO (R): Students will be able to apply an ethical decision-making analysis following the STEPS model by Stone related to violence or suicide scenarios. | 517- Ethical Steps Assignment. |
| SLO (A): Students will be able to create a school crisis plan using the PREPARE Model for crisis intervention for scenario that involves a school suicide. | 579- Crisis Plan Assignment- |
| KPI #2: Standard B- A school counselor understands how children, youth, and adults learn and develop and provides learning opportunities that support their intellectual, social, and personal development | |
| SLO (I): Students will identify one biological, neurological, and physiological factor of a character that impacts the character’s development. | 505- SPT Part 4: Final Project-Movie Analysis. |
| SLO (R): Students will be able to demonstrate how to implement a pedagogy classroom model to a character lesson incorporating two Teach like a Champion techniques. | 573- Classroom Lesson Creation and Demonstration |
| SLO (A): Students will be evaluated on a 1-4 C. Danielson rubric scale their skills in the areas of 1. Planning and preparation (including knowledge of counseling theory and your student population) and 2. Delivery of services (includes communication, counseling techniques, student engagement and assessing student needs); 3. Environment and 4. Reflection Practice | 978 Video Skills Reflection Evaluation |
| KPI #3 Standard C: A school counselor understands how students differ in their approaches to counseling and guidance and creates instructional and counseling opportunities that are adapted to students from diverse cultural backgrounds and with exceptionalities. | |

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| SLO (I): Students will be able to discuss three multicultural factors, as well as environmental and systemic factors, that impact the development, functioning, and behavior of a character. | 505 SPT Part 4: Final Project-Movie Analysis |
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| SLO (R): Students will be able to 1. Clearly describe disability area; 2. Clearly articulate how the student is impacted and challenged academically and or socially emotionally by their disability; 3. Identify three interventions using the RTI levels to support the identified student- | 572 Group Presentation |
| SLO (A): Students will be able to select and defend strategies to advocate for persons of a cultural group different from their own, as well as summarize an integration of concepts from Adlerian Psychology. | 523 Cultural Awareness Paper & SPT paper |
| KPI #4 Standard D: A school counselor understands and uses a variety of instructional and counseling strategies to encourage student development of critical thinking, problem solving, and performance skills. | |
| SLO (I): 1. Students will identify two academic strengths and one academic challenge; 2. Students will be able to identify three of more personality characteristics and 3. Students will be able to make at least one post-secondary recommendation that best aligns with the academic and personality patterns. | 574 SPT Data and Counseling Strategies Paper |
| SLO (R): Students will be able to identify a clinical diagnosis that most impacts adolescents (ie, ADHD, Anxiety, Depression) and an appropriate educational presentation for teachers and school staff working with that population. | 575 Mental Health Presentation |
| SLO (A): Students will be able to articulate 1. Human behavior, 2. Role of belonging and contributing to schools; 3. Causes of misbehavior; 4. Strategic corrective responses to the misbehavior. | 573 Why Children Do What They Do Paper |
| KPI #5: Standard E A school counselor applies the understanding of individual and group motivation and behavior to create a counseling and learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. The school counselor must understand: 1. Interpersonal dynamics in individual and group counseling settings; 2. classroom guidance dynamics; 3. motivational and learning characteristics, classroom guidance, and mental health curricula; and 4. the application of counseling, human development, and the career theories to the classroom setting. | |
| SLO (I): Students will identify individual counseling steps. | 525-Video Transcript Analysis |
| SLOs (R): Students will create a staff presentation on a selected mental health disorder using contemporary evidence based mental health and educational materials. | 575- Mental Health Presentation |
| SLO (A): Students will be able to demonstrate how to implement a pedagogy classroom model to a character classroom lesson incorporating two Teach Like a Champion techniques | 573- Classroom Lesson Creation & Demonstration |
| KPI #6: Standard F: A School Counselor uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | |
| SLO (I): Students will identify individual counseling steps. | 525- Video Transcript Analysis- |
| SLO (R): A School Counselor identifies at privacy and/or ethical safeguards for distance counseling / telehealth. | 525- Video Transcript Analysis |

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| SLO (A): Students will be able to select and defend strategies to advocate for persons of a cultural group different than their own; as well as summarize an integration of concepts from Adlerian Psychology | 523- Cultural Awareness Paper & SPT |
| KPI #7: Standard G: A school counselor plans and manages counseling and guidance instruction based upon knowledge of subject matter, students, the community, and guidance curriculum goals. | |
| SLO (I): Students will be able to 1. Identify a target population and goal based on data presented; 2. Identify outcome data that clearly correlates to data set; and 3. Includes both process and perception data. | 576- Smart Goal Data Project |
| SLO (R): 1. Students will be able to articulate the needs and challenges of the chosen special population and 2. Incorporate at least 3 different instructional or career counseling activities that encourage students' development. | 574- Counseling Special Populations Presentations |
| SLO (A): Students will incorporate and apply two school change models to create a comprehensive research-based intervention that directly link to the specific school diagnosis. | 573- Systems Change Paper |
| KPI #8: Standard H A school counselor understands and uses formal and informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of the learner. | |
| SLO (I): Students will be able to 1. identify a target population and goal based on data presented; 2. Identify outcome data that clearly correlates to data set; and 3. Includes both process and perception data. | 576- Smart Goal Data Project |
| SLO (R): Students will demonstrate an ability to identify and incorporate key findings from a career assessment profile to advise the student most clearly in short term and long-term career goals post high school. | 574- Career Inventory Interpretation Paper |
| SLO (A): Students will incorporate and apply two school change models to create a comprehensive research-based intervention that directly link to the specific school diagnosis. | 573- Systems Change Paper |
| KPI #9: Standard I: A school counselor is a reflective practitioner who continually evaluates the effects of choices and actions on others who actively seeks opportunities to grow professionally. | |
| SLO (I): Students will identify research-based counseling literature sources and organizations that support the professional growth of the school counseling profession and district level programming. | 576- Professional Involvement PowerPoint |
| SLO (R): Students will be able to incorporate latest research that supports their chosen data project intervention | 977 Data project proposal |
| SLO (A): Students will be able to show data project intervention outcomes | 978- Data Project PowerPoint Presentation |
| KPI #10: Standard J: A school counselor communicates and interacts with parents or guardians, families, school colleagues, and the community to support student learning and well-being. | |
| SLO (I): Students will be able to apply an ethical decision-making analysis following the STEPS model by Stone. | 517- Ethical Steps Assignment |
| SLO (R): Students will be able to create a hypothetical support/service plan for the client in the case study using the resource guide | 544- Part 2 of SPT- Hypothetical Support Referral Case Study |
| SLO (A): Students will be able to effectively create a social emotional lesson to be shared with a targeted parent population around the concept of effective parenting using a trauma lens. | 579- Parent Trauma Presentation |

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| <p>KPI #11: Standard K: The school counselor demonstrates through pre-practicum, and practicum experiences the ability to provide educational services to students. The practicum experiences must include a series of formal observations and directed instructional experiences with kindergarten or primary, intermediate, middle level, and senior high school students who are participating in a range of educational programming models.</p> | |
| <p>SLO (I): Students will be given feedback on development of professional behaviors expected at their practicum site and at the midway point of their graduate school development.</p> | <p>977- Student Disposition Evaluation</p> |
| <p>SLO (R): Students will evaluate themselves on a 1-4 C. Danielson rubric scale their skills in the areas of 1. Planning and preparation (including knowledge of counseling theory and your student population) and 2. Delivery of services (includes communication, counseling techniques, student engagement and assessing student needs).</p> | <p>978 Video Skills Self Reflection Evaluation</p> |
| <p>SLO (A): Students will be evaluated by internship instructor on a 1-4 C. Danielson rubric scale their skills in the areas of 1. Planning and preparation (including knowledge of counseling theory and your student population) and 2. Delivery of services (includes communication, counseling techniques, student engagement and assessing student needs).</p> | <p>978 Video Skills Instructor Evaluation-</p> |

Appendix D

Student Dispositions Form

Counselor Competency and Fitness

Adler Graduate School faculty, staff, and students are obligated to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association *Code of Ethics*, states in part, “Counselors-in-training refrain from offering or providing counseling services when their physical, mental, or emotional problems are likely to harm a client or others. They are alert to the signs of impairment, seek assistance for problems, and notify their program supervisors when they are aware that they are unable to effectively provide services.” Additionally, the ACA code of ethics requires “Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inability of some students to achieve counseling competencies...Counselor educators 1) assist students and supervisees in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.”

Professional dispositions: Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as students interact with faculty, staff, peers, and the community. These positive behaviors support student learning and development. The dispositions identified are embedded in program curricula, as well as modeled and encouraged by faculty and staff at AGS.

Ranking Definitions

- **4 - Advanced:** Demonstrates *deliberate* and *intentional* professional behaviors, including critical and analytical thinking, independent motivation, engagement, and competence in dispositional core areas. Committed to personal growth, self-awareness, and wellness. Exhibits cultural humility in interactions with clients, peers, and/or supervisors. *Integrates* and *applies* feedback.
- **3 - Proficient:** Demonstrates *consistent* and *satisfactory* professional behaviors and competence in dispositional core areas. Committed to self-awareness and wellness. Exhibits cultural humility in interactions with clients, peers, and/or supervisors. *Accepts* feedback.
- **2 - Developing:** Demonstrates *inconsistent* professional behaviors and competence in dispositional core areas. Professionalism in interactions with clients, peers, and/or supervisors warrant further development. Emerging self-awareness and ability to accept feedback
- **1- Not Met:** Does not demonstrate competence in dispositional core areas. Limited self-reflection and self-awareness. Need for personal growth and development is evident. Challenges in accepting feedback and interpersonal interactions with faculty, peers, clients and/or supervisors.
- **0 – Not Observed:** Not able to observe.

| Professional Disposition | | | | | |
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| 4 - Advanced 3 - Proficient 2- Developing 1 - Not Met 0 - Not Observed | | | | | |
| I. Relationships: Interaction with faculty, college support staff, peers, supervisors, clients, and others in a respectful, appropriate, and positive manner that promotes and maintains a professional relationship. | | | | | |
| Uses interpersonal skills in an array of verbal or written communication resulting in positive relationships (e.g., attending behaviors, healthy and respectful conflict resolution). | 4 | 3 | 2 | 1 | 0 |

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| Promotes equity in the classroom by avoiding disruptive or domineering behavior and engaging in respectful communication. | 4 | 3 | 2 | 1 | 0 |
| Works collaboratively with peers (e.g., group-work, partner projects, accepting and responding to feedback). | 4 | 3 | 2 | 1 | 0 |
| Maintains professional boundaries. | 4 | 3 | 2 | 1 | 0 |
| Comments/ Explanations: | | | | | |
| II. Ethics: Exhibits behaviors that are consistent with professional ethics. Acts in accordance with Adler Graduate School's Code of Conduct and the professional Codes of Ethics (ACA, NAADAC, AAMFT, AATA, ASCA). | | | | | |
| Expresses respect for diversity through behavior and communication by treating others fairly and equally. | 4 | 3 | 2 | 1 | 0 |
| Adheres to the confidentiality set forth within the classroom, in didactic experiences, and/or clinical settings. | 4 | 3 | 2 | 1 | 0 |
| Adheres to the school's values and code of conduct. | 4 | 3 | 2 | 1 | 0 |
| Demonstrates academic, personal, and professional integrity in and out of the classroom setting through honest and accurate representation. | 4 | 3 | 2 | 1 | 0 |
| Maintains wellness and refrains from offering or providing professional services when impairment is likely to harm a client or others. | 4 | 3 | 2 | 1 | 0 |
| Comments/ Explanations: | | | | | |
| III. Awareness, Wellness, and Growth: Demonstrates acceptance of how personal belief systems, attitudes, and values affect others in class, group, supervision, or practice. | | | | | |
| Makes appropriate self-disclosure and avoids overemphasis on personal thoughts or experiences in role-playing, supervision, and/or practice. | 4 | 3 | 2 | 1 | 0 |
| Demonstrates the ability to manage current significant life stressors (e.g., divorce, financial, unemployment) that are impairing academic or clinical performance. | 4 | 3 | 2 | 1 | 0 |
| Is open to receiving feedback and/or supervision and avoids defensiveness (e.g., excessive disputing of grades), reactivity, or hostility towards others when they express concern about professional competency (e.g., accepts personal responsibility and consequences of actions). | 4 | 3 | 2 | 1 | 0 |
| Demonstrates the ability to evaluate own learning, reflect upon growth, and monitor own impairment through reflective writing, and seeking additional assistance/support when needed. | 4 | 3 | 2 | 1 | 0 |
| Open to engaging in personal and professional development when recommended. | 4 | 3 | 2 | 1 | 0 |
| Comments/ Explanations: | | | | | |
| IV. Multiculturalism: Respects the fundamental rights, dignity, and worth of all people – including respect for age, culture, disability, ethnicity, race, religion/spirituality, gender, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law or as defined by potential clients' experience. Is aware of, and avoids imposing one's values, attitudes, beliefs, and behaviors. | | | | | |
| Practices cultural humility through willingness/openness to learn or understand differences in others. | 4 | 3 | 2 | 1 | 0 |
| Regularly remains actively cognizant of a clients' lived experience in role-play, supervision, or practice. | 4 | 3 | 2 | 1 | 0 |
| Demonstrates respect for other's strengths and points of view through behavior and communication (e.g., avoids judgement of others). | 4 | 3 | 2 | 1 | 0 |

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| Refrains from the use of biased language (e.g., sexual prejudice, classism, ableism, discrimination, and other forms of microaggressions) in role-play, supervision, or practice. | 4 | 3 | 2 | 1 | 0 |
| Recognizes boundaries of competence and limitations of expertise. | 4 | 3 | 2 | 1 | 0 |
| Comments/ Explanations: | | | | | |
| V. Engagement: Presents oneself professionally and responsibility within the classroom setting. Participates in the required learning environment. Completes required tasks and fulfills obligations within the designated time. | | | | | |
| Conducts oneself professionally in personal habits, mannerisms, professional attire, and patterns of behavior (e.g., independence, maintains a lifestyle that promotes wellness,). | 4 | 3 | 2 | 1 | 0 |
| Has regular on-time attendance for class and out of class educational meetings. Notifies appropriate persons and submits necessary documentation if absent. | 4 | 3 | 2 | 1 | 0 |
| Demonstrates preparedness for class by turning in assignments on time, follows through with assigned responsibilities, and willingness to learn. | 4 | 3 | 2 | 1 | 0 |
| Contributes to keeping conversations in class professional (i.e., takes turns, uses appropriate tone of voice, does not over-share personal information) | 4 | 3 | 2 | 1 | 0 |
| Comments/ Explanations: | | | | | |