WAYNE STATE UNIVERSITY

Annual Program Evaluation Report

Counselor Education Programs

College of Education

Calendar Years 2023

Compiled by Counselor Education Faculty in January 2024

Mission

The mission of the Wayne State Counselor Education Program is to prepare professional counselors who are knowledgeable in counseling theories and techniques, who can translate counseling theories and current research strategies into effective practice, who are committed to respecting diversity among all people, and who ascribe to the highest ethical standards and practices. This mission aligns with the standards the Council for Accreditation of Counseling & Related Educational Programs (CACREP) set forth. These standards and the program mission were used to inform the program goals and objectives and student learning outcomes.

Program Objectives

1. Students will acquire and demonstrate knowledge, skills, and professional dispositions of theoretical and evidence-based counseling practices through experiential opportunities across the program.
2. The program will promote DEIAJ across the lifespan through course assignments and community engagement as evidenced by increased self-awareness and personal growth.
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Summary of Notable Activities

Over the calendar years of 2023, the Counselor Education faculty navigated a successful return to in-person on-campus activities with input from students and other stakeholders. The process involved gathering student and faculty perspectives to determine concerns; identifying best practices to mitigate the risk of the spread of COVID; and the upgrading of equipment for

effective operations within the training clinic. The faculty allocated a small library space onsite near the clinic for students to have access to clinical tools and resources. As telehealth endures as a viable modality of providing counseling services, clinical training continues to include telehealth experiences for students in addition to in-person counseling in the state-of-the-art training clinic.

The department also welcomed additional faculty and a new program specialist. **Dr. Loubna Alkhayat** started in Fall 2023 as a new tenure-track Assistant Professor. As a graduate of our program, she holds a PhD in Counselor Education and Supervision and an MA in Community Counseling. She is also a Licensed Professional Counselor in Michigan, a Certified Trauma Professional, Approved Clinical Supervisor and holds certification in Cognitive Behavioral Therapy and Integrative Mindfulness. Her faculty profile can be found here: Loubna Alkhayat - College of Education - Wayne State University. **Charles Boayue** started as the department's part-time program specialist and will be assisting with the admissions process, course registrations, and requests for information about the program. **Dr. Shadin Atiyeh**, who was initially hired as a lecturer in Winter 2020 (currently Assistant Professor of Teaching), was selected as a tenure-track Assistant Professor starting Fall 2023.

The program became a Registered Credential Training Provider (RCTP) through the Center for Credentialing and Education to offer our CED 9120 Clinical Supervision and CED 6065 Career Counseling & Employment Strategies courses as training required towards the Approved Clinical Supervisor and Global Career Development Facilitator credentials. Our students completing those courses can now graduate with those additional credentials if they choose.

The department expanded its collaborations with the local community in ways that provide services, learning and scholarly opportunities for students. To offer additional flexibility to students interested in adding the Rehabilitation Counseling specialization, the program offered those classes in the Spring and Summer semesters rather than the credit heavy Fall and Winter semesters. This allows students to take the courses within one summer, rather than over a full academic year. Five students took advantage of the opportunity, which increased Spring and Summer enrollment compared to past semesters. The doctoral program submitted a teach-out plan for remaining students as it had been on moratorium and the department did not submit a reaccreditation application for the doctoral program. The department has two doctoral students

remaining who plan to defend in the upcoming year before current CACREP accreditation ends. In 2022, the department also closed admission to the program in the Sp/Su semesters to reduce faculty: student ratio and balance cohort sizes across semesters as enrollment in Sp/Su were consistently low compared to Fall and Winter semesters.

To further develop the relationship between employers and internship sites the department hosted a virtual recruitment fair in 2022. The virtual recruitment fair allowed students to meet with sites in the area to discuss opportunities during internship and after graduation. This annual event also provided faculty the opportunity to discuss the Counselor Education program with community partners.

In 2023, the Detroit Veterans Affairs secured a grant that allows students in the Rehabilitation Counseling program to complete paid internships with the Detroit VA Mental Health Service.

Through a collaboration with California State University-East Bay, a program is collaborating with a research study on the effectiveness of the Flash Technique, an emerging treatment for trauma symptoms. MA Counseling students participating in the study received free training on the technique and were paired with research participants to provide 6 free virtual sessions of the technique. This collaboration has many benefits including the expanded access to an affordable and effective treatment for trauma to the community, it offers training in trauma treatment for our students, and allows students to engage in the research process of evidence-based treatment.

The counseling department's internship program also participated in a pilot launch of a clinical platform program called EXXAT. The EXXAT system manages documentation, promotes communication, and contains supervisor and site credentials, student evals and much more. In Fall 2024, the counseling department will also begin using EXXAT for practicum students, in addition to logging new student data as they progress through the program.

Summary of Program Evaluation Results

Data Sources

Data used for program evaluation include:

1) Survey feedback from:
    (a) Current students
    (b) Program graduates

(c) Internship site supervisors
(d) Employers of program graduates

2) Student knowledge and skills are measured using Qualtrics which includes:
    (a) Students' performance on course assignments and/or exams that are linked to specific CACREP learning outcomes
3) For CMHC, CRC, and SC students, pass rates on credentialing exams is obtained from:
    (a) The Michigan Department of Education provides pass rates for the Michigan Test of Teacher Competence (MTTC) Test 51, which is taken by school counseling students to obtain the Licensed School Counselor credential.
    (b) The National Board for Certified Counselors provides pass rates for the National Counselor Examination (NCE), which is taken by clinical counseling students to obtain National Certified Counselor credential and licensure as Licensed Professional Counselor in Michigan.
    (c) The Certified Rehabilitation Counselor Exam (CRCE), which is taken by clinical rehabilitation counseling students to obtain the CRC credential.
4) Selections from university databases is obtained from Academic Services/college of education data manager and it includes quantitative data regarding students' demographics, students' progress, and number of graduates from each program for each academic year, as well as demographic data for applicants.
5) The program evaluation committee solicit interviews from:
    (a) Current students
    (b) Program graduates
    (c) Internship site supervisors
    (d) Employers of program graduates

Clinical Mental Health

2023: 110 students, 48 graduates, 73% completion rate, 90% job placement rate

School Counseling

2023: 33 students, 11 graduates, 68% completion rate, 90% pass rate, 90% job placement rate

Clinical Rehabilitation Counseling

2023: 13 students, 9 graduates, 70% completion rate, 80% pass rate, 90% job placement rate

Survey of Current Students

Throughout the program students are annually given the Counselor Activity Self-Efficacy Scale (CASES). The CASES assesses self-efficacy for (1) utilizing helping skills, (2) managing the counseling process and (3) addressing difficult situations. The 10-point likert scale used ranges from (0) no confidence to (9) complete confidence. The results from this assessment use the core counseling knowledge and skills of students throughout the program. The results from the Spring 2023 assessment indicated that the majority of students are confident in their abilities regarding these three domains and the confidence increases as students' progress through the program and into the clinical portion of the program.

#	**Utilizing Helping Skills**	Mean	Std Deviation	Variance	Count
1	Attending (orient yourself toward the client).	8.33	1.75	3.05	94
2	Listening (capture and understand the messages that clients communicate).	8.50	1.40	1.95	94
3	Restatements (repeat or rephrase what the client has said, in a way that is succinct, concrete, and clear).	8.32	1.47	2.15	94
4	Open questions (ask questions that help clients to clarify or explore their thoughts or feelings).	7.82	1.62	2.64	94
5	Reflection of feelings (repeat or rephrase the client's statements with an emphasis on his or her feelings).	8.20	1.48	2.20	94
6	Self-disclosure for exploration (reveal personal information about your history, credentials, or feelings).	7.51	1.92	3.70	94
7	Intentional silence (use silence to allow clients to get in touch with their thoughts or feelings).	7.18	2.12	4.49	94
8	Challenges (point out discrepancies, contradictions, defenses, or irrational beliefs of which the client is unaware or that he or she is unwilling or unable to change).	7.20	2.03	4.14	94
9	Interpretations (make statements that go beyond what the client has overtly stated and that give the client a new way of seeing his or her behavior, thoughts, or feelings).	7.33	1.92	3.69	94
10	Self-disclosures for insight (disclose past experiences in which you gained some personal insight).	7.41	1.99	3.96	93

11	Immediacy (disclose immediate feelings you have about the client, the therapeutic relationship, or yourself in relation to the client).	7.19	2.11	4.43	94
12	Information-giving (teach or provide the client with data, opinions, facts, resources, or answers to questions).	7.52	1.99	3.97	94
13	Direct guidance (give the client suggestions or directives that imply actions for the client to take).	7.39	2.10	4.41	94
14	Role-play and behavior rehearsal (assist the client to role-play or rehearse behaviors in-session).	6.65	2.48	6.14	94
15	Homework (develop and prescribe therapeutic assignments for clients to try out between sessions).	7.27	2.33	5.41	94

#	**Managing the Counseling Process**	Mean	Std Deviation	Variance	Count
1	Keep session on track	7.95	1.81	3.29	92
2	Respond with the best helping skill, depending on what your client needs at a given moment.	7.54	1.90	3.62	92
3	Help your client to explore his or her thoughts, feelings or actions.	7.96	1.89	3.56	91
4	Help your client to talk about his or her concerns	7.78	2.05	4.19	92
5	Know what to do or say next after your client talks.	7.30	2.08	4.34	92
6	Help your client set realistic counseling goals.	7.86	1.83	3.34	92
7	Help your client to understand his or her thoughts, feelings, and actions.	7.78	1.88	3.54	92
8	Build a clear conceptualization of your client and his or her counseling issues.	7.66	1.89	3.57	91
9	Remain aware of your intentions (i.e. the purposes of your interventions) during sessions.	7.92	1.90	3.59	92
10	Help your client to decide what actions to take regarding his or her problems.	7.64	2.13	4.56	92

#	**Addressing Difficult Situations**	Mean	Std Deviation	Variance	Count
1	Is clinically depressed.	7.67	1.75	3.05	87
2	Has been sexually abused.	6.74	2.13	4.52	87
3	Is suicidal.	6.49	2.22	4.92	86

4	Has experienced a recent traumatic life event (e.g., physical or psychological injury or abuse).	7.13	2.18	4.73	87
5	Is extremely anxious.	8.17	1.77	3.13	87
6	Shows signs of severely disturbed thinking.	6.20	2.25	5.08	87
7	You find sexually attractive.	8.50	1.92	3.69	86
8	Is dealing with issues that you personally find difficult to handle.	7.31	1.92	3.69	87
9	Has core values or beliefs that conflict with your own (e.g., regarding religion, gender roles).	7.90	1.98	3.93	87
10	Differs from you in a major way or ways (e.g., race, ethnicity, gender, age, social economic status).	8.34	1.77	3.15	87
12	Is sexually attracted to you.	7.21	2.45	5.98	86
13	You have negative reactions toward (e.g., boredom, annoyance)	7.67	1.86	3.44	85
14	Is at an impasse in therapy.	7.28	1.98	3.92	87
15	Wants more from you than you are willing to give (e.g., in terms of frequency of contacts or problem-solving prescriptions).	7.31	2.01	4.03	86
16	Demonstrates manipulative behaviors in-session.	6.75	2.46	6.03	87

In addition to the CASES, students complete the Masters Annual Progress Report in the Spring of every year. Results from this report indicate that most students are members of professional organizations such as the ACA, have attended training to enhance their professional development and are excelling in most core classes. A few students reported receiving a lower grade in the required statistics class.

Knowledge Acquisition

Each semester students are evaluated on whether they have met Key Performance Indicators (KPIs). The KPI varies from class to class and can include assignments such as portfolios, final exams or final papers. Each KPI is aligned with a core area. Before starting the clinical portion of the program, students are given a Comprehensive Exam that focuses on their specialization, which serves as a KPI. This exam is pass or fail and can be re-taken. The data indicates that the

majority of students meet the KPIs delineated for the classes and 100% of students met the standard for the comprehensive exam KPI.

Employer Surveys

Surveys are distributed to employers of WSU graduates every 3 years. The most recent survey of employers was conducted during the Fall 2023 semester. The survey was sent to 59 organizations that indicated they hired graduates within the last 3 years. The response rate for the survey was 28%. Data from the survey indicated that 81% of the individuals hired started with the organization as an intern. The data further suggests that the decision to hire graduates was largely based on three main factors (1) ability to build rapport with clients and colleagues (50%), (2) knowledge of counseling skills and theories (28.57%), and professionalism (14.29%). Employers also indicated that factors such as understanding HIPAA standards, work ethic, professionalism, multicultural and diversity awareness, being open to learn, ability to work independently were contributing factors.

Graduate Surveys

The program conducts surveys from students every 3 years. The most recent survey conducted in Fall 2023 was sent to 152 graduates and the response rate was less than 10%. Of the respondents, 80% indicated that they were currently employed as a professional counselor with all respondents indicating that they were able to secure employment within 6 months of graduating. The survey indicated that over 70% of graduates believed that the program provided them with a solid foundation as a counselor. Feedback from respondents indicated that strengths of the program included the diversity of the faculty, the support of the faculty, the focus on diversity throughout the program and the strong theoretical and clinical foundation.

Future Goals

The department is interested in exploring a potential Bridge program between the Master's program and undergraduate programs. Due to the high number of required credits in the Master's program, especially in combined concentrations, a bridge program may allow a more cost-effective option. It would also allow students to take the first semester of the cohort before applying to the program so they can receive more information about the counseling profession in

general before deciding on a specialization. The opportunity may increase diversity among students. The department has agreed to participate in a pilot program to test the offering.

The department is also interested in increasing opportunities for service learning and demonstrating its commitment to the local community by expanding the on-site training clinic to community and/or school locations. The department is exploring a potential partnership with Detroit Public Schools to do so.