May 3, 2016

University of Toledo CACREP Mid-Cycle Report

I. Changes in Faculty

<table>
<thead>
<tr>
<th>Faculty In Place During April 2012 Site Visit</th>
<th>Faculty In Place August 2016</th>
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<tbody>
<tr>
<td>Chris Roseman</td>
<td>Chris Roseman</td>
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<tr>
<td>John Laux</td>
<td>John Laux</td>
</tr>
<tr>
<td>Nick Piazza***</td>
<td>Caroline O’Hara****</td>
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<tr>
<td>Kathleen Salyers**</td>
<td>Yanhong Liu*****</td>
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<tr>
<td>Martin Ritchie*</td>
<td>Madeline Clark*****</td>
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Effect of Faculty Changes

Dr. Martin Ritchie retired in July of 2013. Dr. John Laux assumed the role of the Department Chair. The program existed with four full-time faculty members for the 2013-2014 academic year. Notification of this change was sent to CACREP via an email from Dr. Laux to Karen Trauger on July 18, 2013. Part-time instructors were hired to pick up the teaching load left following Dr. Ritchie’s retirement. All students who were Dr. Ritchie’s advisees who were not graduated by the time of his retirement were re-assigned to the four remaining professors.

Dr. Kathleen Salyers retired in July of 2014. A faculty search was conducted in the Spring of 2014 and two individuals (Drs. Caroline O’Hara and Eric Baltrinic) were hired to begin as assistant professors of counselor education beginning their appointments in August of 2014.
This brought the number of full-time faculty members for the 2014-2015 academic year to five (Roseman, Laux, Piazza, O’Hara, & Baltrinic).

Dr. Nick Piazza retired in July of 2014. A faculty search was conducted in the Spring of 2015 and one individual (Dr. Yanhong Liu) was hired to begin as an assistant professor of counselor education beginning her appointment in August of 2015. Additionally, the Department hired Dr. Joel Sutton, PhD, PCCs, as a Visiting Assistant Professor for the 2015-2016 and 2016-2017 academic years. Dr. Sutton earned a degree in counselor education and was hired to teach classes to counseling and school psychology students. This brought the number of full-time faculty members for the 2015-2016 academic year to 5.5 (Roseman, Laux, Liu, O’Hara, Baltrinic, & ½ of Sutton).

Dr. Eric Baltrinic resigned in December of 2015 to take a position at another university. Part-time PhD-level counselor educators were hired from the community to cover the courses Dr. Baltrinic was to teach in the Spring of 2016. Dr. Baltrinic’s advising load was distributed between Drs. Roseman, Laux, and O’Hara. Additionally, Dr. Liu began maternity leave in the Spring of 2016.

A faculty search was conducted in the Spring of 2016 and one individual (Dr. Madeline Clark) was hired to begin as an assistant professor of counselor education beginning her appointment in August of 2016. This brought the number of full-time faculty members for the 2015-2016 academic year to 5.5 (Roseman, Laux, Liu, O’Hara, Clark, & ½ Sutton).
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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<td>Fall 2014</td>
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<td>Spring 2015</td>
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<tr>
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<td>4</td>
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<tr>
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<td>Cultural Diversity</td>
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<tr>
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<tr>
<td>Fall 2016</td>
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<td>Spring 2017</td>
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<td>Course</td>
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<td>Course</td>
<td>Credits</td>
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### Liu Teaching Load

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### Sutton Teaching Load

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<tr>
<td>Statistics &amp; Research for HSHS</td>
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<td>Consultation I: Theories &amp; Techniques</td>
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<tr>
<td>Legal &amp; Ethical Issues for School Psychologists and Counselors</td>
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<table>
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<th>Course</th>
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Clark Teaching Load

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Appendix A contains the current vitas for Dr. O’Hara, Dr. Liu, Dr. Clark & Dr. Sutton.
**Standard IM-Core Faculty Credit Delivery.** For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty. Core faculty (Laux, Roseman, O'Hara, Baltrinic, Liu) were responsible for delivering 5.67 FTE in Fall 15-Spring 16. Noncore faculty (McGhee, Sutton, Badra, & Calmes) delivered 2.67 FTE in that same time period.

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<thead>
<tr>
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<th>Spring 16</th>
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<td>McGhee</td>
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<td>Sutton</td>
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<td>FTE</td>
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<td>FTE</td>
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Note:  
1 = Laux taught 1 course per semester due to department chair duties and served as the counselor education program coordinator  2 = Liu received 1 course reduction due to first year of teaching  3 = Liu maternity leave  4 = Doctoral Instructor of Record  5 = Doctoral Level Part-time Instructor  6 = PhD Counselor Educator VAP
Standard 1.N-Full-time Equivalent (FTE) Student to FTE Faculty Ratio: “Institutional data reflect that the ratio of full-time equivalent (FTE) students to FTE faculty should not exceed 10:1.”

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<td>Faculty FTE</td>
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<td>Faculty FTE</td>
<td>4.83</td>
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<tr>
<td>Student to Faculty ratio</td>
<td>9.75:1</td>
<td>Student to Faculty ratio</td>
<td>10.87:1</td>
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</table>
Changes in Curriculum

The curriculum for the Masters of Arts in Counselor Education (school counseling concentration), for the Masters of Arts in Counselor Education (clinical mental health counseling concentration), and for the Doctor of Philosophy Counselor Education have not changed since our last on-site visit. No required courses were dropped. No courses have been significantly revised. No new courses have been added to the curriculum. All of the 2009 CACREP Specific Learning Objectives that were assigned to courses previously reported in our last on-site visit are currently still assigned to the same courses.

Changes in Practicum and Internship

No changes have been made to the clock hour requirements, supervisor qualifications and requirements, or general practicum and internship sites. Additional training has been added to our list of approved sites. Each newly approved site meets the previously reported standards for approval (e.g., appropriately licensed and experienced site supervisor) that were previously in place at the time of our self-report and onsite visit. For the 2015-2016 academic year, a second-year doctoral student (Tahani Dari) who is independently licensed in Michigan as a school counselor and as Professional Counselor taught school counseling practicum and school counseling internship sections. Also, for the Spring 2016 academic semester, a second-year doctoral student (Carla McGhee) who is independently licensed in Ohio as Professional Clinical Counselor taught a section of CMHC counseling internship section.

Changes in Program Operations

Beginning July 1, 2013, Martin Ritchie retired. Dr. Ritchie served as the Chair of the Department of School Psychology, Legal Specialties, and Counselor Education. This Department was housed in the Judith Herb College of Education, Health Science, and Human Service. Upon Dr. Ritchie’s retirement, John Laux was appointed as Chair.

In August of 2013, the Judith Herb College of Education, Health Science, and Human Service was split into three colleges. The counseling program was thereafter housed in the College of Social Justice and Human Service. The Department was also restructured in the following manner. The Legal Specialties program left to join another department. The Higher Education program left the Judith Herb College of Education and joined the counselor education and the school psychology programs. This reconfiguration resulted in a Department of School Psychology, Higher Education, and Counselor Education.

Effective July 1, 2016, the College of Health Science and the College of Social Justice and Human Service were merged into the College of Health and Human Services. At that time, the Higher Education program returned to the Judith Herb College of Education. And, the Speech Language Pathology program joined the counselor education and school psychology programs. The College’s departments were renamed as schools. The counselor education program, along with the school psychology and speech language pathology programs, formed the School of Intervention and Wellness. John Laux was appointed to the role of Associate Dean for the
College of Health and Human Services and Christopher Roseman was appointed as the Chair for the School of Intervention and Wellness.

All told, the changes in organizational structure have had little to no negative impact on the students. The three-year merger with the Higher Education faculty benefitted some of the doctoral students. Two of the Higher Education faculty members had graduate training in counseling and college student affairs. As such, they were able to serve on dissertation committees as the outside member. Their experience and expertise helped students who conducted research on issues that related to college counseling centers, college student wellness, retention, etc. Additionally, a third Higher Education faculty member is the University of Toledo’s Chief Diversity Officer. This person served on dissertations that focused on counseling diversity topics. We anticipate that these reciprocal relationships with the Higher Education faculty will persist beyond the recent restructuring. We also anticipate that our master’s-level students will benefit from the opportunity to interact with and learn from the Speech-Language Pathology faculty and students. Over half of the graduates from the Speech-Language Pathology program work in school settings and collaborate with school counselors. Finally, we share a training clinic with the Speech-Language Pathology program. Dr. Roseman, in his role as Chair of the school in which these programs reside, is exploring and developing ways to offer wrap-around counseling services to the families whose children are served by the Speech-Language Pathology clinic. Dr. Laux’s move to the Associate Dean role will mean that he does not teach courses in the 2016-2017 academic year. This reduction in teaching was intentional to allow him time and opportunity to learn this new position. Dr. Laux will continue to advise doctoral students, chair dissertations, attend department and program meetings, and participate in the counseling admissions process. It remains to be seen whether he will pick up a teaching load for the 2017-2018 academic year.

**Program Assessment and Evaluations**

The Counselor Education Program has in place a comprehensive assessment plan that addresses continuous systematic program evaluation and student learning outcomes.

Here is an overview of our continuous systematic student and program evaluation process with an explanation of each of the assessments. The grid shows when each assessment occurs throughout the year.
The University of Toledo Continuous Systematic Evaluation Grid

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<th></th>
<th>August</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
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<th>Jan</th>
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Systematic Developmental Assessment of Individual Students

Screening of Applicants involves initial paper review of academic, personal, and professional qualifications. Most qualified applicants are interviewed and are evaluated for suitability to program. This happens three times a year. Our most recent evaluations took place in February and June of 2016. Applications are equally distributed between the faculty members. Each application is reviewed by two faculty members. The top candidates are brought to campus for interviews. The interview process consists of a group orientation. Then, applicants are split into three groups. Group 1 participates in an orientation to the practicum and internship part of the programs. Members of Group 2 are individually interviewed by faculty members. And, Group 3 is oriented to the activities of the Alpha Omega Chapter of Chi Sigma Iota. Groups rotate after 20 minutes. The final stage of the admissions process is to have a group orientation to the program during which students are provided with explanations of our program’s expectations, the ACA Code of Ethics, and the coming semester’s course offerings.

Initial Advising involves student and advisor reviewing expectations and completing Plan of Study. This happens in the first semester of the student’s admission to the programs. The student meets with the faculty member who is the student’s assigned advisor. Together, they schedule out when the student will take the required and elective courses for the entire program of study. Additionally, the student and the advisor begin discussions about where the student can complete the practicum and internship field placement.
Student Evaluation form evaluates the academic performance, professional, and personal development of each student and is completed by the instructor at completion of each clinical class: Counseling Theories and Techniques, Group Counseling, Practicum, and Internship. The forms are kept by the student’s advisor.

Review and Retention occurs at biweekly program faculty meetings where students with academic, personal, or professional concerns are discussed and action plans are devised.

Student Learning Outcomes are assessed and reviewed continuously throughout the year.

Faculty review of curricular offerings in light of accreditation, licensure, and assessment of student learning outcomes on professional identity, professional practice, and program area standards at August Retreat. This last happened in August 2015 and is scheduled to occur again in August 2016.

Advisory Board review of curricular offerings in light of accreditation, licensure, and assessment of student learning outcomes on professional identity, professional practice, and program area standards. The agenda for the two most recent Advisory Board meetings are located in Appendix B.

Follow-up surveys of program graduates

Our most recent survey of program graduates occurred during the summer of 2016. We graduated 5 doctoral students, 14 school counseling masters students, and 19 clinical mental health counseling students. Each graduate was sent an email with an electronic link to a survey hosting website included. We received 4 (80%) responses from doctoral graduates, 6 (42.9%) responses from school counseling masters graduates, and 6 (31.6%) responses from clinical mental health counseling students. The results of the doctoral, school, and clinical mental health surveys are located in Appendices C1, C2, and C3, respectively.

Formal studies of site supervisors' evaluations of the programs occurs end of each semester and during practicum orientation meeting.

Survey of employers' evaluations of the programs. Our employers provide feedback to the program via standard evaluation of our interns prior to hiring them on as full-time employees.

Program Improvement and Innovation

Issues and Questions
CURRICULUM VITAE

Caroline O’Hara
2801 West Bancroft Street, MS 119 Toledo, OH 43606
caroline.ohara@utoledo.edu
419-530-6125

Education

Ph.D. Georgia State University August, 2014
Counselor Education and Practice (CACREP-accredited)
2012 Robert Frank Outstanding Counselor Education Program Award
Cognate: Stress, Crisis, and Trauma in Diverse Populations

Ed.S. Georgia State University August, 2010
Professional Counseling

M.S. Georgia State University May, 2009
Professional Counseling (CACREP-accredited)

B.A. Mount Holyoke College May, 2001
With honors; Biology major, Psychology minor

Awards

National Level
Association for Counselor Education and Supervision, 2015 Outstanding Dissertation Award.

Association for Multicultural Counseling and Development, 2014 Emerging Graduate Student Leader Award.

Association for Counselor Education and Supervision, 2013 Outstanding Graduate Student Leadership Award.

• Award: $2500

Chi Sigma Iota International, 2011-2012 Leadership Fellow and Intern
• Award: $1200

Regional Level
Southern Association for Counselor Education and Supervision, 2012 Emerging Leader Fellow.
• Award: $200
University Level
Counseling and Psychological Services Department, 2015 Outstanding Doctoral Dissertation Award.

Chi Epsilon Chapter of Chi Sigma Iota, 2013-2014 Outstanding Doctoral Student.

Georgia State University, 2013 Chet W. Harris Scholarship Award.
• Award: $800
• In recognition of teaching, mentoring, and modeling with care and compassion.

Chi Epsilon Chapter of Chi Sigma Iota, 2011-2012 Outstanding Doctoral Student.

Peer-Reviewed Publications (17)
Journal Articles (* = data-based)


**Book Chapters**


Current Projects (* = data-based)


Areas of Interest
Microraggressions, professional and social advocacy in counseling, social justice counseling, multicultural counseling competence, supervision, identity development.

Other Publications (8)


**Grants**

Southern Association for Counselor Education and Supervision, 2015 *Research Grant*. (proposal under review)

McDonald, C. P., Chang, C., O'Hara, C. The Relationships among Multiracial Identity, Color-Blind Racial Ideology, and Discrimination in Multiracial Individuals: Implications for Professional Counseling and Counselor Education.

- $500

Association for Counselor Education and Supervision, 2015 *Research Grant*. (proposal under review)


- $800

University of Toledo, 2015 *Kohler International Travel Grant*. (funded)

- Grant: $1500

Southern Association for Counselor Education and Supervision, 2013 *Research Grant*. (funded)

- Grant: $500
- In support of dissertation entitled, The relationships among the experiences of racial microaggressions in supervision, traumatic experiences, and the supervisory working alliance in professional counselors and counselors-in-training.
Professional Teaching Experience

Doctoral Counseling Internship
Cultural Diversity in Counseling and School Psychology
Group Counseling
Counseling Across the Lifespan
Interpersonal Communication Skills (online)
Counseling Systems and Interventions
Basic Counseling Skills
Advanced Counseling Skills
Professional Identity and Ethics in Mental Health Counseling
Educational and Psychological Appraisal
Social and Cultural Issues

Editorial Experience

Student Perspectives Editor (2012-2015)
NewsNotes. National newsletter published quarterly by the Association for Assessment and Research in Counseling.

Associate Student Editor (2012-2013)
Exemplar. National publication published triennially by Chi Sigma Iota International.

Co-Editor (2011-2013)
CPS Newsletter. Department newsletter published biennially by the Department of Counseling and Psychological Services at Georgia State University

Managing Editor

Editorial Assistant

Professional Counseling and Work Experience
August, 2014 – Present
The University of Toledo, Toledo, Ohio
Assistant Professor and Coordinator of the Clinical Mental Health Counseling Program. Responsibilities include course instruction; scholarly productivity; service to the department, college, and university; student advisement; program management and evaluation.
August, 2012 – May, 2013
Savannah College of Art and Design, Atlanta, Georgia
Counseling Intern, Counseling and Student Support Services. Responsibilities include individual and group counseling, disability services, career counseling, outreach for campus community.

March, 2011 – December, 2011
GSU – Counseling and Testing Center, Atlanta, Georgia
Graduate Assistant, Outreach and Consultation Services. Responsibilities include facilitating, coordinating, and promoting education and prevention events and workshops to GSU students and community; providing editing and quality control for program materials.

January, 2011 – May, 2011
GSU – Counseling and Testing Center, Atlanta, Georgia
Doctoral Intern. Responsibilities include providing individual and group counseling; serving as a group process observer; offering outreach workshops and seminars to GSU students and community; conducting initial assessment interviews.

January, 2010 – May, 2010
GSU – Counseling and Testing Center, Atlanta, Georgia
Specialist in Education Intern. Responsibilities include providing individual and group counseling; offering outreach workshops and seminars to GSU students and community; conducting initial assessment interviews.

May, 2009 – March, 2011
GSU – Counseling and Testing Center, Atlanta, Georgia
Graduate Assistant, SafeZone. Responsibilities include facilitating and coordinating workshops promoting LGBTQIQ safety, awareness, and support; coordinating National Day of Silence and National Day of Remembrance, offering outreach to GSU students and community; providing editing and quality control for program materials; coordinating and promoting events; responding to email inquiries.

August, 2009 – December, 2009
GSU – Dept. of Counseling and Psychological Services, Atlanta, Georgia
Co-Facilitator. Responsibilities include planning and leading a ten-week process group for Master’s level counseling students; responding to members’ journal entries.

January, 2009 – April, 2009
Hospice Atlanta, Atlanta, Georgia
Master’s Intern. Responsibilities include providing individual, group, couples, and family counseling sessions; co-facilitating bereavement groups; conducting initial assessments.

August, 2008 – December, 2008
Skyland Trail, Atlanta, Georgia
Master’s Intern. Responsibilities include providing individual, group, couples, and family counseling sessions; facilitating groups for clients on the dual diagnosis track.
August, 2007 – December, 2011  
GSU – Counseling and Testing Center, Atlanta, Georgia  
Graduate Assistant, Alcohol and Other Drug Program. Responsibilities include administering and scoring assessments; grant writing; coordinating with Dean of Students’ office; providing editing and quality control for documents and website; preparing for cultural competency conference; collecting research data; updating referral listings.

June, 2002 – February, 2010  
Ridgeview Institute, Smyrna, Georgia  
Intake Call Specialist. Responsibilities include coordinating hospital admissions; relaying program and admission information to potential clients, significant others, and managed care organizations; training new hires; working on special projects as directed.

March, 2002 – June, 2002  
Anchor Hospital, Atlanta, Georgia  
Mental Health Assistant. Responsibilities include monitoring and supporting inpatient clients; obtaining vital signs; leading daily check-in groups.

August, 2000 – December, 2000  
Mount Holyoke College, South Hadley, Massachusetts  
Teaching Assistant for the Dean of the College. Responsibilities include facilitating activities for Psychology of Racism course; reviewing student assignments; planning and guiding experiential activities.

Presentations (26)  
*Collaborations with students

International/National (Peer-Reviewed)


O’Hara, C., Stewart, L. A., McDonald, C. P., & Levy, D. B. (2013, September). *So what you saying is... Best practices in assessing basic counseling skills in masters-level counseling students.* Special Topics content session presented at the National Assessment and Research Conference, Houston, TX.


Chang, C. Y., O'Hara, C., & Parker, L. (2011, October). *Can social justice be the 5th force in counseling without professional advocacy?* Content session presented at the Association for Counselor Education and Supervision Conference, Nashville, TN.


**Regional (Peer-Reviewed)**


**Local Outreach**

Kieran, R., & O'Hara, C. (2010, November). Co-Facilitator for SafeZone Ally Training at Georgia State University, Atlanta, GA.
O’Hara, C., & Dispenza, F. (2010, October). *Applying to counseling doctoral programs: What you need to know.* Chi Epsilon Chapter of Chi Sigma Iota Lunch-N-Learn at Georgia State University, Atlanta, GA.

Kieran, R., & O’Hara, C. (2010, August). Co-Facilitator for SafeZone Ally Training at Georgia State University, Atlanta, GA

**Professional Supervision Experience**

Fall, 2011 – Spring, 2012

GSU – Dept. of Counseling and Psychological Services, Atlanta, Georgia

*Supervisor Intern.* Individual supervision of one Master’s practicum-internship student. Co-facilitation of group supervision of seven Master’s practicum-internship students.

**Professional and University Service/Leadership**

**National Level**


Chair, Diversity Committee (2012 - present). Association of Assessment and Research in Counseling, a division of the American Counseling Association.

- Developed *Standards for Multicultural Research* (approved by the Executive Council of the division in September, 2015).

Chair, Awards Committee (2015 – present). Association for Multicultural Counseling and Development, a division of the American Counseling Association.


Co-Chair, CSI Milestones Task Force (2012-2013). Chi Sigma Iota International.

Member, Advocacy Committee (2011 - present). Chi Sigma Iota International.

**Regional Level**

Member, Awards Committee (2012). Southern Association for Counselor Education and Supervision.

**State Level**


Member, Awards Committee (2014). Ohio Counseling Association.

**University Level**


Dissertation Committee Member on seven dissertations at present.
Member, UT Graduate Council Curriculum Committee (2015 – present).

Member, UT Academic Affairs Committee (2015 – present).

Member, UT SPHECE Department Admissions Committee (2014 – present).

Member, UT SPHECE Department Personnel Committee (2014 – present).

Member, UT SPEHCE Department Comprehensive Exam Review Committee (2014 – present).

Member, UT SPHECE Department Faculty Search Committee. (2014-2015; 2015-2016).

Faculty Advisor, Alpha Omega Chapter of Chi Sigma Iota (2014 – present).

Member, UT CJSHS Diversity Committee. (2014 – present).


Past President (2012-2013). Chi Epsilon Chapter of Chi Sigma Iota, GSU.
  • Chair, Awards Committee

President (2011-2012). Chi Epsilon Chapter of Chi Sigma Iota, GSU
  • Co-Chair, Student Mentorship Program
  • Chair, Initiation Committee
  • Chair, Elections Committee

President-Elect (2010 – 2011). Chi Epsilon Chapter of Chi Sigma Iota, GSU.
  • Co-Chair, Career Day Committee


Invited Speaking Engagements

Invited speaker and group facilitator for the Chi Sigma Iota Chapter Leaders Training meeting at the American Counseling Association Conference and Exposition, San Francisco, CA, March, 2012.


Invited panelist for the Chi Sigma Iota Chapter Leaders Training meeting at the Southern Association for Counseling and Education Conference, Nashville, TN, October, 2011.
Licensure, Certifications, and Trainings

Licensed Professional Counselor, Georgia (LPC006550)

National Certified Counselor (NCC# 251651)

Certified Mediator for the Georgia Office of Dispute Resolution
Certified General Mediation Coach for the Georgia Office of Dispute Resolution

SafeZone Ally Trainer (Georgia State University)

Question, Persuade, Refer (QPR) Gatekeeper Suicide Prevention Training

Professional Memberships

American Counseling Association (ACA)
Association for Assessment and Research in Counseling (AARC)
Association for Counselor Education and Supervision (ACES)
Association for Multicultural Counseling and Development (AMCD)
Chi Sigma Iota International (CSI)
Alpha Omega Chapter of CSI
North Central Association for Counselor Education and Supervision (NCACES)
YANHONG LIU, PH.D., NCC
3100D HH Building
The University of Toledo
MS 119 2801 W. Bancroft Street
Toledo, OH 43606-3390

Phone: 419-530-4721 (Office) Email: Yanhong.Liu@utoledo.edu

EDUCATION

Degrees
• Ph.D., Counselor Education and Supervision, the Pennsylvania State University (CACREP Accredited Program), University Park, PA, August 2015
  ▪ Specialty Area: International Adoption & Counseling
  ▪ Dissertation: Variables Associated with Attachment Security and Indiscriminate Friendliness in Chinese Adopted Children in the U.S.
  ▪ Dissertation Chair: Dr. Richard Hazler
  ▪ Committee Members: Dr. Jerry Trusty, Dr. JoLynn Carney, Dr. Jenae Neiderhiser
• M.A., Professional School Counseling, Appalachian State University (CACREP Accredited Program), Boone, NC, August 2011
• B.A., English & International Trade, Chongqing Technology and Business University, China, July 2007

Professional Certifications
Nationally Certified Counselor (#322109)

Additional Education
9 credits toward MBA, Business Administration, Appalachian State University, Boone, NC

CURRENT EMPLOYMENT

Assistant Professor
Counselor Education Program
College of Social Justice and Human Service
The University of Toledo
Toledo, OH 43606

PROFESSIONAL EXPERIENCE

Teaching
• Instructor: Department of School Psychology, Higher Education, and Counselor Education, The University of Toledo, Toledo, OH
  Main responsibilities: design course syllabi and lesson plans; conduct course instructions; facilitate class discussion and activities; supervise teaching assistants/co-instructors; design and evaluate assignments
Liu, 2

- COUN 5140/7140 Counseling Theories and Techniques (Fall 2015)
- COUN 6940 School Counseling Internship (Fall 2015)
- COUN 5130/7130 Group Counseling (Summer 2016)
- COUN 5160/7160 Cultural Diversity in Counseling and School Psychology (Summer 2016)
- COUN 5010 Professional Orientation to School Counseling (Summer 2016)

- **Instructor:** Department of Counseling, Indiana University of Pennsylvania, Indiana, PA
  Main responsibilities: designed and conducted lectures related to counseling adolescents; led large and small group discussions; provided individual, triadic, and group supervision; coordinated with other faculty members on recruiting individual and group clients; evaluated students’ assignments
  - COUN 659 Secondary School Counseling Practicum (Fall 2014; Graduate Level)

- **Co-Instructor,** Department of Educational Psychology, Counseling, & Special Education, The Pennsylvania State University, University Park, PA
  Main responsibilities: designed and implemented curriculum in collaboration with the primary instructor; conducted class lessons/lectures; facilitated small and large group discussions; provided individual and group supervision on basic/advanced counseling skills; evaluated students’ assignments
  - CN ED 506 Individual Counseling Skills and Procedures (Fall 2014; Graduate Level)

- **Graduate Teaching Assistant (Teaching Team Member),** In conjunction by the Department of Curriculum and Instruction and Penn State Outreach, LaSalle University, Philadelphia, PA
  Main Responsibilities: Took charge of a cluster of eight students majoring in Education, providing teaching, supervision, and counseling services; coordinated with other six teaching team members on course preparations, instruction, students’ evaluation; facilitated small (8 students) and large group (58 students) discussions; updated and managed course documents prior to course started
  - CI295 D/A Philadelphia Urban Seminar (Summer 2014; Undergraduate Level)

- **Co-Instructor & Mentor,** Department of Educational Psychology, Counseling, & Special Education, The Pennsylvania State University, University Park, January – May 2013 & 2014
  Main responsibilities: designed and implemented curriculum; conducted lesson instructions; provided course evaluation; led in-class activities; coordinated on group discussion and leadership activities; met with individual students on leadership projects; graded students’ assignments; and evaluated curriculum and course instructions; mentored a first-year doctoral student in teaching the class
  - RHS 303 Group Work in Rehabilitation and Human Services (Spring 2013 & Spring 2014; Undergraduate Level)

- **Teaching Fellow,** Department of Human Development & Psychological Counseling, Appalachian State University, Boone, NC, August – November 2011
  Main responsibilities: Assisted with curriculum design and implementation; assisted with lesson planning and instruction; evaluated students’ assignments; coordinated extra-
curriculum activities related to the class content, involving participants from different countries and cultural backgrounds
  - HPC 5840/4840 Human Relations & Interactions (Fall 2011; Opened to both Graduate & Undergraduate Levels)

- **Teaching Fellow**, Department of Foreign Languages and Literatures, Appalachian State University, Boone, NC, January – May 2011
  **Under the Cultures and Languages across the Curriculum (CLAC) grant funded by the U.S. Department of Education and administered by Global Studies Program in conjunction with the Department of Foreign Languages and Literatures**
  Main responsibilities: independently taught three lab sessions; coordinated with the faculty supervisor in designing and implementing curriculum; led experiential activities to facilitate students’ learning and practicing critical skills; initiated and implemented three cultural events to create authentic cultural atmosphere as part of the grant’s goal
  - CHN1020-101 & 102 Beginning Chinese II (Spring 2011; Undergraduate Level)

- **Community Teacher**, Appalachian State University, Boone, NC, 09/2010-11/2011
  - **Pre-K/K level**: Taught Chinese mandarin and cultural lessons for adopted Chinese students from age 3 to 6 on a weekly basis
  - **Elementary level**: Taught students (above 6) in local community of Chinese language on a weekly basis

**Research**
- **Graduate Research Assistant**, The Department of Educational Psychology, Counseling, and Special Education, The Pennsylvania State University, University Park, PA, August 2013-May, 2015
  - Member of Project: TEAM (a program which aims at promoting overall school climate and decreasing bullying in elementary schools) led by Dr. JoLynn Carney and Dr. Richard Hazler
    - Provide assistance in literature review for the conceptual foundations of Project: TEAM (PT)
    - Took charge of the *Theory of Change* graphic model design for PT
    - Participate in survey designing and selection and put all instruments on Penn State Qualtrics
    - Analyze quantitative and qualitative data re: project implementation
    - Actively participate in presentations of PT in professional conferences both nationally and regionally

- **University Graduate Fellow**, The Pennsylvania State University, University Park, PA, August 2012 – August 2014
  - Selected as University Fellow funded by the Graduate School of Penn State
  - Focused on research in international adoption and counseling internationally adopted children and families
  - Initiated research projects on “counseling international adoptees and families”
  - Established within institution and outside of institution network/collaboration with researchers in the adoption/psychology field
• **Graduate Research Assistant**, the Department of Human Psychology and Counseling Services, Appalachian State University, Boone, NC, August 2009 – May 2011
  - Provided assistance in research, teaching, and curriculum design
  - Updated program resources
  - Assisted at the annual Regional School Counseling In-Service conferences
  - Facilitated a joint multicultural project by the Office of International Education & Development and Professional School Counseling program

• **Graduate Assistant**, Belk Library and Information Commons, Appalachian State University, Boone, NC, Summer 2010
  - Assisted with multicultural literature research on child and adolescent development and education
  - Managed instructional materials for the Education section of the library

• **Graduate Research Fellow (82 hours)**, School of Business, Appalachian State University, Boone, NC, May – August 2010
  - Conducted research for a local beer brewery company – Ivory Tower (a non-profit business under University Academic Affairs)
  - Cooperated with a research team formed by a professor and five MBA students and completed the business plan for the company

**Counseling**

• **Career Counselor Intern**, The Pennsylvania State University Career Services Center, University Park, PA, Fall 2013
  - Provided career counseling services to Penn State students and alumni
  - Provided drop-in services to students and alumni
  - Administered career assessments and interpreted outcomes
  - Provided assistance at career workshops, career fairs, and weekly staff meetings held by Career Services and Student Affairs

• **Career Counselor Practicum**, The Pennsylvania State University Career Services Center, University Park, PA, Spring 2013
  - Provided career counseling services to Penn State Students and Alumni
  - Observed and conducted drop-in services for on-campus undergraduate and graduate students and alumni
  - Administered and interpreted career assessments
  - Familiarized with career related resources (literature, software, database, etc.)

• **Doctoral Counselor Practicum**, The Pennsylvania State University CEDAR Clinic, University Park, PA, Fall 2012
  - Provided individual counseling to Penn State students under the supervision of faculty advisor
  - Counseling topics included adjustment disorder, depression, anxiety, career related issues, alcohol and substance uses/chemical dependence, and grief and bereavement etc.

• **International Adoptees’ Counselor**, Tampa/Odessa, FL, January 2012-May 2012
  - Worked with children adopted from China on adjustment and transition issues,
such as the language, cultural transitions, adaptations etc.

- Provided counseling services to adoptive families in issues related to adjustment, family relationship, and children’s post-adoption development

- **Professional School Counselor Intern** *(full time, 600 hours)*, Watauga High School, Boone, NC, Spring 2011
  - Worked with grades 9-12, provided students with individual/group counseling
  - Conducted consultation, coordination, and guidance lessons with the school and the community
  - Collaborated with related personnel on special programs
  - Presented at parents’ and registration meetings regarding students registration and course optimization
  - Initiated a multicultural education program entitled *Value Diversity*

- **Professional School Counselor Practicum** *(100 hours)*, Hardin Park Elementary School, Boone, NC, Fall 2010
  - Worked with students form K-8; provided students with individual/group counseling services
  - Conducted consultation, coordination, collaboration, and guidance lessons with the school and the community
  - Organized and conducted a multicultural presentation series entitled *Understanding the World*

- **Students Psychological Counseling Assistant** *(part-time volunteer)*, Chongqing Yongchuan Xuanhua Middle School, P.R.China, July 2006 - October 2007
  - Provided supportive services regarding students’ academic, career, and personal and social development
  - Conducted post-secondary counseling service for high school students (mainly senior students)

**Clinical Supervision**
- Provided semester long clinical supervision for students enrolled in the Counseling Theories and Techniques class, The University of Toledo, Fall 2015
  - With emphases of School and Clinical Mental Health Counseling
- Provided semester long clinical supervision for 3 second-year master’s level counseling trainees, The Pennsylvania State University, Spring 2015
  - With emphases of Clinical Mental Health and Rehabilitation Counseling
- Provided semester long clinical supervision for 6 second-year master’s level counseling trainees, Indiana University of Pennsylvania, Fall 2014
  - With emphasis of Professional School Counseling
- Provided clinical supervision for 12 first-year master’s level counseling trainees, The Pennsylvania State University, Fall 2014
  - With emphases of Professional School, Clinical Mental Health, Rehabilitation, and Career Counseling
- Provided semester long clinical supervision for 2 second-year master’s level counseling trainees, The Pennsylvania State University, Spring 2014
  - With emphases of Professional School and Clinical Mental Health Counseling
- Provided clinical supervision for 3 first-year master level counseling trainees, The
ADDITON WORK EXPERIENCE

- **Client Consultant (full-time):** Shanghai BOB Intellectual Property Service Ltd., Guangzhou/Shanghai, P. R. China, November 2007 - June 2009
  - Managed intellectual property issues for customers including Apple, SONY, 3M, LG, OSRAM, BOSE, SHURE, Disney, and Panasonic
  - Coordinated with clients, legal departments, and government administrative authorities on legal activities to protect customers’ intellectual property rights

AWARDS AND HONORS

- **Partial Scholarship**, New Worlds of Adoption 2014 Conference, Amherst, MA, 2014
- **Research and Graduate Studies Office Travel Award**, the Pennsylvania State University, University Park, PA, 2013
- **Penn State University Graduate Fellowship**, the Pennsylvania State University, University Park, PA, 2012-2013
- **North Carolina Tuition Scholarship**, Appalachian State University, Boone, NC, 2009-2011
- **Cultures and Languages across the Curriculum (CLAC) Grant Teaching Fellow**, Appalachian State University, Boone, NC, 2011
- **College of Business MBA Scholarship**, Appalachian State University, Boone, NC, 2010
- **Chinese Friendship Association Teaching Award**, Appalachian State University, Boone, NC, 2010
- **University Scholarship for Students' Comprehensive Quality**, Chongqing Technology & Business University, Chongqing, P. R. China, 2003-2007
- **1st Place in Discussion on Teaching Methods**, Chongqing Technology & Business University, Chongqing, P. R. China, 2007

GRANTS

- **Liu, Y. (2013).** Primary Investigator. Disasters, Children, and Post-Disaster Interventions under Different Cultural Contexts. **Research and Graduate Studies Office Travel Grant**, the Pennsylvania State University, University Park, PA. $300.00
- **Liu, Y. (2013).** Primary Investigator. Attachment Dynamics between Chinese Adoptees and Their U.S. Adoptive Parents: A Phenomenological Study. Grant proposal submitted for the **Association for Humanistic Counseling “Make a Difference” grant**. Proposal not awarded.
PUBLICATIONS

- **Journal Articles**
  - Liu, Y. & Hazler, Variables Associated with Indiscriminate Friendliness Displayed by Chinese Adoptees in U.S. Families (Manuscript ready to submit)
  - Liu, Y. & Hazler, Love Seeking or Attachment Disorder? Exploring Friendliness in Chinese Children Adopted by U.S. Families (Manuscript ready to submit)
  - Liu, Y. & Hazler, R., Attachment dynamics between Chinese adoptees and their U.S. adoptive parents: A phenomenological study (In progress)
  - Lindinger-Sternart, S. & Liu, Y., Globalization of counseling: Increasing mental health throughout the world (In progress)

- **Conference Paper**

PRESENTATIONS

- **International Level**

- **National Level**

• Regional/State Level

Invited Guest Lecturer

• Liu, Y. (September, 2014). International adoption, trends, & implications for family therapies. Lecture presented for HD FS 414 Resolving Human Development and Family Problems class. The Pennsylvania State University, University Park, PA.
• Liu, Y. (2013, July). Workshop on psychological preparation for Chinese College Entrance Examination and post-secondary options for Junior/Senior high school students (with around 600 audiences). Invited by Chang’nan High School, Yongchuan, Chongqing, P. R., China.
• Liu, Y., (2007, May). Passion & Learning. Chongqing Technology and Business University, Chongqing, P. R. China
WORKSHOPS/OTHER PROFESSIONAL TRAINING

- Focus on Teaching Strategies, and Developing a Teaching Philosophy. The Schreyer Institute for Teaching Excellence. The Pennsylvania State University, State College, PA (February, 2013).
- Advanced Trauma Training Workshop. North Atlantic Region Association for Counselor Education and Supervision, Niagara Falls, NY (September, 2012).
- American School Counselor Association (ASCA) National Model Training, Appalachian State University, Boone, NC (February, 2010).

UNIVERSITY/DEPARTMENT SERVICES

- Administrative Roles, Department of School Psychology, Higher Education, and Counselor Education, 08/2015 - Present
  - Co-Coordinator, School Counseling Program
  - Committee Member, Department Curriculum Committee
  - Committee Member, Department Personnel Committee
  - Committee Member, Department Admissions Committee
- Dissertation Committee Member, 08/2015 – Present
  - Juliet Russell, Summer 2016

OTHER PROFESSIONAL SERVICES

- Reviewer, Editorial Board, Journal of Humanistic Counseling, 05/2015-present
- Committee Member, Social Committee, Chi Sigma Iota Honor Society, the Pennsylvania State University, University Park, PA, 01/2013-01/2014
  - Provided assistance in organization social committee events
- Community Teacher, Appalachian State University, Boone, NC, 09/2010-11/2011
  - Taught two Chinese Mandarin classes for adopted Chinese kids from age 3 to 6 and students in local community who are above 6 respectively on a weekly basis
- Committee Member, C-MAC (Counselors: Mentoring and Connecting), Appalachian State University, Boone, NC, 08/2009 – 08/2011
  - Provided support for new students coming into the program
  - Provided assistance in event organization and implementation
- Representative of Chinese Students, Appalachian State University, Boone, NC 08/2009-11/2011
  - Was elected as the representative of Chinese students by Chinese Friendship
Association at Appalachian State University, connecting Chinese Students affairs with the university diversity committee

- **International Educator,** Appalachian State University, Boone, NC, 09/2009-05/2011
  - Invited by the Office of International Education & Development for the AS-U-GO (Appalachian international outreach) program, presenting on educational and counseling status in China at the primary (Wittenburg Elementary School and Hardin Park Elementary School), secondary (Watauga High School), and post-secondary (Wilkesboro Community College and Appalachian State University) levels throughout western North Carolina

**MEMBERSHIP & PROFESSIONAL AFFILIATIONS**

- American Counseling Association (2012-present)
- American Humanistic Counseling (2015-present)
- Association of Counselor Education & Supervision (2015-present)
- The International Association of Marriage and Family Counselors (IAMFC; 2015-present)
- North Atlantic Region Association For Counselor Education and Supervision (2014-present)
- North Carolina School Counselor Association (2009-2012)

**LANGUAGE SKILLS**

- **Mandarin (Native),** Fluent in reading, writing, and public speaking
- **English,** Fluent in reading, writing, and public speaking
Madeline E. Clark, PhD, NCC, ACS, LPC-R (VA)
225 Ethel Avenue
Norfolk, Virginia 23504
757-289-2578
mclar051@odu.edu

Education

May 2016
Ph.D., Counselor Education and Supervision
Old Dominion University (CACREP Accredited)
Norfolk, Virginia
Cognate in Qualitative Research
Cognate in Educational Research Methods

May 2013
M.S.Ed., Clinical Mental Health Counseling
Old Dominion University (CACREP Accredited)
Norfolk, Virginia

August 2009
B.S., Sociology, Magna Cum Laude
Old Dominion University
Norfolk, Virginia
Minor: Child Welfare

Dissertation: The Relationship Between Counselors’ Multicultural Counseling Competence and Poverty Beliefs
Chair: Dr. Jeffry Moe

Areas of Interest/Expertise:

Certifications & Registrations
- National Certified Counselor (NCC), #309837 9/27/13 - 10/31/18
- Approved Clinical Supervisor (ACS), #ACS2220 2/5/16 - 2/28/21
- Registered Counselor in Residence (LPC-R) 8/20/13 - Present
  Commonwealth of Virginia (License expected Summer 2016)

Academic Employment
Assistant Professor
Counselor Education
University of Toledo
Toledo, Ohio

Assistant Adjunct Professor
Counseling and Human Services
Old Dominion University
Norfolk, Virginia

Publications

Refereed Publications

Clark, M. & Bower, J D. (in press). The career experiences of women with major financial barriers
The Career Development Quarterly.

Under Review:


In Progress:
Braun, E., Clark, M., & Tang, H. (201#). Male identified counselor trainees’ gender identity development and multicultural competence. (Literature review stage).

Clark, M. & Cook, J. (201#). A content analysis of poverty and social class in 10 years of ACA journals. (Literature review stage.)

Clark, M. & Hays, D.G. (201#). Social justice career counseling strategies for women with financial barriers. (Data collection stage).

Clark, M., Kalkbrenner, M., & Ramrakhianl, S. (201#). Counselor educators’ perspectives on social justice integration into CACREP core courses. IRB #746799-1 (Data collection stage).

Kemer, G, Randall, A. K. & Clark, M. (201#). A qualitative content analysis of beginning and expert supervisors’ case conceptualizations and supervision recommendations. (Data analysis stage).

Moe, J., Farmer, L., Clark, M., Chan, C (201#). Intersectionality in counselor education. (Literature review stage).

**Non-Refereed Publications**


**Book Chapters**


Under Review:

In Progress.
Clark, M. & Neukrug, E (201#) Cultural Relational and Feminist Theories. *Counseling Theory and Practice (2nd ed.)*.
Relevant Research Employment

Graduate Research Assistant, Old Dominion University
May 2013 – August 2015
- Editorial assistant for Counselor Education and Supervision (CES) under the supervision of editor Dr. Dancica G. Hays.

Other Research Experiences

• Research team member, *A phenomenological investigation of wellness and wellness promotion within counselor education programs*, March 2014- May 2015, Old Dominion University.
• Research team member, *A phenomenological investigation of LGB identity development*, August 2013-December 2013, Old Dominion University.
• Research team member, *Licensed counselors’ perceptions of competence*, August 2013-December 2013, Old Dominion University.
• Blue Star Families *Military Lifestyle Survey* Pre-tester, February 2014

Presentations

International


National


Conducted:

**Clark, M., & Bower, J.D.** (October 2014). *Building counselor competence: Working with women with financial barriers.* Southern Association for Counselor Education and Supervision (SACES) Annual Conference, Birmingham, Alabama.


Conducted:


**Clark, M.** (April 2015). *The career experiences of women with financial barriers.* Old Dominion University Fifth Annual GRAD Research Day, Norfolk, Virginia.

**Clark, M.** (February 2015). *Counselor racial identity development, social justice orientation, and multicultural counseling competence.* Virginia Association of Counselor Education and Supervision (VACES), Harrisonburg, Virginia.


**Clark, M.** (March 2014). *Career experiences of women in poverty.* Virginia Association for Counselor Education and Supervision (VACES) Annual Conference, Virginia Beach, Virginia.

**Invited Presentations**

Goodman-Scott, E., Moe, J., & **Clark, M.** (April 2016). *Academic job search strategies.* Old Dominion University, Norfolk, Virginia.

**Clark, M. & Goodman-Scott, E.** (March 2016). *Test taking strategies and managing test anxiety.* Old Dominion University, Norfolk, Virginia.
Clark, M. (March 2016). Counseling theories: Review of the NCE and CPCE. Old Dominion University, Norfolk, Virginia.

Clark, M. (February 2016). Research and program evaluation in counseling: Review for the NCE and CPCE. Old Dominion University. Norfolk, Virginia.


Clark, M. (February 2015). What to expect from the GTA evaluation process. Darden College of Education GTA Professional Development Meetings. Old Dominion University, Norfolk, Virginia.


Clark, M. (February 2015). Research and program evaluation in counseling: Review for the NCE and CPCE. Old Dominion University. Norfolk, Virginia.

Clark, M. (November 2014). Creating a peer-to-peer mentoring program for college students aged out of the foster care system. New Horizons Inc Quarterly Board of Directors Meeting, Virginia Beach, Virginia.


Clark, M. (August 2014). Doctoral student panel: Lessons learned, Graduate Teaching Assistant Institute, Darden College of Education, Old Dominion University Norfolk, Virginia.


Clark, M. (May 2013). Introduction to the Community Services Board. New practicum and internship student orientation, Norfolk Community Services Board Norfolk, Virginia.

Teaching & Supervision Experience

Instructor of Record:
• Old Dominion University (ODU), Lifespan Development (COUN 631), Summer 2016
• ODU, Diversity Issues in Human Services (HMSV 346), Fall 2014, Spring 2015, & Summer 2015
• ODU, Interpersonal Skills (HMSV 339), Spring 2014
• ODU, Introduction to Human Services (HMSV 341), Fall 2013

Co-Teaching Experience:
• ODU, Psychotherapy Techniques (COUN 633), with Dr. Garrett McAuliffe, Spring 2016
• ODU, Social and Cultural Issues in Counseling (COUN 655), with Dr. Garrett McAuliffe, Spring 2016
• ODU, Counselor Education Teaching and Practice (COUN 820), with Dr. Garrett McAuliffe, Fall 2015
• ODU, Psychotherapy Techniques (COUN 633), with Dr. Garrett McAuliffe, Fall 2015
• ODU, Advanced Multicultural Issues in Counselor Education (COUN 848), with Dr. Jeff Moe, Spring 2015
• ODU, Introduction to Research Methods in Education (online) (COUN 611), with Dr. Rebekah Cole, Spring 2015
• ODU, Introduction to Counseling Supervision (COUN 670), with Dr. Tim Grothaus, Fall 2014
• ODU, Psychotherapy Techniques (COUN 633), with Dr. Radha Horton-Parker, Spring 2014
• ODU, Field Experience in Human Services (hybrid) (HMSV 368), with Dr. Mary Sanderfer, Summer 2013

Supervision Experience
• Supervisor, ODU, Practicum (COUN 669)
  o Provided individual and triadic supervision to masters students in counseling during their practicum experiences focused on counseling skills, gatekeeping, multicultural issues, and professional development in person and via adobe connect.
  o Summer 2014 (1 supervisee), Fall 2014 (2 supervisees), Spring 2015 (2 supervisees), Summer 2015 (1 supervisee), & Fall 2015 (3 supervisees)

• Supervisor, ODU, Advanced Psychotherapy Techniques (COUN 634)
  o Spring 2014 (2 supervisees)

Clinical Experience
• Pro-Bono Family Therapist, ForKids Inc., Norfolk, Virginia
  May 2013 - Present
• Doctoral Clinical Intern, ForKids Inc., Norfolk, Virginia
  Fall 2014
• Counseling Intern, ForKids Inc., Norfolk, Virginia
  Spring 2013
• Counseling Intern, Norfolk Community Services Board,
  Norfolk, Virginia
• Family Care Manager, ForKids Inc., Norfolk, Virginia
  January 2010 – December 2012

Other Clinical Experiences
• Help End Abusive Relationships Today (HEART) Facilitator, Old Dominion University,
  October 2014 – Present
• MPower Domestic Violence Prevention Peer Facilitator, Old Dominion University, September 2014-Present.
• Life Skills Class Facilitator, Judeo-Christian Outreach Center, Virginia Beach, VA
  June 2015-Present.
• Children’s Wellness Group Facilitator, Park Place Child Life Center, Norfolk, Virginia, June 2014 - August 2014.
• Training Group Facilitator for graduate counseling students, Old Dominion University, Spring 2014.
• Facilitator, Military Spouse Support Group, Old Dominion University, Fall 2013 - Fall 2014.
• Training Group Facilitator for undergraduate human services students, Old Dominion University, Fall 2013.
• ForTeen Group Facilitator, ForKids Inc, January 2011 - August 2012.

Grant Support
• Association of Assessment and Research in Counseling (AARC) Donald Hood Doctoral Student Research Grant, $500.00 awarded
• Chi Sigma Iota Chapter Grant for statewide networking, $400.00 awarded

Leadership and Service
National:
• Ad Hoc Editorial Board Member, Counselor Education and Supervision, July 2016- Present.
• Editorial Board Member, Canadian Journal of Counseling and Psychotherapy, September 2015- Present.
• Association for Assessment and Research in Counseling (AARC) Standards for Multicultural Research Committee, February 2014 - Present.

Regional/State:
• SACES Social Justice Interest Network member, October 2014 – 2016.

Local:
• Chi Sigma Iota (CSI) Omega Delta, Chapter President, April 2015 – April 2016.
• Old Dominion University Counselors for Social Action and Responsibility (ODUCSAR), Founding member and President, July 2014 – April 2016.
• Editor, Old Dominion University Counseling Human Services Department Newsletter, Reflections, Fall 2013 – Fall 2015.
• Old Dominion University Department of Counseling & Human Services Counselor Education Faculty Search Committee, successful search, January 2015 - June 2015.
• Chi Sigma Iota (CSI) Omega Delta Chapter President-Elect, April 2014 - April 2015.
• Chi Sigma Iota (CSI) Omega Delta Chapter Membership Chairperson, April 2013 - April 2014.

Scholarships, Fellowships, & Awards
• Chi Sigma Iota, Omega Delta chapter Outstanding Doctoral Student Award, December 2015.
• Department of Counseling and Human Services Professional Development Scholarship, Old Dominion University, Fall 2015 $450.
• Association of Counselor Education and Supervision (ACES) Emerging Leader Fellow, October 2015.
• Association of Assessment and Research in Counseling (AARC), Donald Hood Student Research Award, September 2015.
• Chi Sigma Iota, Omega Delta chapter Outstanding Research Award, May 2015.
• Chi Sigma Iota, Omega Delta chapter Outstanding Doctoral Mentor Award, May 2015.
• Department of Counseling and Human Services Professional Development Scholarship, Old Dominion University, Spring 2015. $200
• Darden College of Education Professional Development Travel Award, Old Dominion University, Summer 2014. $500

Professional Organizations
American Counseling Association (ACA), 2012 - Present
Association for Assessment and Research in Counseling (AARC), 2014 - Present
Association for Counselor Education and Supervision (ACES), 2013 – Present
Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling (ALGBTIC), 2016-Present
Association for Multicultural Counseling and Development, (AMCD), 2014 - Present
Chi Sigma Iota (CSI), Omega Delta Chapter, 2011 - Present
Counselors for Social Justice (CSJ), 2013 - Present
National Career Development Association (NCDA), 2013 – 2016
North Central Association for Counselor Education and Supervision (NCACES), 2016-Present
Northwest Ohio Counselors Association (NWOCA), 2016-Present
Ohio Counselors Association (OCA), 2016- Present
Southern Association for Counselor Education and Supervision (SACES), 2013 - 2016
Virginia Counseling Association (VCA), 2013 - Present
Virginia Association for Counselor Education and Supervision (VACES), 2013 - Present
Appendix B

Advisory Board Agenda

10/24/14

Counselor Education Advisory Board Agenda

1. Welcome and introductions
   a. Expected Attendees
      i. Aaron Cromly- Cullen Center
      ii. Ardelia Shuller-Freeman-
      iii. Stephanie Speck--Harbor
      iv. Mike Kaspirczyk—Unison
      v. Jennifer Findsen-Oregon
      vi. Daren Love—Court Diagnostic
      vii. Dr. Lisa Sancrant—Owens Community College
      viii. Dr. Tom Meiring—Innerview Behavioral Care
      ix. Tami Harris—Shoreland Elementary
      x. Dr. Stephanie Calmes--

2. Comments from Dean Gutteridge
   a. Tom was dean of business SUNY Buffalo, UConn, UT for 30 years & now SJHS

3. Introduction of New Faculty Members
   a. Dr. Caroline O’Hara
   b. Dr. Eric Baltrinic

4. Announcement of Anticipated Retirement

5. Faculty Search Process:
   a. What are important aspects to look for in a candidate?

6. Doctoral Student Training:
   a. Should doctoral students have school counseling experience?
   b. If “yes”, what knowledge, skills, and abilities should they have?
   c. If “yes”, how long would it take to gain the answer to “b”?
7. Recruitment ideas?

8. Questions, comments, feedback from the Board
December 4, 2015

Counselor Education Advisory Board Meeting Agenda

1. Introductions

2. College Merger

3. Faculty Updates

4. Hiring a new counselor education faculty member

5. Getting down to business
   a. What sorts of topics can we offer as CEU trainings? (5-10 minutes)
   b. Practicum/Internship
      i. What is the frequency, type, and medium of communication that you want from the University instructor? (5-10 minutes)
      ii. Is it possible for your supervisees to produce work samples (audio or video) that could be brought back to the University? (5-10 minutes)
      iii. Are there signs/indicators that tell you a practicum student is ready to begin individual counseling sessions? (5-10 minutes)
   c. What are trends in the field that we need to know about? (20 minutes)

6. General Discussion
Counselor Education Advisory Board Agenda

1. Welcome and introductions

   a. Expected Attendees

      i. Aaron Cromly - Cullen Center
      ii. Ardelia Shuller-Freeman-
      iii. Stephanie Speck - Harbor
      iv. Mike Kasperczyk - Unison
      v. Jennifer Findsen - Oregon
      vi. Daren Love - Court Diagnostic
      vii. Dr. Lisa Sancrant - Owens Community College
      viii. Dr. Tom Meiring - Innerview Behavioral Care
      ix. Tami Harris - Shoreland Elementary
      x. Dr. Stephanie Calmes - 

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   c. What are trends in the field that we need to know about? (20 minutes)

6. General Discussion
Appendix C.1

Doctoral Graduate’s Survey Responses
Q1 What year did you graduate from counselor education and supervision doctoral program at the University of Toledo?

Answered 4 Skipped 0

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<tr>
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<th>Responses</th>
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<td>2016</td>
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<td>2017</td>
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Q2 After you received your Ph.D., in what setting(s) are you now or did you ever find employment?

Answer Choices

- Faculty (full or part-time) at a university or college: 75.00% (3 responses)
- Community Mental Health Direct services: 0.00% (0 responses)
- Clinical Supervisor: 0.00% (0 responses)
- Agency Manager: 0.00% (0 responses)
- Private Practice: 0.00% (0 responses)
- School Counselor: 0.00% (0 responses)
- Non-counseling related profession: 25.00% (1 response)
- Other: 0.00% (0 responses)

Total: 100.00% (4 responses)
**Q3** After you received your Ph.D., what level of licensure did you obtain?

*Answered 4, Skipped 0*

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<th>Responses</th>
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<td>PCC</td>
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<td>Counseling Supervisor Endorsement</td>
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<td>Social Worker</td>
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<tr>
<td>Other</td>
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Q4 How many peer-reviewed journal articles or book chapters have you published following graduation from the Ph.D. program?

Answered: 4 Skipped: 0

Answer Choices

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Responses: 3
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<th>SurveyMonkey</th>
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<td><strong>Total</strong></td>
<td><strong>4</strong></td>
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Q5 How many local, state, regional, or national counseling association offices have you held since you entered the doctoral program until now?

Answered: 4  Skipped: 0

Answer Choices

<table>
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<tr>
<th>Answer</th>
<th>Responses</th>
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<tbody>
<tr>
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<td>PhD graduating students</td>
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<td>10+</td>
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</table>
Q6 Please indicate the degree to which you learned to demonstrate the knowledge, skills, and practices that reflect an advanced understanding of the purposes of supervision in the following areas: theories, models, and frameworks of supervision.

- I did not learn this at all
- I learned this somewhat
- I am adequately trained
- I am well trained

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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<tbody>
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<tr>
<td>I learned this somewhat</td>
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<tr>
<td>I am adequately trained in this area</td>
<td>50.00%</td>
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<td>2</td>
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<tr>
<td>I am well trained in this area</td>
<td>25.00%</td>
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Total Responses: 4
Please indicate the degree to which you learned to demonstrate the knowledge, skills, and practices that reflect an advanced understanding of the purposes of supervision in the following areas: roles and relationships related to supervision; and the application or provision of supervision.

Answer Choices

- I did not learn this at all.
- I learned this somewhat.
- I am adequately trained in this area.
- I am well trained in this area.

Responses

- 0.00%: 0
- 25.00%: 1
- 25.00%: 1
- 50.00%: 2

Total: 4
Q8 Please indicate the degree to which you developed and demonstrated a personal style of supervision that reflects an understanding of the legal, ethical, and multicultural issues inherent in supervision.

I did not learn this at all
I learned this somewhat
I am adequately trained in this area
I am well trained in this area

Answer Choices

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<th>Responses</th>
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<tbody>
<tr>
<td>I did not learn this at all</td>
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<tr>
<td>I learned this somewhat</td>
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<tr>
<td>I am adequately trained in this area</td>
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<td>I am well trained in this area</td>
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10 / 47
Q9 Please indicate the degree to which you learned to demonstrate the knowledge, skills, and practices that reflect an advanced understanding of the major roles, responsibilities, and activities of counselor educators.

Answered, 4  Skipped 0

Answer Choices

- I did not learn this at all
- I learned this somewhat
- I am adequately trained in this area
- I am well trained in this area

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<thead>
<tr>
<th>Answer</th>
<th>Responses</th>
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<tbody>
<tr>
<td>I did not learn this at all</td>
<td>0.00%</td>
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<tr>
<td>I learned this somewhat</td>
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<tr>
<td>I am adequately trained in</td>
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<td>I am well trained in</td>
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Q10 Please indicate the degree to which you learned to demonstrate the knowledge, skills, and practices that reflect an advanced understanding of instructional theory and methods relevant to counselor education.

Answered 4  Skipped 0

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<tr>
<td>I learned this somewhat</td>
<td>0 00%</td>
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<td>I am adequately trained in this area</td>
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<td>I am well trained in this area</td>
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12 / 47
Q11 Please indicate the degree to which you developed and demonstrated the ability to assess the needs of counselors in training.

Answered 4 Skipped 0

Answer Choices

- I did not learn this at all
- I learned this somewhat.
- I am adequately trained in this area.
- I am well trained in this area

Responses

<table>
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<tr>
<th>Answer</th>
<th>Responses</th>
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<tr>
<td>I learned this somewhat.</td>
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<tr>
<td>I am adequately trained in this area</td>
<td>50.00% 2</td>
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<tr>
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Q12 Please indicate the degree to which you learned to demonstrate the knowledge, skills, and practices that reflect an advanced understanding of the application of course design, delivery, and evaluation appropriate to course objectives.

Answered 4  Skipped 0

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<th>Answer Choices</th>
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<td>0.00%</td>
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<tr>
<td>I learned this somewhat</td>
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<tr>
<td>I am adequately trained in this area</td>
<td>75.00%</td>
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<tr>
<td>I am well trained in this area.</td>
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Q13 Please indicate the degree to which you developed and demonstrated the ability to employ techniques to help students develop into competent counselors.

Answered: 4  Skipped 0
Q14 Please indicate the degree to which you developed and demonstrated a personal philosophy of teaching and learning that reflects an understanding of legal, ethical, and multicultural issues inherent in counselor education.

Answered 4  Skipped 0

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<tbody>
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<td>I learned this somewhat</td>
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<tr>
<td>I am adequately trained in this area</td>
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<tr>
<td>I am well trained in this area</td>
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Q15 Please indicate the degree to which you gained an understanding of univariate and multivariate research designs and methods.

Answered 4 Skipped 0

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<th>Answer Choices</th>
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<tr>
<td>I learned this somewhat</td>
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<tr>
<td>I am adequately trained in this area</td>
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<td>I am well trained in this area</td>
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Q16 Please indicate the degree to which you gained an understanding of qualitative designs and methods of data analysis.

Answered 4 Skipped 0
Q17 Please indicate the degree to which you gained an understanding of models and methods of instrument design.

Answered: 4  Skipped: 0

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<td>I did not learn this at all</td>
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<tr>
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<tr>
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<td>I am well trained in this area</td>
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Q18 Please indicate the degree to which you gained an understanding of models and methods of program evaluation.

Answer Choices

- I did not learn this at all
- I learned this somewhat
- I am adequately trained in this area
- I am well trained in this area

Responses

- I did not learn this at all: 0.00% (0 responses)
- I learned this somewhat: 25.00% (1 response)
- I am adequately trained in this area: 50.00% (2 responses)
- I am well trained in this area: 25.00% (1 response)

Total: 4 responses
Q19 Please indicate the degree to which you learned to demonstrate knowledge, skills, and practices appropriate to formulate research questions.

Answered 4 Skipped 6

Answer Choices
- I did not learn this at all
- I learned this somewhat
- I am adequately trained in this area
- I am well trained in this area

Responses

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<td>I did not learn this at all</td>
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<tr>
<td>I learned this somewhat</td>
</tr>
<tr>
<td>I am adequately trained in this area</td>
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<tr>
<td>I am well trained in this area</td>
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Total

0 00% 0
0.00% 0
50.00% 2
50.00% 2
4
Q20 Please indicate the degree to which you learned to demonstrate knowledge, skills, and practices appropriate to develop and submit presentation program proposals.

Answered 4 Skipped 0

I did not learn this at all.

I learned this somewhat.

I am adequately trained in this area.

I am well trained in this area.

<table>
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<th>Answer Choices</th>
<th>Responses</th>
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<tr>
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<tr>
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<td>75.00%</td>
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Total 4
Q21 Please indicate the degree to which you learned to demonstrate knowledge, skills, and practices appropriate to write professionally.

Answered 4  Skipped 0
Q22 Please indicate the degree to which you learned to demonstrate knowledge, skills, and practices appropriate to create quantitative and qualitative research designs.

Answered 4  Skipped 0

Answer Choices

- I did not learn this at all
- I learned this somewhat
- I am adequately trained in this area
- I am well trained in this area

Responses

- 0.00% 0
- 0.00% 0
- 75.00% 3
- 25.00% 1

Total 4
Q23 Please indicate the degree to which you learned to demonstrate knowledge, skills, and practices appropriate to write grants.

Answered: 4  Stopped: 0

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<th>Answer Choices</th>
<th>Responses</th>
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<tbody>
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</tr>
<tr>
<td>I learned this somewhat</td>
<td>25.00%</td>
</tr>
<tr>
<td>I am adequately trained in this area</td>
<td>50.00%</td>
</tr>
<tr>
<td>I am well trained in this area</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50.00%</strong></td>
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</table>
Q24 Please indicate the degree to which you learned to demonstrate knowledge, skills, and practices appropriate to develop and evaluate programs.

Answered: 4  Skipped: 0
Q25 Please indicate the degree to which developed and demonstrated an advanced understanding of the legal, ethical, and multicultural issues inherent in research in counselor education.

Answered 4  Skipped 0
Q26 Please indicate the degree to which you learned to demonstrate the knowledge, skills, and practices that reflect an advanced understanding of the major counseling theories, their strengths and weaknesses.

Answered 4  Skipped 0
Q27 Please indicate the degree to which you learned to demonstrate the knowledge, skills, and practices that reflect an advanced understanding of methods for evaluating counseling effectiveness.

Answered: 4  Skipped: 0

I did not learn this at all
I learned this somewhat
I am adequately trained in this area
I am well trained in this area

0%         10%           20%          30%          40%          50%           60%          70%           80%          90%    100%

Answer Choices

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29 / 47
Q28 Please indicate the degree to which you learned to demonstrate the knowledge, skills, and practices that reflect an advanced understanding of the evidence base for existing counseling theories and their efficacy.

Answered 4 Skipped 0

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<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>I learned this somewhat</td>
<td>0.00%</td>
</tr>
<tr>
<td>I am adequately trained in this area</td>
<td>50.00%</td>
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<td></td>
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0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
Q29 Please indicate the degree to which you learned to demonstrate an understanding of models and treatment strategies for crises, disasters, and other trauma-inducing events.

Answered: 4  Skipped: 0

0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100%
---|---|---|---|---|---|---|---|---|---|---
I did not learn this at all | | | | | | | | | | |
I learned this somewhat | | | | | | | | | | |
I am adequately trained in this area | | | | | | | | | | |
I am well trained in this area | | | | | | | | | | |

Answer Choices

- I did not learn this at all
- I learned this somewhat
- I am adequately trained in this area
- I am well trained in this area

Responses

- I did not learn this at all: 0%
- I learned this somewhat: 0%
- I am adequately trained in this area: 100.00%
- I am well trained in this area: 0%

Total: 4
Q30 Please indicate the degree to which you developed and demonstrated a personal theoretical model of counseling that is based on a critical review of existing counseling theories and reflects an advanced understanding of the legal, ethical, and multicultural issues inherent in counseling practice.

Answered: 4  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>I learned this somewhat</td>
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<tr>
<td>I am adequately trained in this area</td>
<td>50.00%</td>
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<td>50.00%</td>
</tr>
<tr>
<td>Total</td>
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</table>
Q31 Please indicate the degree to which you learned to demonstrate the knowledge, skills, and practices that reflect an advanced understanding of the theories and skills of leadership.

Answer Choices

- I did not learn this at all.
- I learned this somewhat.
- I am adequately trained in this area.
- I am well trained in this area.

Responses

<table>
<thead>
<tr>
<th>Choice</th>
<th>Responses</th>
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</thead>
<tbody>
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<tr>
<td>I learned this somewhat</td>
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<tr>
<td>I am adequately trained in this area</td>
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<tr>
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<td>50.00%</td>
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Total: 4
Q32 Please indicate the degree to which you learned to demonstrate the knowledge, skills, and practices that reflect an advanced understanding of advocacy models.

Answered 4  Skipped 9

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<th>Answer Choices</th>
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<tbody>
<tr>
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<tr>
<td>I learned this somewhat</td>
<td>0.00%</td>
</tr>
<tr>
<td>I am adequately trained in this</td>
<td>75.00%</td>
</tr>
<tr>
<td>area</td>
<td>25.00%</td>
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<tr>
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<td></td>
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</table>
Q33 Please indicate the degree to which you learned to demonstrate the knowledge, skills, and practices that reflect an advanced understanding of theories of social change and social justice.

Answered 4  Skipped 0

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<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
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<td>0.00%</td>
</tr>
<tr>
<td>I learned this somewhat</td>
<td>0.00%</td>
</tr>
<tr>
<td>I am adequately trained in this area</td>
<td>50.00%</td>
</tr>
<tr>
<td>I am well trained in this area</td>
<td>50.00%</td>
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Total: 4
Q34 Please indicate the degree to which you learned to develop and demonstrate a personal orientation to leadership and advocacy that reflects an advanced understanding of the legal, ethical, and multicultural issues inherent in being a leader and advocate in and for the profession.

Answer Choices

I did not learn this at all.
I learned this somewhat.
I am adequately trained in this area.
I am well trained in this area.

Responses

<table>
<thead>
<tr>
<th>Answer Choice</th>
<th>Responses</th>
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</thead>
<tbody>
<tr>
<td>I did not learn this at all</td>
<td>0.00%</td>
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<tr>
<td>I learned this somewhat</td>
<td>25.00%</td>
</tr>
<tr>
<td>I am adequately trained in this area</td>
<td>25.00%</td>
</tr>
<tr>
<td>I am well trained in this area</td>
<td>50.00%</td>
</tr>
</tbody>
</table>

Total: 4
Q35 Please indicate the degree to which you learned to demonstrate knowledge and understanding of counselors’ leadership roles in responding to crises, disasters, and other trauma-inducing events.

Answered 4  Skipped 0

I did not learn this at all

I learned this somewhat

I am adequately trained in this area

I am well trained in this area

Answer Choices

<table>
<thead>
<tr>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00%</td>
</tr>
<tr>
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</tr>
<tr>
<td>100.00%</td>
</tr>
<tr>
<td>0.00%</td>
</tr>
</tbody>
</table>

Total 4
Q36 Please indicate the degree to which you learned to demonstrate the knowledge, skills, and practices that reflect an advanced understanding of current social and political issues and how they affect the practice of counseling, counselor education, and supervision.

Answer Choices
- I did not learn this at all
- I learned this somewhat
- I am adequately trained in this area
- I am well trained in this area

Responses
- I did not learn this at all: 0
- I learned this somewhat: 0
- I am adequately trained in this area: 2
- I am well trained in this area: 2
- Total: 4
Q37 Is there anything else that you would like to add or share to help us improve our efforts to prepare future counselors? If so, please add your comments here.
As you know, the Department of Counselor Education is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). During our reaccreditation survey, we are required to schedule a meeting with some of the stakeholders of the department. This includes graduated students. Are you willing to participate as a stakeholder in our CACREP survey after graduation?

Answer Choices
- yes
- no

Responses
- 75.00% 3
- 25.00% 1

Total 4
Q39 What is your full name?

Answered: 3  Skipped: 1
What is your address?
Q4.1 What is your address?

Answered 2  Skipped 2
Q42 What is a phone number you can be reached at?

Answered 3   Skipped 1
Q43 What email address can you be reached at?

Answered 3  Submitted 1
Q44 May we contact your current supervisor to ask for their feedback?

Answered: 4  Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>75.00%</td>
</tr>
<tr>
<td>No</td>
<td>25.00%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

75.00% 3  25.00% 1  Total 4
Q45 Please provide your supervisor's name, address and email address

Answered: 3  Skipped: 1
Appendix C.2

School Counseling Graduate’s Survey Responses
In what year did you graduate from the School Counseling Program?

Answer Choices

2014
2015
2016

Responses

16.67%
50.00%
33.33%

Total

1
3
2
6
Q2 Are you currently or have you ever been licensed as a school counselor?

Answered 6 Stopped 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>50.00%</td>
</tr>
<tr>
<td>No</td>
<td>50.00%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Q3 Are you now or were you ever employed as a school counselor?

Answer Choices

- No, I did not look for a job as a school counselor
- No, but I tried to find a job as a school counselor
- Yes, in an elementary school
- Yes, in a middle school
- Yes, in a high school
- Yes, in more than one school level

Total Respondents: 6

Responses

<table>
<thead>
<tr>
<th>Answer Choice</th>
<th>Responses</th>
</tr>
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<tbody>
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<td>1</td>
</tr>
<tr>
<td>No, but I tried to find a job as a school counselor</td>
<td>3</td>
</tr>
<tr>
<td>Yes, in an elementary school</td>
<td>1</td>
</tr>
<tr>
<td>Yes, in a middle school</td>
<td>1</td>
</tr>
<tr>
<td>Yes, in a high school</td>
<td>0</td>
</tr>
<tr>
<td>Yes, in more than one school level</td>
<td>0</td>
</tr>
</tbody>
</table>
Q4 Please indicate the degree to which you learned to assume appropriate roles and responsibilities and articulate, model, and advocate for an appropriate professional identity.

Answer Choices

- I did not learn this at all: 0.00% (0 responses)
- I learned this somewhat: 16.67% (1 response)
- I was adequately trained in this area: 16.67% (1 response)
- I was well trained in this area: 66.67% (4 responses)

Total: 6 responses
Q5 Please indicate the degree to which you learned the knowledge and practice skills necessary for counseling, prevention and intervention needed to service all students and support their academic development.

Answered 6  Skipped 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not learn this at all</td>
<td>0.00%</td>
</tr>
<tr>
<td>I learned this somewhat</td>
<td>0.00%</td>
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<tr>
<td>I was adequately trained in this area</td>
<td>0.00%</td>
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<tr>
<td>I was well trained in this area</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>
Q6 Please indicate the degree to which you learned the knowledge and practice skills necessary to meet the needs of a culturally diverse student population, and to develop and implement advocacy plans that promotes the welfare of the student population.

Answered: 6  Skipped: 0

Answer Choices

<table>
<thead>
<tr>
<th>Response</th>
<th>Responses</th>
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</thead>
<tbody>
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<td>0.00%</td>
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<tr>
<td>learned this somewhat</td>
<td>0.00%</td>
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<tr>
<td>I was adequately trained in this area</td>
<td>16.67%</td>
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<tr>
<td>I was well trained in this area</td>
<td>83.33%</td>
</tr>
<tr>
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6 / 11
Q7 Please indicate the degree to which you learned the knowledge and practice skills necessary to implement comprehensive assessment plans that evaluate students' academic, career, and personal/social needs.

Answered, 6 skipped 1

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<tr>
<th>Answer Choices</th>
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<td>0.00% 0</td>
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<tr>
<td>I learned this somewhat</td>
<td>0.00% 0</td>
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<tr>
<td>was adequately trained in...</td>
<td>40.00% 2</td>
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<td>I was well trained in this area</td>
<td>60.00% 3</td>
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<td>Total</td>
<td>100.00% 5</td>
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</table>
Q8 Please indicate the degree to which you learned the knowledge and practice skills necessary to conduct program evaluation, analyze and assess data to inform decision making and accountability.

Answer Choices

<table>
<thead>
<tr>
<th>Answer</th>
<th>Responses</th>
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<tbody>
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<tr>
<td>I was adequately trained in this area</td>
<td>50.00%</td>
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<td>I was well trained in this area</td>
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<td>Total</td>
<td>100.00%</td>
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</table>
Please indicate the degree to which you learned how to critically evaluate research relevant to the practice of clinical mental health counseling.

Answered: 6  Skipped: 0

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<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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<tbody>
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<td>16.67%</td>
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<tr>
<td>I learned this somewhat</td>
<td>0%</td>
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<tr>
<td>I was adequately trained in this area</td>
<td>33.33%</td>
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<tr>
<td>I was well trained in this area</td>
<td>50.00%</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
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</tbody>
</table>
Please indicate the degree to which you learned the knowledge and practice skills necessary to lead a comprehensive school counseling program.

Answered 6  Skipped 0

Answer Choices
- I did not learn this at all
- I learned this somewhat
- I was adequately trained in this area
- I was well trained in this area

Responses
- I did not learn this at all: 0.00% (0)
- I learned this somewhat: 16.67% (1)
- I was adequately trained in this area: 0.00% (0)
- I was well trained in this area: 83.33% (5)

Total: 6
Q11 Is there anything else that you would like to add or share to help us improve our efforts to prepare future counselors? If so, please add your comments here.
Appendix C.3

Clinical Mental Health Counseling Graduate’s Survey Responses
Q1 In what year did you graduate from the Clinical Mental Health Counseling Program?

Answered 6 Skipped 0

Answer Choices

<table>
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<tr>
<th>Year</th>
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<tr>
<td>2015</td>
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<tr>
<td>2016</td>
<td>33.33%</td>
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<td>Total</td>
<td></td>
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</tbody>
</table>

Responses:

- 0.00%: 0
- 66.67%: 4
- 33.33%: 2
- Total: 6
Q2 After you received your Masters Degree, in what settings(s) are you now or have you ever been employed?

Answer Choices

<table>
<thead>
<tr>
<th>Setting</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Counseling...</td>
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<tr>
<td>Clinical Supervisor/Agency Mgmt</td>
<td>16.67%</td>
</tr>
<tr>
<td>Private Practice</td>
<td>33.33%</td>
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<tr>
<td>School Counselor</td>
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<tr>
<td>Another Graduate Program</td>
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</tr>
<tr>
<td>Non-counseling related...</td>
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<tr>
<td>Other</td>
<td>33.33%</td>
</tr>
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</table>

Total Respondents: 6
Q3 After you received your Masters Degree, what license(s) did you receive?

Answered 6  Skipped 0

Answer Choices

- P.C.
- P.C.C.
- Clinical Supervisor...
- Chemical Dependency...
- Other

Responses

- P.C.: 83.33% (5 responses)
- P.C.C.: 0.00% (0 responses)
- Clinical Supervisor Endorsement: 0.00% (0 responses)
- Chemical Dependency Counselor (any level): 16.67% (1 response)
- Other: 0.00% (0 responses)

Total Respondents: 6
Q4 Please indicate the degree to which you learned the ethical and legal considerations specifically related to the practice of clinical mental health counseling.

Answer Choices

- I did not learn this at all
- I learned this somewhat
- I was adequately trained in this area
- I was well trained in this area

Responses

<table>
<thead>
<tr>
<th>Choice</th>
<th>Responses</th>
</tr>
</thead>
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<tr>
<td>I learned this somewhat</td>
<td>0 0.00%</td>
</tr>
<tr>
<td>I was adequately trained in this area</td>
<td>2 33.33%</td>
</tr>
<tr>
<td>I was well trained in this area</td>
<td>4 66.67%</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
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</table>
Q5 Please indicate the degree to which you learned the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.

Answer Choices
- I did not learn this at all
- I learned this somewhat
- I was adequately trained in this area
- I was well trained in this area

Responses
- 0.00% 0
- 16.67% 1
- 50.00% 3
- 33.33% 2
- Total 6
Q6 Please indicate the degree to which you learned the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

Answered 6  Skipped 0

Answer Choices

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<tr>
<th>Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
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<td>0.00%</td>
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<tr>
<td>learned this somewhat</td>
<td>16.67%</td>
</tr>
<tr>
<td>I was adequately trained in this area</td>
<td>50.00%</td>
</tr>
<tr>
<td>I was well trained in this area</td>
<td>33.33%</td>
</tr>
<tr>
<td>Total</td>
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</table>
Q7 Please indicate the degree to which you learned how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

Answered 6  Skipped 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not learn this at all</td>
<td>0.00%</td>
</tr>
<tr>
<td>I learned this somewhat</td>
<td>16.67%</td>
</tr>
<tr>
<td>was adequately trained in this area</td>
<td>16.67%</td>
</tr>
<tr>
<td>I was well trained in this area</td>
<td>66.67%</td>
</tr>
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<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Q8 Please indicate the degree to which you learned the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.

Answered 6  Skipped 0

Answer Choices

<table>
<thead>
<tr>
<th>Response</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not learn this at all</td>
<td>0.00%</td>
</tr>
<tr>
<td>I learned this somewhat</td>
<td>16.67%</td>
</tr>
<tr>
<td>I was adequately trained in this area</td>
<td>50.00%</td>
</tr>
<tr>
<td>I was well trained in this area</td>
<td>33.33%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>

8 / 11
Q9 Please indicate the degree to which you learned how to critically evaluate research relevant to the practice of clinical mental health counseling.

Answered 6  Skipped 0

Answer Choices
- I did not learn this at all
- I learned this somewhat.
- I was adequately trained in this area
- I was well trained in this area

Responses

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
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<td>0 00%   0</td>
</tr>
<tr>
<td>I learned this somewhat.</td>
<td>33.33%  2</td>
</tr>
<tr>
<td>I was adequately trained in this area</td>
<td>16.67%  1</td>
</tr>
<tr>
<td>I was well trained in this area</td>
<td>50.00%  3</td>
</tr>
</tbody>
</table>

Total | 6
Please indicate the degree to which you learned the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).

Answered 6  Skipped 0

Answer Choices

- I did not learn this at all
- I learned this somewhat
- I was adequately trained in this area
- I was well trained in this area

Responses

- 16.67% 1
- 50.00% 3
- 33.33% 2
- 0.00% 0

Total 6
Q11 Is there anything else that you would like to add or share to help us improve our efforts to prepare future counselors? If so, please add your comments here.

Answered: 3  Skipped: 3