Program Graduates’ Evaluation of the Counselor Education Programs: 2010

Dr. Beverly A. Burnell

Spring, 2011
Introduction

This report presents the procedures, results, and implications of a survey of graduates from the programs offered by the Counselor Education Department at the State University of New York at Plattsburgh. Four programs located in the Counselor Education Department are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP): Community Counseling, Mental Health Counseling, School Counseling, and Student Affairs Professional Practice. In the summer and early fall of 2010, the Counselor Education Department at the State University of New York at Plattsburgh surveyed graduates of each of the counseling programs offered by the department. The Counselor Education Department closed admissions to the 48-credit Community Counseling program in 2006, replacing it with the 60-credit Mental Health Counseling program, which results in our graduates being eligible for state licensure as a mental health counselor. Previously matriculated part-time students were graduates of the Community Counseling program as recently as 2010. Data in this report were obtained from graduates of all four programs, however graduates of the Community Counseling program and the Mental Health Counseling program were asked to respond to the same subset of program-specific questions, thus their responses were aggregated as if all had graduated from the same program.

While the Counselor Education department values the CACREP accreditation status of each of our programs, the function of this survey is two-fold. In addition to fulfilling accreditation requirements, this survey was undertaken because our faculty believes that its graduates offer a unique and valuable source of feedback for purposes of program evaluation. The department recognizes that external data, and particularly input from our graduates, are essential for crafting programs from which well prepared counseling professionals emerge. The faculty aspires to provide quality professional preparation of our students and welcomes the opportunity to assess the effectiveness of our programs, to celebrate our successes, and to make appropriate changes to address needed improvements. In the aggregate, the information gleaned from this study informs the faculty about graduates’ perceptions of how well their graduate education has prepared them for their roles as professional counselors, as assessed by the degree to which they perceive the overall counselor education objectives and the objectives specific to the programs offered by the Counselor Education Department have been met. The departmental and program-specific objectives are located in Appendix A of this report.
Procedure

In mid-August of 2010, an email letter/informed consent statement (Appendix B) was sent to all individuals who had graduated between the dates of December 2006 and May 2010 asking them to log on to a Zoomerang™ site to complete a survey (Appendix C). A month later, in mid-September of 2010, a second email request was sent to the same group of graduates. Survey items reflected all 39 components of the Counselor Education Department’s overall departmental objectives, all 12 components of the objectives for the Mental Health Counseling/Community Counseling programs, all 14 components of the objectives for the School Counseling program, and all 10 components of the objectives for the Student Affairs Professional Practice program. Of 93 graduates who were invited to complete the survey, 42 responded, for an overall response rate of 45%. From December 2006 through May 2010, there were five graduates from Community Counseling and 30 from Mental Health Counseling, for a combined total of 35 graduates from these two programs. Thirteen of the 35 graduates from these two programs responded (37%), six of 13 graduates of the Student Affairs Professional Practice program responded (46%), and 23 of 43 graduates of the School Counseling program responded (53%).

Summary of results

Each survey item was evaluated by the respondents on a 5-point scale, with a response of 1 indicating the objective had been met “not at all,” and a response of 5 indicating the objective had been met “very significantly.” The faculty set a benchmark average score of 3.5 for each survey item to determine that the departmental or program objective reflected by that survey item had been met. The results indicated that the department was meeting the 3.5 benchmark in 64 of the 75 departmental and program objective components surveyed. The results also identified components of four departmental objectives and seven program objectives which are not being met at the average 3.5 level. Tables illustrating the average scores for each scaled section of the survey are in Appendix D: Table D.1 – Scores for Departmental Objectives; Table D.2 – Scores for Mental Health Counseling Program Objectives; Table D.3 – Scores for Student Affairs Professional Practice Program Objectives; and Table D.4 – Scores for School Counseling Program Objectives.

Departmental Objectives. Part A of the survey asked respondents to evaluate how well their Counselor Education Department experience in coursework and clinical practice, as a whole, contributed to their knowledge and skills in eight core areas and to their ability to practice as a
professional counselor. All graduates, regardless of program, responded to this information. This portion of the survey was comprised of 37 scaled questions and one open-response item, for a total of 38 items. Of the 37 scaled questions, the averages of the graduates’ responses totaled to 3.5 or higher on 33 items, indicating that 85% of the overall departmental objectives were met. Four items received the highest average rating of 4.3: Item 5, which assessed the degree to which the department contributed to graduates’ knowledge in the area of helping relationships; Item 22, which assessed the degree to which the department contributed to graduates’ effective use of counseling skills; Item 23, which assessed the degree to which the department contributed to graduates’ ability to effectively apply basic processes of counseling; and Item 29, which assessed the degree to which the department contributed to graduates’ awareness of self in the counseling process. The next highest average rating of 4.2 was also in response to four items: Item 3 assessed the degree to which the department contributed to graduates’ knowledge in the area of social and cultural diversity; Item 6 assessed the degree to which the department contributed to graduates’ skills in the area of helping relationships; Item 21 assessed the degree to which the department contributed to graduates’ understanding of counseling processes, theories, and models; and Item 28 assessed the degree to which the department contributed to graduates’ understanding of ethical practices in counseling.

Four survey questions produced averages that were below the benchmark of 3.5. The lowest average rating was 3.3, in response to two items: Item 12, which assessed the degree to which the department contributed to graduates’ skills in the area of assessment; and Item 14, which assessed the degree to which the department contributed to graduates’ skills in the area of research and program evaluation. The two other areas for which scores did not meet the benchmark of 3.5 were Item 11, which assessed the degree to which the department contributed to graduates’ knowledge in the area of assessment (score = 3.3); and Item 37, which assessed the degree to which the department contributed to graduates’ ability to apply technology to counseling practice (score = 3.3).

Seventeen graduates provided responses to Item #38, which was optional and asked for suggestions for revision, addition, or deletion of departmental objectives that apply to all programs in the Counselor Education Department. The predominant theme of the responses was in regard to adding more specialized preparation, e.g., counseling specific populations, more
preparation for counselors’ administrative roles/functions in schools and colleges, etc. The full narratives of graduates’ responses are located in Appendix E, section E.1.

Upon completion of Part A of the survey, respondents were directed to the next section of the survey based on the program from which they graduated. Community Counseling and Mental Health Counseling graduates were directed to Part B; Student Affairs Professional Practice graduates were directed to Part C; and School Counseling graduates were directed to Part D. Results from those subsets of questions follow.

Mental Health Counseling/Community Counseling Program Objectives. Part B of the survey contained 12 items specific to the objectives of the Mental Health Counseling program and the Community Counseling program. Of the twelve items, the specific program objectives were considered met for ten. Two items received a score of 4.2, the highest score for items on the Mental Health Counseling/Community Counseling section of the survey: Item 45 assessed the degree to which the department contributed to graduates’ ability to assess and evaluate client concerns; and Item 46 assessed the degree to which the department contributed to graduates’ ability to develop treatment plans. The lowest scores received from graduates of the Mental Health Counseling/Community Counseling programs came in response to Item 49, which assessed the degree to which the department contributed to graduates’ ability to develop treatment models for affecting change in couples (score = 2.8); and Item 50, which assessed the degree to which the department contributed to graduates’ ability to develop treatment models for affecting change in families (score = 2.4).

Four respondents provided descriptive feedback to open-response Item #52, which asked for suggestions for revisions, additions, or deletions specific to the objectives for the Mental Health Counseling program. One suggestion was for more specialized preparation in using specific assessment instruments, another for greater focus on working with resistant clients. The two other responses identified a need for more information for students prior to internship, and requested greater focus by someone in the department on making connections in the community to develop more and varied internships. The full text of these responses is found in Appendix E, section E.2.

Student Affairs Professional Practice Program Objectives. Part C of the survey contained 10 items specific to the objectives of the Student Affairs Professional Practice program. Of the ten items, the specific program objectives were considered met for six. The highest score in this
section, 4.1, was for Item 61 which assessed the degree to which the program contributed to the graduates’ ability to evaluate the importance of the student affairs professional as an educator, change agent, and learning facilitator within the framework of the university and society. The four lowest scores, for which the 3.5 benchmark was not met, were for Item 56, which assessed the degree to which the program contributed to the graduates’ ability to apply program development skills of needs assessment (3.1); for Item 57, which assessed the degree to which the program contributed to the graduates’ ability to apply program skills of evaluation (3.0); for Item 59, which assessed the degree to which the program contributed to the graduates’ ability to explain the historic role of student affairs practice in higher education (3.2); and for Item 62, which assessed the degree to which the program contributed to the graduates’ ability to compare models of traditional and emerging paradigms of organizational culture in higher education (3.2).

Two respondents provided narrative feedback to open-response Item #63. Both responses relate to professional identity, both suggesting greater clarity about the roles of student affairs professionals and one further highlighting the need for greater advocacy for these roles in higher education settings. The full text of these responses is found in Appendix E, section E.3.

School Counseling Program Objectives. Part D of the survey contained 14 items specific to the objectives of the School Counseling program. Of the 14 items, the specific program objectives were considered met for 13. The highest score, 4.1, was for one item: Item 75, which assessed the degree to which the program contributed to the graduates’ ability to offer classroom guidance. The lowest score, 3.4, was for Item 72, which assessed the degree to which the program contributed to the graduates’ ability to develop plans for referral. Of the remaining 12 items, 3.6 was the modal average score (five items).

Seven respondents provided narrative feedback to the open-response Item #78. Several respondents seemed to concur in their need for more specific and practical knowledge and skills for the day to day work of school counselors, e.g., working with teachers, building a master schedule, more college counseling, dealing with budget cuts. Two respondents referenced field experiences, one gave high praise for field supervisors, the other recommended students obtain internship experience over the full K-12 spectrum. The full text of these responses is found in Appendix E, section E.4.

Demographic and General Information Questions of All Graduates. Part E of the survey asked graduates to respond to a variety of general information questions, such as the status of
their current employment/position title, salary, how long they had sought employment as a
counselor upon graduation, certification/licensure status, and the technology skills they use as
counselors, for example. Fifteen respondents provided a name, address, or both, and 19
respondents provided email addresses. Thirty-two respondents (80%) reported they are working
full-time, and eight (20%) reported they are still seeking a counseling position. Twenty-four
respondents identified their current position title with 12 reporting they are working as school
counselors, five as mental health, rehabilitation, family, or addictions counselors, three are
working as teachers, one as a college academic counselor, and two are in administrative
positions. One indicated s/he is unemployed. Twenty-one respondents provided descriptive
information about their position responsibilities, 25 provided descriptive information about the
computer or internet technology skills they use in their work, and 26 provided descriptive
information about the kinds of activities they participate in for continuing professional
development. Appendix F presents the descriptive responses to the questions in this section.
Sixteen (39%) of respondents reported they are National Certified Counselors (NCC), 11
respondents (31%) reported they possess another professional certification or license, and 14
(37%) reported they have acquired state licensure.

Respondents were also notified of the practice of the Counselor Education Department to
survey our graduates’ employers, and were asked to provide their employers’ name and contact
information if they, the graduates’, were willing to give us permission to contact the employers
in order to survey them. Twenty-one respondents identified the name of the school, college, or
agency for which they work, but only nine provided employer contact information for this
purpose. Because identifying information is included in these responses, the responses are not
provided in this report.

Discussion

Review of the results of the Survey of Graduates, December 2006 – May 2010, by the faculty
of the Counselor Education Department resulted in several observations and recommendations
for program revision. Program revision decisions are not made solely on the basis of one survey,
however. With regard to the program revisions to be implemented starting in fall of 2011, input
was also obtained from the Advisory Boards for each of the programs, from the 2009 CACREP
standards, and from feedback obtained from internship and practicum site supervisors (see
Survey of Field Supervisors). However, this report focuses primarily on information gleaned from the current survey, as outlined below.

**Assessment, program evaluation, and technology.** These areas were identified as below the benchmark set for overall Counselor Education Department objectives (Survey Items 11, 12, 14, and 37). With regard to graduates’ skills and knowledge in the area of assessment and research and program evaluation, we offer one survey course in each of these areas which students in all three of our programs take together. We do offer, however, two sections of each: In response to similar feedback obtained in the survey of graduates we administered in 2006, we modified our offering of the two courses, *CLG 509: Assessment in Counseling* and *CLG 554: Research Method and Design in Counseling*, to offer two smaller sections of each rather than one large section of each, with the hope that greater individual attention will yield higher outcomes with regard to graduates’ knowledge and skill in these areas.

Analysis of results of the current survey has led the faculty to determine that the text materials that have typically been used for the course, *CLG 509: Assessment in Counseling*, have a heavy emphasis on assessment in mental health settings, and that our school counseling and student affairs counseling students may not have a broad enough understanding of assessment to recognize the role of assessment in their work. Also, we have consistently found that our mental health counseling interns are not generally being asked to apply their skills and knowledge in assessment in their field sites; that, in fact, standardized assessment, particularly, is typically not included in their scope of practice as determined by their specific internship sites. Likewise, school counseling and student affairs students are not generally utilizing standardized tests, other than perhaps those related to career development, and they are not generally being asked to interpret standardized tests administered by others. Further, the field sites where our students work in their practica and internships rarely conduct research or program evaluation, or, if they do conduct program evaluations, our students are rarely included in the process. To address these circumstances, we have identified the following actions: (1) provide alternative-supplemental text materials and examples specific to all specializations, (2) use real data from practitioners to bring an experiential component into the classroom, (3) provide students with a broader understanding of “needs assessment” and “program evaluation,” and (4) re-word these questions in future surveys to more clearly ask what we mean (e.g., focus on application, use of research in practice).
Feedback about technology, from the survey and other sources, has been enlightening. The Counselor Education Department is in the process of introducing new record-keeping software and databases for use in the Counseling Services Clinic, such as infusing concurrent documentation processes in clinical work for Practicum students. For School Counseling and Student Affairs Counseling students, “technology” primarily means “social media,” with which most students are already familiar. Since 2009, we have offered more courses in hybrid and online formats, we have used Skype™ to provide group supervision for interns who are at a distance from the campus, and most classes include use of search engines and various websites to access information.

Developing treatment models for couples and families. These areas were identified as below the benchmark set for two of the Mental Health Counseling program objectives (Survey Items 49 and 50). The Counselor Education Department offers one survey course, CLG 523: Introduction to Family Therapy, which focuses on dynamics of couples and families. This course was one of three course options for students in the Mental Health Counseling program, of which students were to take two. Thus, since not all students were required to take this course, we recognize that these objectives were inconsistent with the aims of the Mental Health Counseling program.

Applying skills of needs assessment and program evaluation in higher education settings. These areas were identified as below the benchmark set for two of the Student Affairs Professional Practice program objectives (Survey Items 56 and 57). In addition to the comments above with regard to the core assessment and research courses, we have been able to identify two changes we hope will address the deficits in these areas. First, the course in which needs assessment and program evaluation specific to higher education settings is addressed, CLG 506: Student Affairs Practice, had been taught by adjunct instructors for five of the six years during which survey respondents would have taken it, 2004 – 2009. In 2008, the course was scheduled to be taught by an adjunct instructor, however that person was unable to complete the semester due to health concerns so the new Student Affairs program coordinator picked up the course midway. Further, this course was a very full course, attempting to cover more material than was reasonable in one three-credit course. Lower overall enrollments in the Student Affairs program precluded dividing this course into two in order to better cover the necessary material. However, the feedback from these surveys, and from student affairs professionals who are members of our advisory board and/or who are site supervisors, has resulted in halving this course. A new course,
CLG 550: Administration and Leadership in Student Affairs, has been developed to allow room in the CLG 506 course for students to more fully acquire the knowledge and apply the skills of program development, including needs assessment and program evaluation. Further, the program coordinator for the Student Affairs Counseling program will serve as instructor for the course, rather than hiring adjunct instructors.

Explaining the historic role of student affairs in higher education and comparing models of organizational culture in higher education. These areas were identified as below the benchmark set for two of the Student Affairs Professional Practice program objectives (Survey Items 59 and 62). As noted above, the CLG 506: Student Affairs Practice course was the course in which these two content areas were addressed. The history of student affairs will remain in that course, while the new course, CLG 550: Administration and Leadership in Student Affairs, will address development of students’ ability to compare models of organizational culture in higher education. Both courses will be taught by the program coordinator for the Student Affairs Counseling program.

Ability to develop plans for referral. This area was identified as below the benchmark set for one of the School Counseling program objectives (Survey Item 72). This program objective did not accurately reflect the expectations of the program. Thus, this objective has been re-written to better express our expectations of students’ abilities in this area. The newly worded objective states: “School counselor students will develop mechanisms for referral, collaboration, and public relations.”

Conclusion

The administration of graduate surveys has been very beneficial to our department throughout the years. The results provide us with valuable feedback from our graduates that we can utilize to enhance our programs for current and future students. With the modifications and revisions described above, as well as other changes in response to the 2009 CACREP standards and feedback from our Advisory Board members and field supervisors, we anticipate we will continue to provide our students with a high quality graduate preparation in counselor education.
Appendix A - Counselor Education Program Objectives

I. The overall objectives of all programs are for counselor candidates to:

A. Possess the core knowledge and skill competencies required of professional counselors in the following areas:
   1. Professional identity
   2. Social and cultural diversity
   3. Human growth and development
   4. Career development
   5. Helping relationships
   6. Group work
   7. Assessment
   8. Research and program evaluation

B. Become professional counselors and carry out the processes of helping people develop their resources, resolve problems of adjustment, make decisions, and facilitate personal growth and development.

C. Explain the counseling process, theories, and models and possess skill in the effective use of counseling methods.

D. Apply the basic processes of counseling and consulting.

E. Acquire knowledge and demonstrate competencies that apply this knowledge of multicultural and pluralistic characteristics between and within diverse groups.

F. Incorporate legal considerations, professional ethics and practices, and awareness of self into the delivery of counseling services.

G. Develop a commitment to personal and professional growth, the profession of counseling, and professional leadership.

H. Develop a professional identity consistent with the ethics and skills of a counselor.

I. Possess knowledge about the professional environment in which one plans to work and professional organizations pertinent to that setting.

J. Apply current and emerging technological resources to enhance counseling techniques and practices.

II. Objectives in Mental Health Counseling, in addition to the overall objectives, are for counselor candidates to:

A. Demonstrate proficient knowledge of the historical, philosophical, societal, cultural, economic, and political dimensions of mental health counseling;

B. Show proficient knowledge of the roles, functions, and professional identity of mental health counselors, and the structures and operations of professional organizations, preparation standards, credentialing bodies, public policy issues, and current trends relevant to the practice of mental health counseling;

C. Demonstrate legal and ethical practices of mental health counseling (ACA and AMHCA Code of Ethics), national certification standards, and state Mental Health Counselor licensure standards and regulations;
D. Demonstrate proficient knowledge of the role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, ability status, and equity issues in mental health counseling;

E. Demonstrate proficient knowledge strategies and skills in the design, implementation, management and evaluation of community mental health programs and services;

F. Demonstrate proficient knowledge of principles, theories, and practices of the mental health services continuum of care;

G. Demonstrate proficient knowledge of prevention, diagnosis, treatment, referral and aftercare of mental and emotional disorders; and

H. Demonstrate proficient knowledge of principles and practices that promote optimal mental health.

Objectives in Community Counseling, in addition to overall objectives, are for counselor candidates to:

A. Demonstrate knowledge of community counseling values, skills, and helping orientation.

B. Possess the ability to practice in positions as a professional counselor in a variety of positions in community settings.

C. Apply developmental, treatment, and prevention models to the holistic development of individuals, groups, and organizations.

D. Explain the nature and dynamics of psychopathology in relationship to human development, client expectations, career, and social functioning.

E. Describe the historical and philosophical foundations of community counseling and community mental health services.

F. Select and apply treatment methods and models for fostering desirable changes in clients, families, groups, and organizations.

G. Develop clinical skills in client assessment and evaluation, diagnosis, psychosocial history writing and treatment planning.

H. Develop community counselor skills in budgeting, service planning, program implementation and consultation.

I. Foster leadership and advocacy skills to design, develop and manage community service agency services and programs.

J. Promote community counselor professional identity, emphasizing participation in professional association activities.

III. Objectives of Student Affairs Professional Practice, in addition to the overall objectives, are for counselor candidates to:

A. Possess the ability to practice as a Student Affairs professional in a variety of positions in higher education.

B. Apply student development concepts to the holistic development of students as unique individuals within higher education settings.
C. Apply appropriate program development models and methodologies, specifically the skills of goal setting, needs assessment, evaluation, and instruction.
D. Explain the historic and current role of Student Affairs practice in higher education and anticipate needed future changes.
E. Evaluate the importance of the student personnel professional as an educator, change agent, and learning facilitator within the framework of the university and society.
F. Compare traditional models and emerging paradigms of organizational culture in higher education.

IV. **Objectives in School Counseling**, in addition to the overall objectives, are for school counselor candidates to:

A. Possess the ability to practice as a school counselor for the grades K-12.
B. Explain the history, philosophy, and current trends in school counseling and educational systems.
B. Apply both developmental and intervention models to the total development of candidates as unique individuals within educational settings.
C. Use school-based data to design comprehensive programs to meet specific school counseling program goals, including action plans for implementation and evaluation.
D. Develop mechanisms for referral, collaboration, and public relations.
E. Become both leaders in the school community and advocates for educational equity for all candidates.
F. Be aware of current ethical and legal issues, laws, and both federal and state regulations relevant to school counseling.
G. Apply current and emerging technological resources to a) enhance counseling and guidance planning, and b) promote academic, career, and personal/social choices.
August 19, 2010

Dear Counselor Education Department Graduate,

The Counselor Education Department faculty at Plattsburgh State University of New York believes that its graduates offer the most valuable source of feedback when evaluating their nationally accredited programs: Community Counseling, Mental Health Counseling, Student Affairs Professional Practice and School Counseling. With this in mind, we would greatly appreciate your honest and sincere answers to a brief survey.

The survey, which is based on the Counselor Education Department objectives and program-specific objectives, will offer the department valuable insight so that we can continue to improve the quality of our programs. Your participation is completely voluntary. Please be assured that the information you provide will be kept confidential, and that only summarized data will be reported. Your name will only be used if you give us permission to contact your employer for his/her evaluation of the program. If you completed the 1+1 option, please complete both relevant sections of the survey (i.e., Mental Health Counseling and School Counseling OR Student Affairs Professional Practice and School Counseling).

To access the survey, please click on the link provided: www.zoomerang.com using …. The department would like to receive all responses returned by September 15, 2010.

Your time and feedback are greatly appreciated.

Sincerely,

Dr. Beverly A. Burnell,
CACREP Coordinator
Respondents were asked to rate each item based on the following scale:
Scale: 5=very significantly; 4=significantly; 3=moderately; 2=very little; 1=not at all

Part A – All respondents are asked to reply to the questions in this section.

1. The Counselor Education Department contributed to my knowledge in the area of Human Growth and Development.

2. The Counselor Education Department contributed to my skills in the area of Human Growth and Development.

3. The Counselor Education Department contributed to my knowledge in the area of Social and Cultural Diversity.

4. The Counselor Education Department contributed to my skills in the area of Social and Cultural Diversity.

5. The Counselor Education Department contributed to my knowledge in the area of Helping Relationships.

6. The Counselor Education Department contributed to my skills in the area of Helping Relationships.

7. The Counselor Education Department contributed to my knowledge in the area of Group Work.

8. The Counselor Education Department contributed to my skills in the area of Group Work.

9. The Counselor Education Department contributed to my knowledge in the area of Career Development.

10. The Counselor Education Department contributed to my skills in the area of Career Development.

11. The Counselor Education Department contributed to my knowledge in the area of Assessment.

12. The Counselor Education Department contributed to my skills in the area of Assessment.

13. The Counselor Education Department contributed to my knowledge in the area of Research and Program Evaluation.

14. The Counselor Education Department contributed to my skills in the area of Research and Program Evaluation.
15. The Counselor Education Department contributed to my knowledge in the area of Professional Identity.

16. The Counselor Education Department contributed to my skills in the area of Professional Identity.

17. The Counselor Education Department contributed to my becoming a professional counselor and the way in which I am able to help clients: develop their resources.

18. The Counselor Education Department contributed to my becoming a professional counselor and the way in which I am able to help clients: resolve problems of adjustment.

19. The Counselor Education Department contributed to my becoming a professional counselor and the way in which I am able to help clients: make decisions.

20. The Counselor Education Department contributed to my becoming a professional counselor and the way in which I am able to help clients: facilitate personal growth and development.

21. The Counselor Education Department contributed to my: understanding of counseling processes, theories, and models.

22. The Counselor Education Department contributed to my: effective use of counseling skills.

23. The Counselor Education Department contributed to my: ability to effectively apply basic processes of counseling.

24. The Counselor Education Department contributed to my: ability to effectively apply basic processes of consulting.

25. The Counselor Education Department contributed to my: knowledge of multicultural and pluralistic characteristics between and within diverse groups.

26. The Counselor Education Department contributed to my: ability to apply knowledge of multicultural and pluralistic characteristics between and within diverse groups.

27. The Counselor Education Department contributed to my: understanding of legal issues in counseling.

28. The Counselor Education Department contributed to my: understanding of ethical practices in counseling.

29. The Counselor Education Department contributed to my: awareness of self in the counseling process.

30. The Counselor Education Department contributed to my: commitment to professional growth.
31. The Counselor Education Department contributed to my: commitment to personal growth.

32. The Counselor Education Department contributed to my: commitment to the counseling profession.

33. The Counselor Education Department contributed to my: commit to providing leadership to the profession.

34. The Counselor Education Department contributed to my: awareness of professional organizations.

35. The Counselor Education Department contributed to my: overall development of a professional identity.

36. The Counselor Education Department contributed to my: knowledge of my current professional environment.

37. The Counselor Education Department contributed to my: ability to apply technology to counseling practice.

38. Please offer any suggestions for the revision, addition, or deletion of objectives for all programs in the Counselor Education Department.

39. Program Specific Section: Please click on the button corresponding to your degree program and you will be directed to the appropriate section.

Part B: The following questions refer to the Mental Health Counseling Program (Community Counseling):

40. The Mental Health/Community Counseling Program contributed to my ability to: work in a variety of community settings.

41. The Mental Health/Community Counseling Program contributed to my ability to: apply developmental models to clients.

42. The Mental Health/Community Counseling Program contributed to my ability to: apply treatment models to clients.

43. The Mental Health/Community Counseling Program contributed to my ability to: understand the nature of psychopathology in relation to human development.

44. The Mental Health/Community Counseling Program contributed to my ability to: demonstrate knowledge of community counseling values, skills, and orientation to helping.

45. The Mental Health/Community Counseling Program contributed to my ability to: assess and evaluate client concerns.
46. The Mental Health/Community Counseling Program contributed to my ability to: develop treatment plans.

47. The Mental Health/Community Counseling Program contributed to my ability to: write psychosocial histories.

48. The Mental Health/Community Counseling Program contributed to my ability to: develop treatment models for affecting changes in individual clients.

49. The Mental Health/Community Counseling Program contributed to my ability to: develop treatment models for affecting changes in couples.

50. The Mental Health/Community Counseling Program contributed to my ability to: develop treatment models for affecting changes in families.

51. The Mental Health/Community Counseling Program contributed to my ability to: construct clinical assessments.

52. Please feel free to offer any suggestions for the revision, addition, or deletion of objectives for the Mental Health/Community Counseling Program.

Part C: The following questions refer to the Student Affairs Professional Practice Program:

53. The Student Affairs Professional Practice Program contributed to my ability to: practice as a student affairs professional in a variety of positions in higher education.

54. The Student Affairs Professional Practice Program contributed to my ability to: apply student development concepts to the development of students as individuals within higher education settings.

55. The Student Affairs Professional Practice Program contributed to my ability to: apply program development skills of goal setting.

56. The Student Affairs Professional Practice Program contributed to my ability to: apply program development skills of needs assessment.

57. The Student Affairs Professional Practice Program contributed to my ability to: apply program skills of evaluation.

58. The Student Affairs Professional Practice Program contributed to my ability to: apply program development skills of instruction.

59. The Student Affairs Professional Practice Program contributed to my ability to: explain the historic role of student affairs practice in higher education.
60. The Student Affairs Professional Practice Program contributed to my ability to: explain the current role of student affairs practice in higher education.

61. The Student Affairs Professional Practice Program contributed to my ability to: evaluate the importance of the student affairs professional as an educator, change agent, and learning facilitator within the framework of the university and society.

62. The Student Affairs Professional Practice Program contributed to my ability to: compare models of traditional and emerging paradigms of organizational culture in higher education.

63. Please feel free to offer suggestions for the revision, addition, or deletion of objectives for the Student Affairs Professional Practice Program.

Part D: The following questions refer to the School Counseling Program:

64. The School Counseling Program contributed to my ability to: practice as a school counselor for grades preK-5.

65. The School Counseling Program contributed to my ability to: practice as a school counselor for grades 6-8.

66. The School Counseling Program contributed to my ability to: practice as a school counselor for grades 9-12.

67. The School Counseling Program contributed to my ability to: explain the history and philosophy of school counseling and education.

68. The School Counseling Program contributed to my ability to: apply developmental models to the development of students as unique individuals within educational settings.

69. The School Counseling Program contributed to my ability to: apply intervention models to the development of students as unique individuals within educational settings.

70. The School Counseling Program contributed to my ability to: use school-based data to design comprehensive programs to meet specific goals, with plans for implementation and evaluation.

71. The School Counseling Program contributed to my ability to: provide leadership and advocacy for educational equality for all students.

72. The School Counseling Program contributed to my ability to: develop plans for referral.

73. The School Counseling Program contributed to my ability to: develop mechanisms for collaboration.

74. The School Counseling Program contributed to my ability to: develop mechanisms for public relations.
75. The School Counseling Program contributed to my ability to: offer classroom guidance.

76. The School Counseling Program contributed to my ability to: apply ethical guidelines, laws, and regulations to school counseling.

77. The School Counseling Program contributed to my ability to: apply technology to enhance school counseling services.

78. Please feel free to offer any suggestions for the revision, addition, or deletion of objectives for the School Counseling Program.

Part E: All program graduates are asked to answer the following demographic and general information questions:

79. Please provide your name and address (optional).

80. What is your preferred email address?

81. What is your current position title?

82. What is the name of your employer/agency/school?

83. Please briefly describe your position responsibilities.

84. What is your current employment status?

85. What is your current (or most recent) annual salary?

86. If you were actively seeking employment as a counselor upon graduation, how long did it take you to find a counseling position?

87. What computer or internet technology do you use in your position?

88. Are you a National Certified Counselor?

89. Do you possess any other professional certifications or licenses?

90. If you are a counselor, do you have state licensure?

91. If you are a counselor, have you applied for state licensure?

92. If you are a counselor, do you plan on applying for state licensure?

93. What activities do you participate in to continue your professional development?

94. Our accrediting agency, CACREP, require the department to periodically survey employers/supervisors of Counselor Education Department graduates. So that the department can
fulfill this requirement, we ask you to grant us permission to contact your supervisor and to ask him/her to complete an evaluation of our program.

Do we have your permission to contact your employer/supervisor?  Yes  No

If Yes, please provide your supervisor’s name, address, telephone number, and email address below:

Name: _______________________________________________________________

Organization: _________________________________________________________

Address:  _____________________________________________________________

Phone Number: ______________________________________________________

Email Address: ________________________________________________________
Appendix D – Tables Illustrating Average Scores of Scaled Items

Table D.1: Average Scores for Departmental Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Mean Score</th>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Possess the core knowledge and skill competencies required of professional counselors in the following areas:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Professional identity</td>
<td>4.0</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td>2. Social and cultural diversity</td>
<td>4.2</td>
<td>3.9</td>
<td></td>
</tr>
<tr>
<td>3. Human growth and development</td>
<td>3.85</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td>4. Career development</td>
<td>4.1</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td>5. Helping relationships</td>
<td>4.3</td>
<td>4.2</td>
<td></td>
</tr>
<tr>
<td>6. Group work</td>
<td>4.0</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td>7. Assessment</td>
<td>3.4</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>8. Research and program evaluation</td>
<td>3.5</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>B: Become professional counselors and carry out the processes of helping people:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>develop their resources,</td>
<td>4.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>resolve problems of adjustment,</td>
<td>3.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>make decisions,</td>
<td>4.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>facilitate personal growth and development.</td>
<td>4.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Explain the counseling process, theories, and models and possess skill in the effective use of counseling methods.</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Apply the basic processes of counseling and consulting.</td>
<td>4.3</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>E. Acquire knowledge of multicultural and pluralistic characteristics between and within diverse groups, and demonstrate competencies that apply this knowledge.</td>
<td>3.8</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>F. Incorporate legal considerations, professional ethics and practices, and awareness of self into the delivery of counseling services.</td>
<td>3.6</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>G. Develop a commitment to professional growth, personal growth, the profession of counseling, and professional leadership.</td>
<td>4.1</td>
<td>4.1</td>
<td>3.8</td>
</tr>
<tr>
<td>H. Develop a professional identity consistent with the ethics and skills of a counselor.</td>
<td>3.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Possess knowledge about the professional environment in which one plans to work and</td>
<td>3.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
professional organizations pertinent to that setting. 3.9

J. Apply current and emerging technological resources to enhance counseling techniques and practices. 3.3
### Table D.2: Average Scores for Mental Health/Community Counseling Program Objectives

Note: The objectives that were translated into survey items were from the Community Counseling Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Work in a variety of community settings</td>
<td>3.8</td>
</tr>
<tr>
<td>B. Apply developmental models to clients</td>
<td>3.5</td>
</tr>
<tr>
<td>C. Apply treatment models to clients</td>
<td>3.8</td>
</tr>
<tr>
<td>D. Understand the nature of psychopathology in relation to human development</td>
<td>4.1</td>
</tr>
<tr>
<td>E. Demonstrate knowledge of community counseling, values, skills, and orientation to helping</td>
<td>4.2</td>
</tr>
<tr>
<td>F. Assess and evaluate client concerns</td>
<td>4.2</td>
</tr>
<tr>
<td>G. Develop treatment plans</td>
<td>3.5</td>
</tr>
<tr>
<td>H. Write psychosocial histories</td>
<td>3.8</td>
</tr>
<tr>
<td>I. Develop treatment models for affecting changes in individual clients</td>
<td>3.6</td>
</tr>
<tr>
<td>J. Develop treatment models for affecting changes in couples</td>
<td>2.8</td>
</tr>
<tr>
<td>K. Develop treatment models for affecting changes in families</td>
<td>2.4</td>
</tr>
<tr>
<td>L. Construct clinical assessments</td>
<td>3.8</td>
</tr>
</tbody>
</table>
## Table D.3: Average Scores for Student Affairs Professional Practice Program Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Possess the ability to practice as a Student Affairs professional</td>
<td>3.5</td>
</tr>
<tr>
<td>in a variety of positions in higher education.</td>
<td></td>
</tr>
<tr>
<td><strong>B.</strong> Apply student development concepts to the holistic development</td>
<td>3.8</td>
</tr>
<tr>
<td>of students as unique individuals within higher education settings.</td>
<td></td>
</tr>
<tr>
<td><strong>C.</strong> Apply appropriate program development models and methodologies,</td>
<td>3.7</td>
</tr>
<tr>
<td>specifically the skills of goal setting,</td>
<td>3.1</td>
</tr>
<tr>
<td>needs assessment,</td>
<td>3.0</td>
</tr>
<tr>
<td>evaluation, and</td>
<td>3.7</td>
</tr>
<tr>
<td>instruction.</td>
<td></td>
</tr>
<tr>
<td><strong>D.</strong> Explain the historic role of Student Affairs practice in</td>
<td>3.2</td>
</tr>
<tr>
<td>higher education,</td>
<td>3.5</td>
</tr>
<tr>
<td>and the current role…</td>
<td></td>
</tr>
<tr>
<td><strong>E.</strong> Evaluate the importance of the student personnel professional</td>
<td>4.1</td>
</tr>
<tr>
<td>as an educator, change agent, and learning facilitator within the framework</td>
<td></td>
</tr>
<tr>
<td>of the university and society.</td>
<td></td>
</tr>
<tr>
<td><strong>F.</strong> Compare traditional models and emerging paradigms of</td>
<td>3.2</td>
</tr>
<tr>
<td>organizational culture in higher education.</td>
<td></td>
</tr>
</tbody>
</table>
Table D.4: Average Scores for School Counseling Program Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Possess the ability to practice as a school counselor for the grades</td>
<td>3.6</td>
</tr>
<tr>
<td>K-5, 3.6</td>
<td>6-8, 3.5</td>
</tr>
<tr>
<td>9-12, 3.6</td>
<td></td>
</tr>
<tr>
<td>B. Explain the history, philosophy, and current trends in</td>
<td>3.5</td>
</tr>
<tr>
<td>school counseling and educational systems.</td>
<td></td>
</tr>
<tr>
<td>C. Apply developmental models to the total development of students</td>
<td>3.8</td>
</tr>
<tr>
<td>as unique individuals within educational settings,</td>
<td>3.6</td>
</tr>
<tr>
<td>and apply intervention models.</td>
<td></td>
</tr>
<tr>
<td>D. Use school-based data to design comprehensive programs to meet</td>
<td>3.9</td>
</tr>
<tr>
<td>specific school counseling program goals, including action plans for</td>
<td></td>
</tr>
<tr>
<td>implementation and evaluation.</td>
<td></td>
</tr>
<tr>
<td>E. Develop mechanisms for referral,</td>
<td>3.6</td>
</tr>
<tr>
<td>collaboration, and</td>
<td>3.8</td>
</tr>
<tr>
<td>public relations.</td>
<td>3.6</td>
</tr>
<tr>
<td>F. Become both leaders in the school community and advocates</td>
<td>4.0</td>
</tr>
<tr>
<td>for educational equity for all candidates.</td>
<td></td>
</tr>
<tr>
<td>G. Be aware of current ethical and legal issues, laws, and both federal</td>
<td>3.9</td>
</tr>
<tr>
<td>and state regulations relevant to school counseling.</td>
<td></td>
</tr>
<tr>
<td>H. Apply current and emerging technological resources to</td>
<td>3.6</td>
</tr>
<tr>
<td>a) enhance counseling and guidance planning, and</td>
<td></td>
</tr>
<tr>
<td>b) promote academic, career, and personal/social choices.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E: Narrative Responses to Open-Ended Items Relating to Departmental
and Program-Specific Objectives

E.1: Departmental Objectives (Item #38)

* More specialized courses as electives – how to counsel clients with trauma, Vets suffering from PTSD; play therapy; etc.
* I think that students involved in the interviewing process for new candidates should have taken multicultural counseling.
* A stronger emphasis on Student Affairs & Higher Education and less on Therapeutic Counseling. Though with the addition of your newest staff member, I can imagine these areas are strengthened. When I entered my current job, I felt unprepared. I am still learning as I go. I would have liked a strong Student Affairs program.
* I believe that the leadership and advocacy class for school counselors should be eliminated or drastically reformatted. Currently the set up of spending the entire course on a binder is not realistic nor are students gaining anything from it. Perhaps that time could be spent working on a variety of role plays, scenarios or other areas which will actually be utilized by students in their professional careers. In addition, I believe the professional orientation class should be longer than it is. It seems as though there is an incredible amount of material and three classes does not do it justice. Aside from that I believe the program is structured well.
* Practical skills/techniques… Do not depend on field sites to teach these.
* As a practicing school counselor, I wish that my grad program had spent some time on data management programs like E-school since this type of program is used often. Attention to web-based college application programs such as the Common Application would have been helpful too. I do not recall covering what types of classes and credits are needed to graduate from New York high schools either. We delved deeply into theory, but pragmatic technical skills would have been helpful too.
* My experience was terrific!
* The Student Affairs Professional Practice program could be paired with the Mental Health major so folks graduating and wish to work in a college counseling clinic would be well versed. Subsequently, the Student Affairs Professional Practice should focus more on the different jobs in Student Affairs and provide more relevant information to today.
* I was very unprepared for the administrative duties associated with school counseling. Ex. Master scheduling, AIS, Student Schedules, State Testing, etc. While I understand fully that as professional school counselors are trying to move away from these duties, for me these were the duties that I was measured on in my job. If the program would like its counselors to succeed and appear prepared, these topics should be covered more thoroughly so that we make it through to tenure so that we can implement change. Fortunately, I have made it – but not without bumps and bruises along the way.
* The knowledge is tremendous however there is lack of sufficient skills being taught and practices. I wonder why there is no counselor for students to go to - since personal growth is so encourages and why is this not a requirement. How can one be an effective counselor and have never been counseling by a professional counselor. Odd I think. Most of what I have learned and practiced has come from my own experience in counseling and attending outside trainings. Most people complain that they do not feel adequate in skills to counsel and are scared and have fallen
back into the jobs that they were doing before or during their education. The internships were
great but not much effort is put into helping us find a job like other program coordinators do.
This is another missing link. There is still a lot of room for improvement - it has evolved so
much already. I am grateful for the education and support I received in the counseling program
from all the professors.
* It’s been four years since I have attended classes through the counselor education department. I
am grateful for the experiences that I had while attending. the one suggestion that I have would
be to encourage students to do more research about agencies within the community that their
clients will most likely come in contact (DSS, Social Security, Planned Parenthood counselors,
MHU, and ER crisis clinicians, case managers). I know that there are a number of agencies
within Clinton County and talking about all services/agencies is not possible but having more
information about these agencies with speakers or a tour would be helpful.
* More specific training in college counseling and high school level counseling.
* Focus on special populations, OMRDD, Sex Offenders, legally mandated clients. More focus
on self care, setting good limits, understanding fast pace and organizational issues at certain
settings. Knowledge of Managed Care and third party payers.
* The Counselor Education Department helped me find a job.
* I have been surprised by the number of agencies that provide services to children and
adolescents in addition to adult services and require that applicants have some experience in this
area. While I recall that this class was optional for Mental Health students – I wonder if it should
not be required as this is a very challenging population to work with and I have found that very
little of what I learned can be applied to this specific population.
* Incorporation of more detailed application of techniques for various modalities (CBT,
Narrative, Adlerian) would be beneficial especially for interns. My place of employment has
hosted several interns, one from Plattsburgh, and we have found this to be one gap in the
wonderful skill set they arrive with.
* Lack of communication between the professors was a major issue. This severely impacted and
added additional stress to myself and other people that were in the program with me at the time.

E.2: Mental Health Counseling Program Objectives (Item #52)
* Start a binder with potential internship sites, with info from students whom completed their
internship at these locations so students can get a better idea of what to expect from an internship
site. Include questions and answers – what was your client case load; paperwork caseload; how
was the internship environment for you; did you get along well with colleagues/supervisor; how
did this internship help you develop as a counselor? Etc.
* To use the skills class to focus on skills used by the theory that is being taught in theory class
that week. To include much more practice in different types of setting. It would be more
beneficial to do each practicum and internship 1 and 2 in different places. It would be helpful to
have someone who totally focuses on making connections in the community for more various
internships. The professors are assumed to do way too much and if there was more help, then it
would definitely benefit the students greatly.
* In my current position I run motivational interviewing groups that focus on rolling with
resistance. I have found this to be challenging as many of the skills that I learned during the
program are more appropriate for clients who are already motivated to change or came to Tx on
their own. Perhaps a course or a section of a course on working with resistant clients in settings
where most clients are from outside agencies such as probation, parole, court, DSS, etc., might be beneficial.
* A more detailed coverage and use of commonly used assessments such as the BDI-II, BAI, YBOCD-S would be beneficial.

E.3: Student Affairs Professional Practice Program Objectives (Item #63)
* Advocacy for Student Affairs. I am the only Student Affairs Counselor at my college. Mental Health Counselors are housed in the Counseling Services office. All other “counselors” have School Counseling degrees, or the majority have general education, teaching, business, etc., degrees and are not trained for counseling. Because of this, I have had to advocate regularly for confidentiality and professional orientation issues.
* The program seems to be stuck in between a professional practice and counseling practice, yet does not come with the required degree to be a clinical counselor on college campuses. The program does not appear [to] be open to the many professional options across the span of Student Affairs.

E.4: School Counseling Program Objectives (Item #78)
* I believe the amount of knowledge I gained from the school counseling classes was minimal compared to my other core classes. I was so fortunate to have great practicum and internship site supervisors because that is where I learned how to be a school counselor. The classes didn’t provide me much of anything. At this point, the best revision I think the program can make is to get rid of the coordinator and have Clay or Julie take it over. Both of them have established rapport with the schools and really know their material. It appears that Susan is unwilling to answer questions, her response is always it depends. I understand that different situations would result in varying ways of handling them, however, as students we do not even know where to begin so any help would be better than nothing, which is what we got. Speaking from my experience with the school counseling portion of the program the best part for me was having supervisors who really assisted in my growth process.
* Provide students with support and concrete ideas to respond to teachers who feel pressured to limit classroom activities not related to their subject…That is a major key to opening doors. Provide students with some lesson in building a master schedule – and the painful realities of handling budget cuts with both staff and students.
* Please see previous referral. More pragmatic skills help candidates to stand out.
* I had a great experience! Susan and Clay did a great job.
*Even though most people have an idea of what level of school they prefer to work, (elementary, middle, high) with today’s job market and constant changes, it is a necessity to have knowledge at all levels. The opportunity for this is available in the School Counseling Program, but not mandatory. I’m suggesting that it’s either strongly suggested, or made mandatory.
* More college counseling training for high school level counselors.
* Obtain a new coordinator.
Appendix F: General Information Questions of all Graduates

F.1: Current Position Title (Item #81)
* 5th Grade Teacher
* Mental Health Counselor
* Unemployed
* Academic Counselor
* Transition Counselor
* Assistant Director
* Middle School Counselor
* 9 – 12 Counselor
* School Counselor
* Special Education Teacher
* Elementary School Counselor
* Coordinator of Clinical Services
* School Counselor
* School Counselor
* Student Advocate
* Clinton County Family Specialist
* PROS Rehabilitation Practitioner
* High School Counselor
* School Counselor
* Addictions Counselor
* Teacher IV
* Mental Health Counselor
* Yerington Intermediate School Counselor

F.2: Name of Employer/Agency/School (Item #82)
* Saranac Central School District
* SUNY Plattsburgh Health and Psychological Services Center
* SUNY Canton
* CVES
* IC
* Oriskany Jr. Sr. High School
* Hampton Bays High School
* La Habra City School District, Washington Middle School
* Shenendehowa Central Schools, Okte Elementary
* Berkshire Farm Center and Services for Youth
* Saranac Lake High School
* Berkshire Farm Center and Services for Youth
* BHSN
* Rivendell Academy
* Rutland South Supervisory Union, Mill River High School, VT
* Clinton County Addiction Services
* Brasher Falls Central School District
* Clinton Correctional Facility
* Yerington Intermediate School 9YIS)
* Farnham Family Services
* SUNY Potsdam Counseling Center/Private Practice-Sole Owner

**F.3: Position Responsibilities** (Item #83)

* I assess clients for mental health needs and also do counseling for these clients on a temporary basis till they are able to get into another agency for full time counseling.

* Individual Counseling: 175 students (2/3 of participants) per semester – Personal, academic, financial, career and transfer counseling – Monitor the academic progress of TRiO SSS participants – Freshman Seminar Instructor: topics covered, time management, note taking, exam skills, presentation techniques, etc. – TRIO Scoop!: bi-semester newsletter to campus faculty, staff and TRIO students – Academic Support Services presentations at Admitted Student Days, Orientation, and School Counselor Days – Assist in identifying and selecting 210 TRiO SSS participants – Assist with collection of statistical data for Annual Performance Report – Maintain accurate student contact records – Maintain open and ongoing communication with faculty/staff.

* Career and academic counseling for adults with disabilities.

* Diversity, Leadership, Programming & Commuter Initiatives.

* I am a full time middle school counselor. I am responsible for classroom, group, and individual counseling.

* Track graduation requirements; administer all tests: Regents, AP, SAT, etc. Individual career exploration/college search CSE planning for academics and behavior. Individual counseling (personal/social). Implement career guidance programs. Coordinate local scholarships/ Numerous building/district committees. Other duties as assigned….

* High School Counselor.

* Teach and manage IEP’s for students with mild/moderate disabilities.

* I am the elementary counselor in a building of around 600 students K-5. I do individual counseling, group counseling, and classroom guidance. I also collaborate and consult with building staff and parents to best meet the needs of the students.

* To provide family and individual therapy for youth between the ages of 11-18 who have been removed from their homes and placed in a residential setting. To construct treatment reviews with goals and plans for success for each youth and their families and to promote reunification of families.

* Middle School Counseling.

* Provide individual and group IEP counseling.

* IEP counseling, individual counseling, group counseling, elementary, middle and high school programs/groups/guidance units, bulling prevention, PBIS, homework club.

* I am contracted through the county to work with families with adolescents who are on PINS Diversion or probation. I am there to advocate for the families and be there for the youth when they need someone during a difficult time. I provide individual counseling and make referrals to community agencies. I work collaboratively with DSS, Probation, CCMH, and CVFC, amongst other agencies.
* To help individuals whose lives have been affected by a diagnosed mental illness to achieve their desired goals by providing individual and group counseling services in an environment that emphasizes person centered recovery.
* College counseling, scheduling, 504 coordination, SAT/PSAT preparation, career counseling, financial aid/scholarship counseling, other high school level program coordination, etc.
* Addiction counseling – individual and group counseling.
* I provide GED instruction to inmates in a maximum security prison.
* I am the only counselor for grades 5 thru 8. I do all the master scheduling of teachers and students. I take care of the individual, group, crisis, and classroom guidance activities. I participate in the state testing – MAPS, CRTS, 5th and 8th Grade Writing Exams. I attend IEP, grade level, parent/teacher, faculty, counselor etc. meetings. I deal with CPS, the police, and juvenile probation. I attend trainings and workshops for development.
* I work with roughly 30 chemically dependent clients on an individual basis as well as running two groups. I run an MI group three nights a week for clients who are new to our program and an Adol. Group two afternoons a week for chemically dependent youths under the age of 18. I was an intern at this agency for my final semester of graduate school and was hired in March as a full-time employee. My supervisor continues to tell me how impressed she is with the structure and organization of our internship program and has emphasized that she was always opposed to accepting interns because she never felt that the institution did an appropriate job of detailing what the responsibility of the agency was and what the intern was expected to do during his/her time there. She has told me that she would be more than happy to accept another intern from the Plattsburgh program should anyone have any interest in doing this. We are located just North of Syracuse and have two offices – one in Fulton and one in Oswego. If you ever have any interested interns, please feel free to contact me and I will pass this along to my supervisor.
* SUNY Potsdam – Intakes individual psychotherapy, group psychotherapy, facilitate/interpret assessments. Facilitate psychiatric hospitalizations, On-call crisis work.

F.4: Computer/Internet Technology Skills Used (Item #87)
* FileMakerPro, Smart Board, Microsoft Word, PowerPoint.
* Desk and laptop.
* Microsoft word for counseling notes. A computer with a schedule tracking program for my daily schedule along with a new state on-line program that tracks client’s info.
* Titanium.
* Use of Microsoft Office, and BANNER.
* File Maker Pro, Windows, and Macintosh programs.
* E-mail, Excel, PowerPoint and Word.
* Career exploration sites professional associations for research education/mental health journals for research office web site for PR CSE software for student records/progress, student scheduling (Power school). Need more for database management this year.
* Eschol, Excel, Word, PowerPoint, IEP Direct, School Center, Naciance, common App. SUNY. etc….
* PowerPoint, IEP software, email and internet.
* Microsoft Office, Photo Design, Web Design.
* In my office I am constantly using the computer to research and also to allow students to use my computer for therapeutic purposes (typing stories or poems that they have written). I go in to
classrooms and often bring the EIKI cart (a cart with a computer, projector, and internet connection) to use PowerPoint games and show videos that I feel are relevant to what I am teaching students.

* I construct service plan reviews; communicate via email, type up individual Family Assessments and Service Plans. Type up progress notes on the computer and input them into the connections program.
* Star base, Excel, Office, Explorer.
* Microsoft Word, Excel, Office, Smart Boards, Mimios.
* I use basic skills such as email, progress notes, assessments, etc.
* Microsoft Word, Excel Avatar Online training.
* Email, Excel, PowerPoint, Word, Website collaboration.
* Anasazi – it’s a very complex client data system.
* I use technology to find teaching resources to supplement my classroom materials. I am not allowed to use a computer on site because of security concerns.
* I use email, PowerPoint, Microsoft Word, and the Internet.
* PC, use a statewide database.
* Our entire agency is run on a computer system. We do our notes, our TX plans, our Psychosocial, and all other paperwork on the computer and when the server goes down we all sit and stare at the walls.
* Word, PowerPoint, Excel Electronic Database – Titanium.
* Microsoft Word, Excel (a little), email, Internet.

F.5: Participation in Ongoing Professional Development (Item #93)

* Courses
  * Local meetings to keep up on what is happening in the community. On-line credit classes for professional development.
  * ACA online education, area workshops, webinars.
  * I continue to attend seminars, workshops, meetings, and conferences.
  * Conferences
  * NASPA Conference
  * Reading professional journals and attending trainings and conferences when available.
  * Regional meetings with colleagues, pick up the phone and call as needed, and will pursue conferences this year.
  * School devised P.D.
* Executive Board of Student Affairs Professional Organizations.
  * I attend Elementary Counselor Days of sharing sponsored by NYSSCA twice a year. I have also attended the Guidance EXPO in Albany, NY. I meet monthly with the other elementary counselors in my district to develop plans for the year and also apply for summer work to develop our Elementary District Guidance Plan.
  * I am a member of AMHCA and attend professional trainings pertaining to my line of work as often as I can.
* Workshops
  * Workshops, NYSSCA conference.
  * I go to trainings and workshops every couple of months and I have become certified in a lot of different complementary therapies.
* I attend local workshops and/or conferences that apply to me. I wish there was more….
* Various trainings (psych rehab, conferences, in-service training).
* Vermont School Counselor Association Conference, both NH and VT training through College board, VSAC, and NHHEAF. I have also attended 504 legal conferences.
* State Counseling Organization workshops, in-service days, College Board functions, student information workshops/expositions, etc.
* Online training and conferences.
* I am a trainer for the Dept. of Corrections in Cultural Diversity and Sexual Harassment. I also take advantage of volunteer work in community agencies.
* I am a member of ASCA. I attend Nevada State School Counseling Association conferences. I participate in many trainings and webinars on a variety of topics such as: Suicide in Native American Youth, Suicide in the Schools, Bullying, Differentiated Instruction, Instructional Consultation, Gang Awareness, etc.
* Conferences
* I read the magazine that ACA sends monthly and I will be taking part in online webinars in order to obtain my CASAC.
* I attend several workshops and trainings each year. I also utilize the ACA free monthly trainings. I also interact and consult with other therapists in various agencies. I also read numerous books and articles on the latest treatment modalities.
* Attend conferences when I have the opportunity.