

**EASTERN**  
MICHIGAN UNIVERSITY  
*Education First*

**Department of Leadership and Counseling**

**Clinical Mental Health Counseling Program**

**College Counseling Program**

**School Counseling Program**

**Council for the Accreditation of Counseling and Related  
Educational Programs (CACREP)**

**Addendum**

**December 2012**

CACREP Liaison:

Irene Mass Ametrano, Ed.D.  
Eastern Michigan University  
304 Porter Building  
Ypsilanti, MI 48197  
iametrano@emich.edu  
734.487.0255

CD created on 12/10/12  
Microsoft Word 2008 for Mac  
Version 12.1.9

**Note:** All hyperlinks take the reader to the relevant attachment. If a hyperlink does not work, the attachments can be found in the “Attachments” folder.

## **POLICIES**

### **Accreditation Process Policy #11 – Duration of Practicum**

**Please provide clarification of whether or not practicum extend across a full academic term and are completed in their entirety prior to internships.**

All practica extend across a full academic term. Fall (September - December) and Winter (January - April) semesters are 15 weeks long. Summer practica (Summer 1 and 2; previously Spring and Summer) extend across two terms shorter terms (May - August)), which total 15 weeks. For documentation, see the course rosters for COUN 686 Counseling Practicum ([Fall 2012](#), [Winter 2012](#)). Beginning and ending dates are highlighted in yellow. Students may not begin their internships until they have successfully completed their practicum experience. For documentation see the [Student Handbook](#), (p. 24); and a current [internship application](#) (p. 1).

### **Transition Policy #5 - Assessment**

**While the program did provide an assessment plan, the plan did not include information pertaining to all of the continuous and systematic program evaluation elements in Standard I.AA and reviewers were unclear as to the data elements pertaining to the documentation and assessment of student learning outcomes and how these data elements are used for program improvement purposes. Further information on these issues as well as how the program utilizes information from the overall program evaluation activities for program improvements is needed. See comments under Standard I. AA as well.**

The response to these comments is included under the response to AA.4 below.

## **SECTION I The Learning Environment**

### **Standard C**

**Please provide a current budget, excluding faculty salaries, to support the information in the narrative response for this standard.**

Eastern Michigan University is and has been committed to the development of counselors/mental health professionals for well over four decades. In the early 1980's the university combined the counseling program with the educational leadership program to create the Department of Leadership & Counseling. This department became the only academic department on EMU's campus to serve "graduate students only." It has enjoyed a rich, stable history in the College of Education since that time.

Over two million dollars was dedicated to department faculty salaries this past year, which demonstrates a substantial commitment to the program. Other annual financial support contributing to the success of the counseling program, not shown in the faculty budget, are the salaries of two newly upgraded full-time staff (\$77,000), 7-8 work study students (\$10,000) and 4 graduate assistants (\$35,000). In addition the department enjoys an annual supplies/services/materials budget or operating budget of \$55,000-\$60,000. Faculty also

typically earn an additional \$10,000-\$15,000 in Extended Program Revenue Sharing funds annually which also contributes to the support of the faculty and the program.

### **Standard N**

**Please provide clarification of the faculty figures utilized in the FTE calculation. The program only met the 10:1 FTE student to FTE faculty ratio in 1 out of 5 years for which figures are reported.**

Despite pressure from the university to increase student credit hour production, we have successfully reduced our student to faculty ratio from 14:1 in 2007 to 10:1 in 2012. We are now working to maintain the 10:1 ratio. Because we have so many part-time students, we devised a formula to calculate the number of full-time equivalent students. The attached chart [Student-Faculty ratios](#)) shows the numbers used to calculate these ratios. The ratios were calculated as follows:

- Divide the total credit hours produced in one year by 24 credits (the number of credits a full-time student would take in a fiscal year) to get the number of full-time equivalent students for the fiscal year
- Divide the number of full-time equivalent students by the number of faculty (7)

### **Standards Q and R**

**Provide documentation (official course rosters) to support the narrative responses to these standards.**

The attached course rosters for [Winter 2012](#) and [Fall 2012](#) show that practicum sections (which are always taught by program faculty) never exceed 6 students. Program faculty conduct individual and group supervision with the same students, thus group supervision ratios never exceed 6 students to one faculty member. Group supervision for internship is also provided by program faculty and never exceeds 12 students. There are multiple rosters for one internship instructor because students may register for anywhere from 1 (COUN 691A) to 4 (COUN 691D) credits at a time. The attached rosters are in one PDF for each semester:

<b>Semester</b>	<b>Instructor</b>	<b>Course</b>	<b>Enrollment</b>
Fall 2012	Ametrano	COUN 691A (Internship)	1
	Ametrano	COUN 691B (Internship)	6
	Ametrano	COUN 691C (Internship)	3
	Ametrano	Internship Total	10
Fall 2012	Choudhuri	COUN 686 (Practicum)	5
	Parfitt	COUN 686 (Practicum)	5
Fall 2012	Parfitt	COUN 691A (Internship)	1
	Parfitt	COUN 691B (Internship)	6
	Parfitt	COUN 691C (Internship)	2
	Parfitt	COUN 691D (Internship)	2
	Parfitt	Internship Total	11

Semester	Instructor	Course	Enrollment
Winter 2012	Callaway	COUN 686 (Practicum)	6
Winter 2012	Callaway	COUN 691A (Internship)	3
	Callaway	COUN 691B (Internship)	2
	Callaway	COUN 691D (Internship)	3
	Callaway	Internship Total	8
Winter 2012	Stickel	COUN 686 (Practicum)	6
Winter 2012	Stickel	COUN 691A (Internship)	2
	Stickel	COUN 691B (Internship)	7
	Stickel	COUN 691C (Internship)	1
	Stickel	COUN 691D (Internship)	1
	Stickel	Internship Total	11

### Standard W

**Please address the sufficiency of existing faculty resources in terms of achieving the mission and objectives of the program.**

The faculty resources described in the self-study and in the response to Standard C above are sufficient in terms of achieving our goals of offering three accredited master's degree programs and running an on-campus Counseling Clinic and School-based Clinic in which students complete their practicum experiences. Our seven faculty members, who all have full-time appointments in the counseling program, teach the majority of our courses and supervise all students during their practicum and internship experiences. Only a few specialty courses are taught by visiting lecturers. One faculty member has a half-time appointment as the Counseling Clinic Coordinator and another faculty member has release time to oversee the School-based Clinic.

### Standard AA.4

**There are rubrics at the end of the syllabi with a general evaluation in relation to particular standards. It is not clear what data points the program is including in its continuous and systematic program evaluation pertaining to the assessment of student learning outcomes for the program area standards and how the program uses information from these data points.**

Data points that the program uses in its assessment of student learning outcomes *for the program area standards* are found in the specialization courses for each program and at admission to and completion of internship. Students' successful completion of the specialization coursework indicates mastery of the course content that meets the program area standards.

*As examples*, several of the rubrics included in syllabi for the program area coursework have been expanded to show the specific standards-related learning activities and standards-related assessments that enable us to know that students have mastered the content and skills specified in these standards. These rubrics are included here as attachments:

**Clinical Mental Health Counseling Courses:**

[COUN 574 Couple and Family Counseling](#)

[COUN 660 Case Management: Using Community Resources](#)

[COUN 694 Ethical, Legal, & Professional Issues in CMHC](#)

**College Counseling Courses:**

[COUN 692 Ethical, Legal, & Professional Issues in College Counseling](#)

**School Counseling Courses:**

[COUN 612 The School Counselor](#)

[COUN 650 Organization and Administration of School Counseling Services](#)

[COUN 696 Ethical, Legal, & Professional Issues in School Counseling](#)

Assessment of each student's readiness for internship is described in the self-study (p. 34). Admission to internship, a process in which all faculty must approve each applicant, indicates that the student has completed practicum successfully and is ready to work with clients in a professional setting. An example of how information from this data point may be used is a case where a student's practicum instructor does not evaluate the student as being ready to move to internship. This may be due to unsatisfactory performance in any area on the Evaluation of Skills and Dispositions assessment (see p. 33 in the self-study): intervention and relationship skills, professional skills, conceptualization skills, or personalization skills. In this case, the student, practicum instructor, and program adviser would develop a remediation plan, which may include repeating practicum.

The student's successful completion of internship indicates that the student has mastered the knowledge and skills required for work in the identified setting (school, college, or agency). Students are evaluated during the internship by their on-site supervisors and faculty supervisors (see self-study, p. 34, for internship evaluation forms). Again, if a student receives any unsatisfactory evaluations at the end of the internship, a remediation plan is developed.

During and upon completion of the internship, the on-site supervisor is asked to identify areas in which the counselor's training program seems to be particularly strong as well as areas in the counselor's training program that need strengthening. (see Site Supervisor Midway Evaluation and Certification of Counseling Internship in the self-study, p. 34). This feedback gives us information about how well the program is preparing students for work in the field.

**Standard AA.5**

**Reviewers were unclear as to how the program utilizes information from the overall program evaluation activities and assessment of student learning outcomes for the program area standards to inform program modifications. The program reports that it has not yet utilized data on student learning for the program area standards.**

Although we have not used outcome data reflecting the program area standards systematically to inform program modifications, we have made numerous changes based on anecdotal data, faculty observations, and feedback from students. For example, some faculty believe that students who have not taken a course in counseling with children are not equipped to work with children in practicum. Others believe that with good supervision,

those students can acquire the skills in practicum. After much discussion, and an informal online survey of counselor educators, faculty addressed this issue in several faculty meetings. A decision was made to allow individual practicum supervisors to require or not require such a course.

Another example is the addition of a requirement that all students in the School Counseling Program who want to be endorsed as school counselors in K-12 settings must take COUN 651 Counseling With Children. Feedback from school counseling interns and concerns raised by faculty in the school counseling program led to this change.

The faculty's analysis that students in all settings, including practicum students in our Counseling Clinic, need training in crisis intervention and suicide prevention led to the addition of COUN 515 Crisis Intervention as a requirement for all students. Faculty who teach practicum also frequently noted that students need more training in treatment planning and implementing interventions. To address this "gap", we developed a new course, COUN 623 Advanced Treatment Planning, which is required for students in the Clinical Mental Health Program.

#### **Standard AA.6**

**It does not appear that the program actively distributes an official report documenting the outcomes of the systematic program evaluation including information on program modifications to current students, program faculty, administrators, personnel in cooperating agencies, and the public. (As the program reports that it has not yet utilized data on student learning for the program area standards this element would not be included in any such report at this time).**

An official report that documents outcomes of program evaluations, including information about program modifications is distributed to the above constituencies through our Counseling Program Advisory Board and through the Department website in the form of the most current CACREP self-study (see recent self-study for documentation). The Program Advisory Board is made up of personnel representing a range of cooperating agencies. Students and former students, many who work in local schools, colleges, and agencies, are made aware of changes through the counseling program listserv.

## **SECTION II. Professional Identity**

#### **Standard G.3.e.**

**Reviewers did not locate information on understanding exceptional abilities and strategies for differentiated interventions. Please provide additional clarification and documentation.**

This standard is met most fully in COUN 571 Cross Cultural Counseling. Attached is a [topical outline and reading list](#) from a recent course in which Class #12 is devoted to the topic of disability. Two readings are highlighted on the reading list:

Baumberger, J. P. (1999). *Assisting students with disabilities: what school counselors can and must do*. Thousand Oaks, CA: Corwin Press.

Olkin, R. (1999). *What psychotherapists should know about disability*. New York: Guilford Press

The attached handout ("[Disability](#)") is also used in the course during this discussion. The [COUN 571 course syllabus](#) included in the self-study is also attached. Class #7 addresses age and disability and Class #13 and 14 address conceptualization and intervention.

### **Standard G.3.h**

**Please provide additional clarification and documentation pertaining to the coverage of this content. (Theories for facilitating optimal development and wellness over the life span)**

This content is addressed in COUN 503 Dynamics of Human Development. The following are examples of materials and assignments used in a recent hybrid (half online, half face-to-face) section of this course:

**1) Theories of Human Development** - per the [COUN 503](#) course syllabus (attached), this is the initial unit of the course. The following are introduced, discussed in light of overall human development theories, and made available to students on the course website. This introduces optimal development and wellness as a theme throughout the course, addressed in class discussions as well as required responses to on-line discussions.

[ACAPCD-09.pdf](#)

Wellness in Counseling: An Overview.

[J Myers Wheel 2000.pdf](#)

The Wheel of Wellness

[DIMENSIONS OF WELLNESS\(2\).docx](#)

Dimension of Wellness Class Handout

**2) Physical Development And Wellness** – The following represents the introduction to threaded discussions and an example of a *threaded discussion* from the course shell. This discussion also becomes part of discussion in an on-campus class:

The information in Unit 2 is detailed and comprehensive. Physical and emotional wellbeing are intertwined and today's counselors are working more closely with other health focused professionals whose emphasis concerns medical health. Thus a working knowledge of the stages of physical development for your target population as a counselor is critical. The discussions for this unit are going to concentrate on using the information to introduce three critical areas. The first discussion will introduce the American Counseling Association Code of Ethics. This code guides the ethical practice and obligations for all counselors. Discussions two and three cover advocacy, social justice, and wellness/prevention. These are philosophical emphases of the counseling profession that also serve to guide counseling practice.

*As counselors, we have historically focused on prevention as one of the most important ways that clients can successfully navigate life's challenges. The current focus on wellness fits into a model of prevention. We will want to advocate for aspects of wellness in our institutions as well as being able to encourage our clients toward wellness in their individual lifestyles. As you experienced the material on physical development, what are a couple of things that you learned about physical development that you think are important for overall wellness. For example, I was impressed by how important getting*

*enough sleep is to overall functioning and how most of us struggle with this in several of our developmental stages.*

**3) Family and Culture** – An additional example of threaded discussion topic involving application of facilitating wellness.

The text authors note that the family is a changing social system embedded in a larger social system. We often hear about the "dysfunctional family" and perhaps less about what is a "functional family". If someone were to ask you as a professional counselor "What is a happy/functional family", how would you respond? What dimensions of wellness would be important.

**Standard G.5.a.**

**Please provide additional clarification and documentation pertaining to the coverage of wellness and prevention as desired counseling goals.**

This content is covered in [COUN 505 Counselor Development: Basic Skills](#) (see attached syllabus). Class # 3 is devoted to the wellness paradigm and Class #11 addresses wellness over the lifespan. In addition the following class assignments (attached) illustrate coverage of this topic:

[Professional Self-Assessment](#)

[Professional Identity Development](#)

**Standard G.5.g.**

**Please provide additional clarification and documentation pertaining to the coverage of suicide prevention models.**

Suicide prevention can be viewed from the perspectives of both primary and secondary prevention. Our emphasis is on secondary prevention (or crisis intervention), which can best be described as immediate interventions to prevent suicide in persons at risk. We provide extensive coverage of suicide assessment and intervention in [COUN 515 Crisis Intervention](#) (see course syllabus topics 6-8), a course required for all students. In addition to providing information/knowledge, we emphasize the acquisition of skills through demonstrations and role plays. In addition to any required textbook chapters on suicide, students are expected to read additional articles that address suicide assessment and intervention (see pp. 7-8 on course syllabus). Additional materials that are used to teach assessment, prevention, and intervention skills are attached and include: prevention resources, worksheet for risk formulation, risk and protective factors, youth suicide, crisis response planning.

Primary prevention of suicide, which includes programming efforts in schools, colleges, and the community, is presented to students through websites and other materials. As an example, the following websites and other resources were posted on the crisis intervention course website during the Summer 2012 semester.

-- [American Association of Suicidology](#)

-- [School-based Prevention Guide](#)

-- [Suicide Prevention Resource Center](#)



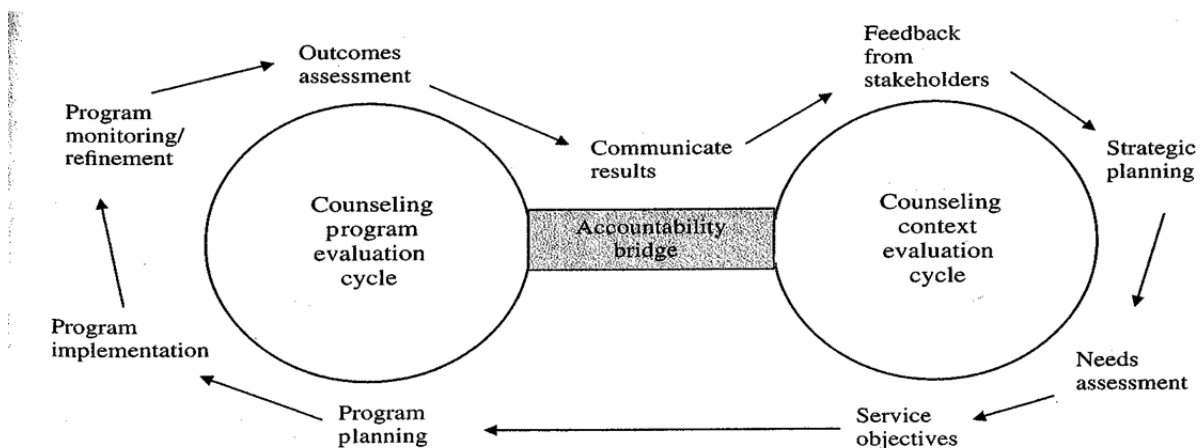
- American Foundation for Suicide Prevention
- Suicide resources and websites
- [http://http://sprc.org/traininginstitute/disc\\_series/disc\\_25.asp](http://http://sprc.org/traininginstitute/disc_series/disc_25.asp) Responding After a Suicide  
(PowerPoint and audio from webinar)

The ethical, legal, and professional issues courses in each program area (COUN [692](#), [694](#), [696](#)) address suicide prevention and intervention in the context of schools, colleges, or community/agencies. For example, in the college ethics course (COUN 692), students review information about current trends, such as Behavioral Intervention Teams and their approach to suicide prevention. Students are introduced to the National Behavioral Intervention Teams Association website (<http://nabita.org/>) where suicide prevention is a covered topic. Additionally students visit the website of the National Center for Higher Education Risk Management ([www.nchem.org](http://www.nchem.org)) and review the extensive resources on suicide risk mitigation. Course syllabi are attached.

### Standard G.8.d.

**Please provide additional clarification and documentation pertaining to the coverage of needs assessment and program evaluation.**

Program evaluation is listed as a topic (Class #15) on the [COUN 504](#) Research in Counseling course syllabus. Needs assessments, program evaluation, and the use of their associated findings are covered through lecture, discussion, and case analysis using varied models such as the Accountability Bridge found in Erford, B. T. (2008). *Research and evaluation in counseling*. Boston: Lahaska Press.



**Figure 10.1** The Accountability Bridge Counseling Program Evaluation Model.

Using this model and others like it, the students examine their own schools, clinics, or college centers (or fictitious models of each) to create an evaluation plan and/or to implement change as needed. Lecture, discussion, and case studies are the basis for learning. PowerPoint lectures can be provided for documentation.

### SECTION III: Professional Practice

#### Standard C

**Please provide a chart detailing the qualifications criteria for current site supervisors**

The [Site Supervisor Qualifications](#) chart lists site supervisor education, licensure/certification, and experience and is arranged according to program areas (CMHC, College, School). For supervisor resumes, see the self-study.

#### Standard C.4

**Please provide clarification of how the program ensures that all current site supervisors have relevant training in supervision. There is an indication that all site supervisors are required to complete the online training but it was not clear whether or not there was a verification of completion process.**

Every new supervisor is asked to sign a [Memorandum of Understanding](#) (attached) in which the supervisor agrees to complete the supervision training module that is posted online.

### Standards for Clinical Mental Health Counseling, School Counseling, and Student Affairs and College Counseling

**...Essentially, reviewers are seeking a snapshot of the specific standards-related learning activities and associated standards-related assessment that enable the program to ensure that students know the content and/or are able to do the skills and practices specified in the standards. In instances where it is indicated that assessment occurs through classroom discussions, quizzes, or tests, please provide clarification of how the assessment occurs and provide sample indicators of the standards-related assessment.**

As discussed previously (under AA.4) we have expanded the rubrics included in several of the syllabi for program area courses. These rubrics provide a snapshot of the specific standards-related learning activities and standards-related assessments that enable us to know that students have mastered the content and skills specified in these standards. These rubrics are included here as attachments:

#### **Clinical Mental Health Counseling Courses:**

[COUN 574 Couple and Family Counseling](#)

[COUN 660 Case Management: Using Community Resources](#)

[COUN 694 Ethical, Legal, & Professional Issues in CMHC](#)

#### **College Counseling Courses:**

[COUN 692 Ethical, Legal, & Professional Issues in College Counseling](#)

#### **School Counseling Courses:**

[COUN 612 The School Counselor](#)

[COUN 650 Organization and Administration of School Counseling Services](#)

[COUN 696 Ethical, Legal, & Professional Issues in School Counseling](#)