

Saybrook University
 MA Counseling Program
 Annual Assessment Report
 April, 2017

The program faculty, in the MA Counseling program, meet annually to review our program, including our Program Learning Outcomes (PLO) data, and the Council for the Accreditation of Counseling and Related Educational Program (CACREP) Key Performance Indicator (KPI) data. During this meeting, we also review survey data of alumni, site supervisors, and current student feedback. This report will describe the data collected and the action steps planned by the program faculty.

Data Collected within the Program

Program Learning Outcomes (PLOs)

The program learning outcomes were directly born out of the department core values. These PLOs are measured in at least one course each, and the data is used to help inform any curricular changes needed. In addition to the data collected within the program, PLOs are also measured in our external surveys. The following table describes the findings.

Note: A PLO listed in multiple courses appear in the table in descending order with the earliest course in the program of study at the top, followed by the next courses in sequential order.

Fall 2016 Program Learning Outcomes Assessment Data			
Outcome Assessed	Assessed in	Results	Reflections and Action Steps
PLO 1 Upon completing the program, students will demonstrate an ability to assess, integrate, and respond to individual and relational dynamics within a systemic framework.	COUN 2500 Basic Counseling Skills	89% Meets Expectations, 11% Does Not Meet. <i>This semester one student failed the course and left the program which impacted this average</i>	This content will be reinforced in subsequent courses and reassessed later in the program. The faculty recognized the need to assure consistency in how we are rating program learning outcomes compared to performance in a specific class. Faculty decided to try to assess consistently the PLO as a more global/beyond the class content measure of larger goals.
PLO 2 Upon completing the program, students will be able to discern the elements of an effective therapeutic	COUN 2500 Basic Counseling Skills	67% Meets Expectations, 22% Exceeds Expectations, 11% Does Not Meet Expectations. There	This content will be reinforced in subsequent courses and reassessed later in the program.

alliance and demonstrate the ability to co-construct and maintain a counseling relationship.		were a couple of exceptional students in this group that demonstrated exceptional early competence.	
	COUN 2531 Group Counseling and Psychotherapy	79% Meets Expectations, 21% Exceeds Expectations.	These results are in line with what we would hope, no action steps are currently needed.
	COUN 8152 Practicum	50% Exceeds, 50% Meet	These results were from a small number of students, will continue to monitor this area in future semesters.
	COUN 8153 Internship I, II	80% Exceeds, 20% Meets	These results are in line with what we would hope, no action steps are currently needed.
PLO 3 Upon completing the program, students will be able to examine and demonstrate an understanding of diverse experiences and the role of privilege, marginalization, and how aspects of power impact individual, familial, group and community experiences.	COUN 2560 Multiculturalism and the Family	100% Meets	This was measured by an adjunct faculty, and is the first time we used this type of rating. One action step is to ensure that all adjunct faculty have a strong understanding of the rating, and its overall purpose to support consistency in our ratings.
PLO 4 Upon completing the program, students will have demonstrated the ability to critique and synthesize theory as they integrate this knowledge into their counseling practice.	COUN 6020 Lifespan Development	This outcome was not measured in Fall 2016	This course was taught by an adjunct faculty, and is the first time we used this type of rating. One action step is to ensure that all adjunct faculty have a strong understanding of the rating, and its overall purpose. While we did hold a training, it became clear to the program faculty that we need to do more in the future.

<p>PLO 5</p> <p>Upon completing the program, students will illustrate their role in advocating for individual and social change by utilizing effective communication skills across dialogues with peers, clients, supervisors and faculty.</p>	<p>COUN 2650 Professional Orientation and Ethical Practice</p>	<p>83% Meets Expectations, 17% Does Not Meet. As a first semester introduction to ethics content, this is in alignment with our expectations</p>	<p>This content will be reinforced in subsequent courses and reassessed later in the program.</p>
	<p>COUN 2560 Multiculturalism and the Family</p>	<p>100% Meets Expectations</p>	<p>Since this was the first semester using this type of PLO assessment core faculty will check in with adjunct faculty to receive feedback on the process and to assure consistency in how we are understanding and rating students on the PLOs</p>
	<p>COUN 8152 Practicum, and COUN 8153 Internship I, II</p>	<p>100% Meets Expectation for all field experience courses</p>	<p>No action needed, this is in line with where the students should be at this point in their program.</p>
<p>PLO 6</p> <p>Upon completing the program, students will be able to apply relevant professional ethical codes to guide their work and ethical decision making.</p>	<p>COUN 2650 Professional Orientation and Ethical Practice</p>	<p>83% Meets Expectations, 17% Does Not Meet. As a first semester introduction to ethics content, this is in alignment with our expectations</p>	<p>This content will be reinforced in subsequent courses and reassessed later in the program.</p>
	<p>COUN 8152 Practicum</p>	<p>50% Exceeds Expectations, 50% Meet Expectations</p>	<p>None needed at this time, this is also measured in Internship.</p>
	<p>COUN 8153 Internship I, II</p>	<p>80% Exceeds, 20% Meets</p>	<p>All students meet the target, so no further action steps are needed</p>
<p>PLO 7</p> <p>Upon completing the program, students will use professional literature, research and best practices to support individual,</p>	<p>COUN 2561 Substance Abuse and Behavioral Addictions</p>	<p>63% Meets Expectations, 33% Exceeds Expectations.</p>	<p>Faculty discussed what exceeding expectations looks like and how to be consistent on rating. Faculty will also discuss if this outcome is best measured in this course.</p>

familial, group and community change.			
	COUN 2562 Crisis and Trauma Intervention	No results were gathered for this course for Fall 2016	This course was taught by an adjunct faculty, and is the first time we used this type of rating. One action step is to ensure that all adjunct faculty have a strong understanding of the rating, and its overall purpose. While we did hold a training, it became clear to the program faculty that we need to do more in the future.
PLO 8 Upon completing the program, students will be able to describe the relationship between their "self" as a therapist, their professional identity as a counselor, and their responsibility to serve clients and the community.	COUN 2650 Professional Orientation and Ethical Practice	100% Meets	This content will be reinforced in subsequent courses and reassessed later in the program.
	Course: COUN 9100 Comprehensive Exam	100% Exceeds Expectations	Note: N=1 for this semester, continue to monitor data as more students complete their comprehensive exams

Overall findings

This assessment data was only collected for Fall 2016 courses. This is a new process for the department, and we are looking forward to being able to shift and adjust this process as needed. We were already able to see where students are achieving, and to ensure that the students hit all of the PLOs before they graduate. For future, the faculty will review the PLOs and course placement, to ensure that we are measuring these in the most appropriate courses. We also look forward to having more data, and being able to spot trends or make more content adjustments.

Key Performance Indicators

As required in the CACREP standards, the program faculty identified nine Key Performance Indicators, eight in the core standards, and one in the mental health standards, and have assessed these at two different points in time. For these measures, some are attached to single assignments, and others are more broad within a specific course. The following tables report the Fall 2016 KPI assessment data.

Key Performance Indicator 1 (KPI 1)				
CACREP Standard 2f1i: Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling				
	Assessed In	Assignment	Results	Reflections and Action Steps
Primary Course Assessed	COUN 2650: Professional Orientation and Ethical Practice	Ethical Decision Making Assignment 1	83% Meets Expectations, 17% Does Not Meet	At this initial assessment point we are not expecting 100% mastery. We observe that a couple of our lower scores reflect students who are struggling academically overall. Faculty discussed support options for these students including peer-writing mentors and the 1 credit writing course. These will be discussed with students in academic advising.
Secondary Course Assessed	COUN 9100 Comprehensive Exam	Comps Question 2	100% Exceeds Expectations	N=1: Will have more valuable data at next review.

Key Performance Indicator 2 (KPI 2)				
CACREP standard 2f2c: Multicultural Counseling Competencies				
	Assessed In	Assignment	Results	Reflections and Action Steps
Primary Course Assessed	COUN 2560 Multiculturalism and the Family	Discussion thread	For Fall 2016, this was not assessed.	Faculty will follow up training and mentoring of the adjuncts.
Secondary Course Assessed	Practicum/Internship	Case Presentation	25% Approaching, 25% Meeting, 50% Exceeding.	Faculty has reviewed case presentation assignment prompts and it may be that not enough depth is requested in the question to fully assess this. A revised prompt will be implemented for the Fall 2017 offering of the course.

Key Performance Indicator 3 (KPI 3)

CACREP standard 2f3f: Systemic and environmental factors that affect human development, functioning, and behavior.

	Assessed In	Assignment	Results	Reflections and Action Steps
Primary Course Assessed	COUN 6020: Lifespan Development	--	Data not collected for Fall 2016	Faculty will follow up training and mentoring of the adjuncts
Secondary Course Assessed	Practicum/Internship	Case Presentations	100% Meets Expectation	This data is in line with expectations for students at the end of their program.

Key Performance Indicator 4 (KPI 4)

CACREP standard 2f4e: Strategies for assessing abilities, interests, values, personality and other factors that contribute to career development.

	Assessed In	Assignment	Results	Reflections and Action Steps
Primary Course Assessed	COUN 2532 Career Development and Counseling	--	This was not measured in 2016. This course is being moved from the Psychology department, into the Counseling department, and will be assessed in the Summer of 2017- the first time it will be offered within the program. This data will be collected in the next annual report.	
Secondary Course Assessed	COUN 2031 Assessment and Testing	--		This will be measured with the Summer, 2017 course.

Key Performance Indicator 5 (KPI 5)

CACREP standard 2f5g: Essential interviewing, counseling, and case conceptualization skills.

	Assessed In	Assignment	Results	Reflections and Action Steps
Primary Course Assessed	COUN 2500 Basic Counseling Skills	--	78% Meets Expectations, 11% Approaches Expectations, 11% Does Not Meet.	These results fit with the expectations of the faculty. Case conceptualization is introduced in the course, and the application will follow later in the program. Faculty are considering alternative texts that introduce additional case conceptualization content.

Secondary Course Assessed	COUN 8153 Practicum	Site Supervisor Evaluation	100% Meets Expectation	Will continue to work closely with site supervisors, to ensure they continue to have support from the program faculty, which will also help to ensure that students are gaining the required skills on site. These results indicate that students are learning what is needed.
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Key Performance Indicator 6 (KPI 6)				
CACREP standard 2f6d: Characteristics and functions of effective group leaders.				
	Assessed In	Assignment	Results	Reflections and Action Steps
Primary Course Assessed	COUN 2531 Group Counseling and Psychotherapy	--	57% Meets Expectations, 36% Exceeds Expectations, 7% Approaches Expectations	Observations and Action Steps: At the time of the course, the students in the course are not yet on site, so the assessment is not direct and it will be reassessed in fieldwork. Written comprehension of content was demonstrated.
Secondary Course Assessed	COUN 8153 Practicum	Site Supervisor Evaluation	50% Exceeds, 50% Meet	All students in this course are, at least, meeting this standard. Program faculty will continue to work with students around group leadership, and potentially increase the emphasis in Practicum of developing this skill.

Key Performance Indicator 7 (KPI 7)				
CACREP standard: 2f7c Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.				
	Assessed In	Assignment	Results	Reflections and Action Steps
Primary Course Assessed	COUN 2562 Crisis and Trauma Intervention	--	This was not assessed in Fall 2016.	Faculty will follow up training and mentoring of the adjuncts, in relation to the KPIs. This course will be offered in Summer of 2017, and Fall of 2017. Assessment data will be collected, and added to the 2018 annual report.
Secondary Course Assessed	COUN 2555 Advanced Child and Adolescent Therapy	Graded discussion thread	This course is being offered for the first time in Spring 2017. Data will be collected and results shared	

			in the next annual report.	
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Key Performance Indicator 8 (KPI 8) CACREP standard: 2f8a The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice.				
	Assessed In	Assignment	Results	Reflections and Action Steps
Primary Course Assessed	RES 1023 Understanding Research and Evaluation	--	Not assessed	Currently, the research course is taught outside of the counseling department. This is an area of growth for us, and we are working with the research department to ensure standards are being met and measured.
Secondary Course Assessed	9100 Comprehensive Exam	Question 1	100% Exceeds Expectations	For the semester being measured, only one student took the comprehensive exam. Will need to have a larger number of students for meaningful data.

Key Performance Indicator (KPI 9) - Clinical Mental Health Specialty Area CACREP standard: 5-C.3.a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.				
	Assessed In	Assignment	Results	Reflections and Action Steps
Primary Course Assessed	COUN Psychopathology and Diagnosis	--	Not assessed in Fall 2016	This was not measured in 2016. This course is being moved from the Psychology department into the Counseling department and will be assessed in the Summer of 2017- the first time it will be offered within the program. This data will be collected in the next annual report.
Secondary Course Assessed	COUN 8154 Internship	Site Supervisor Evaluation	60% Exceeds, 40% Meets	These results are in line with the expectations of faculty. Will continue to monitor and assess.

Overall Findings

While limited, the initial KPI data does show expected trends in students' knowledge and skills over time (e.g., we found higher percentages of indicators met in more advanced courses than in introductory courses). The process of identifying the KPIs and assuring they are embedded in courses and related assessments over two points in time was a helpful curricular process for us as a team. It led to fruitful discussions about content sequencing and methods of assessment. We feel that over time, with more data, the faculty will be able to see an even clearer picture of our curricular strengths and areas for improvement and use this data to modify instruction and program delivery to best serve our students.

External Survey Data

In addition to the internal data that is collected, the program faculty survey graduates of the program, as well as their site supervisors. The new versions of these surveys aligned with our program objectives and CACREP assessment areas were launched in Spring 2016. Since then we've had a small number of students complete at their sites and graduate. Given the geographic diversity of our student population, sites are infrequently reused. As a result, we chose to survey supervisors immediately following student completion of fieldwork versus waiting on more cumulative program data from sites. For this first round of data, we only have a small number of individuals surveyed. Below are the results from our first graduate exit and site supervisor surveys, and our related programmatic reflections.

Graduate Exit Survey

This data collection began in Spring of 2016, as that is the first group to graduate with the program in its current form. The following shows both the survey questions, and results.

Directions: In order to help support the growth of the department, we are seeking feedback in several areas. We appreciate your help in completing this survey as you are completing your program. This survey will be anonymous and is not related to your degree completion.

Thank you for helping us continue to serve future counseling trainees.

Student Information

Question	N	Responses
Semester and year of degree completion	2	Spring 2016 Summer 2016
Have you secured post-degree employment?	2	Yes No
Is that employment in the counseling field?	1	Yes
Are you pursuing post-master's hours for licensure?	2	Yes

Level of student satisfaction with the MA Counseling program at Saybrook University.

Rating Scale 1-5 (1 Very dissatisfied to 5 Very satisfied)

Question	N	Responses
Faculty instruction in your program	2	Neither satisfied nor dissatisfied 50% Very satisfied 50%
Mentoring and support from the faculty	2	Satisfied 50% Very satisfied 50%
Overall quality of the program	2	Satisfied 100%
Knowledge of the field of counseling gained	2	Very satisfied 100%
Skills as a counselor acquired	2	Satisfied 50% Very satisfied 50%
University's commitment to Humanistic values	2	Satisfied 50% Very satisfied 50%

How successful the student feels that the program was in reaching its program learning objectives (PLOs).

Rating Scale is 1-5 (1 Strongly disagree to 5 Strongly agree)

PLO	Question	N	Responses
1	I feel confident in my ability to assess, integrate and respond to individual and relational dynamics within a systemic framework.	2	Agree 50% Strongly agree 50%
2	I am able to discern the elements of an effective therapeutic alliance and have the ability to co-construct and maintain a counseling relationship.	2	Agree 50% Strongly agree 50%
3	I understand diverse experiences and the role of privilege, marginalization, and how aspects of power impact individual, familial, group, and community experiences.	2	Strongly agree 100%
4	I am able to critique and synthesize theory and integrate this knowledge into my counseling practice.	2	Strongly agree 100%
5	I understand my role in advocating for individual and social change by utilizing effective communication skills across dialogues with peers, clients, supervisors and faculty.	2	Agree 50% Strongly agree 50%
6	I feel comfortable in applying relevant professional ethical codes to guide my work and ethical decision making.	2	Agree 50% Strongly agree 50%
7	I am able to use professional literature, research and best practices to support individual, familial, group, and community change.	2	Strongly agree 100%
8	I can describe the relationship between my "self" as a therapist, my professional identity as a counselor, and my responsibility to serve clients and the community.	2	Agree 50% Strongly agree 50%

To what degree the counseling program developed the student's knowledge and skills in the following areas.

Rating Scale 1-5 (1 not at all to 5 very much so)

CACREP Domain		N	Responses
1	Professional identity as a counselor	2	Extremely well 100%
2	Social and cultural diversity	2	Very well 50% Extremely well 50%
3	Human growth and development	2	Very well 50% Extremely well 50%
4	Career development	2	Very well 50% Extremely well 50%
5	Helping relationships	2	Very well 50% Extremely well

6	Group work	2	Very well 100%
7	Research and program evaluation	2	Very well 100%
8	Assessment	2	Moderately well 50% Very well 50%

The Saybrook University counseling program and the supervised field experience prepared the student to pursue post-masters supervised hours in the following areas.

Rating Scale is 1-5 (1 strongly disagree to 5 strongly agree)

CACREP CMHS Standard	Area	N	Responses
C.3.a.	Intake interview, mental status evaluation, biosychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	2	Neither agree nor disagree 50% Agree 50%
C.3.b.	Techniques and interventions for prevention and treatment of a broad range of mental health issues	2	Agree 50% Strongly agree 50%
C.3.c.	Strategies for interfacing with the legal system regarding court-referred clients	2	Neither agree nor disagree 100%
C.3.d.	Strategies for interfacing with integrated behavioral health care professionals	2	Neither agree nor disagree 100%
C.3.e.	Strategies to advocate for persons with mental health issues	2	Agree 50% Strongly agree 50%

The students identified the Saybrook University program's strengths and areas of improvement, and offered comments.

	N	Responses
Strengths	1	Many textbooks were very relevant to the course learning objective.
Areas of improvement	1	I particularly enjoyed using power point slides as an additional learning mechanism for long distance learning.
Other comments	1	Over the course of the program, I would like to share an experience where I felt my cultural background was used as a bias against my writing ability. The professors mentioned my writing was similar to that of an English Second Learner, which I found to be offensive, since I was born and raised in California, and attended a California university where I earned A's in all my undergraduate writing classes. I do not wish to share which professor gave me that impression, but I would like to urge the faculty to honor each student's unique cultural backgrounds to avoid making comments based on stereotypes. Apart from that incident, I am forever grateful to Saybrook University to supporting my academic and career goals.

Results of the Graduate Survey

In all areas, the scores generated were in the top two scoring areas. The graduates indicated a strong experience in the program, and a connection to our PLOs and CACREP core areas. For this survey, our return rate was at 26.5%, and that yielded a sample size of 2. We imagine this survey number to increase greatly overtime, as the more recent graduates have had a longer relationship with program faculty, and with the program changes. We also expect for the qualitative data to have higher levels of impact, once we begin to survey students that began the program after Spring, 2015- the first semester of the current program, with current faculty.

Site Supervisor Survey

In addition to surveying the graduates, the program faculty surveyed the site supervisors of all students that completed their programs in Spring 2016. As mentioned above, the program faculty will continuously survey site supervisors immediately after the students completes their time on the site. The following section is the survey that was sent out.

Directions: In an effort to improve the MA Counseling program at Saybrook University, we asked all site supervisors to provide general feedback about the university and their student intern(s).

Please respond to the following questions. Your responses will be aggregated with other responses and will not be connected directly to you. Nor will they have any impact on the student or your future work with Saybrook University. Thank you for your help in our ongoing development.

This rating is based on my experience with _____ Saybrook University Supervisees (number of Saybrook University students you're considering when doing this rating)

The Site Supervisors rated how successful Saybrook University's MA Counseling Program was at reaching its Program Learning Objectives (PLOs).

Rating scale 1-5 (1 not at all to 5 absolutely)

PLO	Question	N	Responses
1	Our Saybrook University Practicum/Internship supervisee(s) demonstrated an ability to assess, integrate and respond to individual and relational dynamics within a systemic framework.	4	Agree 100%
2	Our Saybrook University Practicum/Internship supervisee(s) demonstrated the ability to discern the elements of an effective therapeutic alliance and to	4	Agree 50% Strongly agree 50%

	co-construct and maintain a counseling relationship.		
3	Our Saybrook University Practicum/Internship supervisee(s) demonstrated an understanding of diverse experiences of privilege and marginalization, and sensitivity to how aspects of power impact individual, familial, group, and community experiences.	4	Agree 75% Strongly agree 25%
4	Our Saybrook University Practicum/Internship supervisee(s) demonstrated an ability to critique and synthesize theory and integrate this knowledge into counseling practice.	4	Agree 75% Strongly agree 25%
5	Our Saybrook University Practicum/Internship supervisee(s) demonstrated an understanding of her/his role in advocating for individual and social change by utilizing effective communication skills across dialogues with peers, clients, supervisors and faculty.	4	Agree 75% Strongly agree 25%
6	Our Saybrook University Practicum/Internship supervisee(s) demonstrated comfort in applying relevant professional ethical codes to guide ethical decision making.	4	Agree 50% Strongly agree 50%
7	Our Saybrook University Practicum/Internship supervisee(s) demonstrated competence in using professional literature, research, and best practices to support individual, familial, group, and community change.	4	Agree 75% Strongly agree 25%
8	Our Saybrook University Practicum/Internship supervisee(s) evidenced competence in reflecting on self as therapist, professional identity as a counselor, and the responsibility to serve clients and the community.	4	Neither agree nor disagree 25% Agree 50% Strongly agree 25%

The Site Supervisors compared their Saybrook University supervisees to other master's level students they have supervised and responded to how the Saybrook University students evidenced competence in the following CACREP domains.

Rating scale 1-5 (1 far below average to 5 Far above average)

CACREP Domain	Competence	N	Responses
1	Professional identity as a counselor	4	Somewhat below average 25% Average 50% Far above average 25%
2	Social and cultural diversity	4	Average 75% Far above average 25%

3	Human growth and development	4	Average 75%
			Somewhat above average 25%
4	Career development	4	Average 75%
			Far above average 25%
5	Helping relationships	4	Average 75%
			Far above average 25%
6	Group work	4	Average 75%
			Somewhat above average 25%
7	Research and program evaluation	4	Average 75%
			Somewhat above average 25%
8	Assessment	4	Average 50%
			Somewhat above average 25%
			Far above average 25%

The Site Supervisors compared their Saybrook University supervisees to other master's level students they have supervised and responded to how the Saybrook University students evidenced competence in the following CACREP Clinical Mental Health Specialty areas.

Rating scale 1 - 5 (1 Far below average to 5 Far above average)

CACREP CMH Specialty Area	Competence	N	Responses
C.3.a.	Intake interview, mental status evaluation, biosychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	4	Average 75%
			Far above average 25%
C.3.b.	Techniques and interventions for prevention and treatment of a broad range of mental health issues	4	Average 50%
			Somewhat above average 25%
			Far above average 25%
C.3.c.	Strategies for interfacing with the legal system regarding court-referred clients	4	Average 75%
			Far above average 25%
C.3.d.	Strategies for interfacing with integrated behavioral health care professionals	4	Average 75%

			Far above average 25%
C.3.e.	Strategies to advocate for persons with mental health issues	4	Average 75%
			Far above average 25%

Rating scale 1-4 (Very dissatisfied to Very satisfied)

Question	N	Responses
To what degree were students able to demonstrate their work with clients from a holistic and humanistic lens?	3	Agree 33.3% Strongly agree 66.7%
How satisfied were you with the collaboration and communication between your site and the student's program faculty?	4	Satisfied 50% Very satisfied 50%
Other feedback		

Site Supervisor Survey Results

Overall, the survey results were positive. All of the responses were in the top two categories except for the following area.

Question	N	Responses
Compared to other master's level students you've supervised, how well did your Saybrook University student(s) compare in the following CACREP domains?	4	Somewhat Below Average 25% Average 50% Somewhat Above Average 0% Far Above Average 25%

The faculty have noticed that, particularly in a state that achieved counseling licensure as recently as did California, that professional identity is an area for continued emphasis. We believe our strong Counselor Education faculty, a revised Professional Orientation and Ethical Practice course offered early in the curriculum, and counselor identity infused in our curriculum will help contribute to the growth and development of talented mental health counselors and future counseling site supervisors.