

Saybrook University  
 MA Counseling Program  
 Annual Assessment Report  
 Report date: Aug, 2022

The program faculty, in the 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’s core values. These PLOs are measured at two points across the curriculum, 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 reports the Fall 2021 and Spring 2022 PLO assessment data.

<b>Program Learning Outcome 1 (PLO 1)</b>			
Upon completing the program, students will demonstrate an ability to assess, integrate and respond to individual and relational dynamics within a systemic framework.			
	<b>Assessment In</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 2010 Structure and Dynamics of the Family	N=48: 0% (n=0) Demonstrating competency, 96% (n=46) Developing Competency, 4% (n=2) Limited Competency	More clearly align PLO#1 with the Family Genogram Project Assignment
<b>Secondary Course Assessed</b>	COUN 2510 Relationship and Family Intervention	N=32: 22 % (n=7) Demonstrating competency, 60% (n=19) Developing Competency, 20% (n=6) Limited Competency	Add optional synchronous meetings to support assignment
<b>Program Learning Outcome 2 (PLO 2)</b>			
Upon completing the program, students will be able to discern the elements of an effective therapeutic alliance and demonstrate the ability to co-construct and maintain a counseling relationship.			
	<b>Assessment In</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 2500 Basic Counseling Skills	N= 52: 10% (n=5) Demonstrating competency, 81% (n=42) Developing Competency, 10% (n=5) Limited Competency	No change. Continue with aligned assignment
<b>Secondary Course Assessed</b>	COUN 8152 Counseling Practicum	N=21: 0% (n=0) Demonstrating competency, 100% (n=21) Developing Competency, 0% (n=0) Limited Competency	Establish Practicum as a separate course shell from internship with unique learning objectives. Explore where to place this PLO for best assessment 2nd point evaluation

<b>Program Learning Outcome 3 (PLO 3)</b>			
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.			
	<b>Assessment In</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 2560 Cultural Humility and Responsiveness	N=32: 0% (n=0) Demonstrating competency, 88% (n=28) Developing Competency, 12% (n=4) Limited Competency	Evaluate infusing topics throughout the curriculum and update course accordingly
<b>Secondary Course Assessed</b>	COUN 2562 Crisis and Trauma Intervention	N=11: 82% (n=9) Demonstrating competency, 18% (n=2) Developing Competency, 0% (n=0) Limited Competency	Students are able to evidence this KPI well in the final assessment. No revisions need to the assignment but the course needs to be updated with a new textbook.
<b>Program Learning Outcome 4 (PLO 4)</b>			
Upon completing the program, students will have demonstrated the ability to critique and synthesize theory as they integrate this knowledge into their counseling practice.			
	<b>Assessment In</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 2025 Counseling Theories	N= 52: 0% (n=0) Demonstrating competency, 90% (n=47) Developing Competency, 10% (n=5) Limited Competency	Find a better rounded counseling theories textbook
<b>Secondary Course Assessed</b>	COUN 8154 Internship II	N=8: 88% (n=7) Demonstrating competency, 12% (n=1) Developing Competency, 0% (n=0) Limited Competency	Consult with new faculty how theory is being assessed
<b>Program Learning Outcome 5 (PLO 5)</b>			
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.			
	<b>Assessment In</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 6020 Lifespan Development	N=50: 0% (n=0) Demonstrating competency, 84% (n=42) Developing Competency, 16% (n=8) Limited Competency	Add more case studies to apply topics to counseling scenarios, add more identity development models; update the assignment to better evaluate systemic and environmental factors
<b>Secondary Course Assessed</b>	COUN 2555 Advanced Child and Adolescent Counseling	N=13: 100% (n=13) Demonstrating competency, 0% (n=0) Developing Competency, 0% (n=0) Limited Competency	Review and revise course following the addition of new faculty with specialization.

<b>Program Learning Outcome 6 (PLO 6)</b>			
Upon completing the program, students will be able to apply relevant professional ethical codes to guide their work and ethical decision making.			
	<b>Assessment In</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 2650 Professional Orientation and Ethical Practice	N= 52: 10% (n=5) Demonstrating competency, 66% (n=32) Developing Competency, 29% (n=15) Limited Competency	Progress noted across the semester. Expected spread with first and second semester students. Consider reassigning this KPI to an individual vs. group assignment, or assigning individual grades vs. group grades
<b>Secondary Course Assessed</b>	COUN 2531 Group Counseling and Psychotherapy	N=26: 23% (n=6) Demonstrating competency, 58% (n=15) Developing Competency, 19% (n=5) Limited Competency	Assess course assignments for alignment with second point of assessment
<b>Program Learning Outcome 7 (PLO 7)</b>			
Upon completing the program, students will use professional literature, research and best practices to support individual, familial, group and community change.			
	<b>Assessment In</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 1023 Understanding Research and Evaluation	Total N = 49 20% Limited Competency, 70% Developing Competency, 10% Demonstrating Competency	Re-structure the course to better support student learning. New text and a new set of assignments.
<b>Secondary Course Assessed</b>	COUN 2050 Psychopathology and Diagnosis	N=31: 58% (n= 18) Demonstrating competency, 32% (n= 10) Developing Competency, 10% (n= 3) Limited Competency	Assess course structure for learning goals with adjunct instructor. Note: All students in limited competency range have choose to withdraw or were dismissed from the program.
<b>Program Learning Outcome 8 (PLO 8)</b>			
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.			
	<b>Assessment In</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 2500 Basic Counseling Skills	N=8: 88% (n=7) Demonstrating competency, 12% (n=1) Developing Competency, 0% (n=0) Limited Competency	N/A
<b>Secondary Course Assessed</b>	8154 Internship II	N=5: 80 % (n=4) Demonstrating competency, 20% (n=1) Developing Competency, 0% (n=0) Limited Competency	Continue to review course as needed.

## 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. Each KPI is measured in a specific assignment in the course. The following table reports the Fall 2021 and Spring 2022 KPI assessment data.

<b>Key Performance Indicator 1 (KPI 1)</b>				
2.F.1.i - ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling				
	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 2650 Professional Orientation and Ethical Practice.	Ethics Forums, Ethical Decision Making Collaborative Presentation	N=52: 10% (n=5) Demonstrating competency, 62% (n=32) Developing Competency, 30% (n=15) Limited Competency	Progress noted across the semester. Expected spread with 1 <sup>st</sup> and 2 <sup>nd</sup> semester students. Consider reassigning this KPI to an individual vs. group assignment, or assigning individual grades vs. group grades
<b>Secondary Course Assessed</b>	COUN 8154 Internship II	Written Case Study	N=8: 75% (n=6) Demonstrating competency, 20 25% (n=2) Developing Competency, 0% (n=0) Limited Competency	New readings and case studies were incorporated to review and practice these skills. strong responses noted to case-based scenarios, consider revisiting the format for group supervision to allow additional time for current active ethical dilemmas to emerge and be discussed
<b>Key Performance Indicator 2 (KPI 2)</b>				
2.F.2.c - multicultural counseling competencies				
	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 2560 Cultural Humility and Responsiveness	Culturally Responsive Counselor Identity and Growth Reflection	N=32: 0% (n=0) Demonstrating competency, 88% (n=28) Developing Competency, 12% (n=4) Limited Competency	Evaluate infusing topics throughout curriculum and update course accordingly
<b>Secondary Course Assessed</b>	COUN 2562 Crisis and Trauma Intervention	Trauma Theory & Intervention Case Study Paper	N=11: 82% (n=9) Demonstrating competency, 18% (n=2) Developing Competency, 0% (n=0) Limited Competency	Students are able to evidence this KPI well in the final assignments. No revisions need to the assignment but the course needs to be updated with a new textbook.

<b>Key Performance Indicator 3 (KPI 3)</b>				
2.F.3.f - systemic and environmental factors that affect human development, functioning, and behavior				
	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 6020 Lifespan Development	Interview 2	N=50: 0% (n=0) Demonstrating competency, 84% (n=42) Developing Competency, 16% (n=8) Limited Competency	Add more case studies to apply topics to counseling scenarios, add more identity development models; update assignment to better evaluate systemic and environmental factors
<b>Secondary Course Assessed</b>	COUN 2555 Advanced Child and Adolescent Counseling	Special Topic Presentation	N=13: 100% (n=13) Demonstrating competency, 0% (n=0) Developing Competency, 0% (n=0) Limited Competency	Review and revise course following the addition of new faculty with specialization.
<b>Key Performance Indicator 4 (KPI 4)</b>				
2.F.4.e - strategies for assessing abilities, interests, values, personality and other factors that contribute to career development				
	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 2532 Career Development	Career Review/ Interview	Data not collected this round	Coordinate collection of assessment data with adjunct instructors
<b>Secondary Course Assessed</b>	COUN 2031 Assessment and Testing	Week 6 Paper	Data not collected this round.	Coordinate collection of assessment data with adjunct instructors
<b>Key Performance Indicator 5 (KPI 5)</b>				
2.F.5.g - essential interviewing, counseling, and case conceptualization skills				
	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 2500 Basic Counseling Skills	Mock Session Self Critique	N=51: 10% (n=5) Demonstrating competency, 76% (n=39) Developing Competency, 14% (n=7) Limited Competency	consider modifications of final skills demonstration rubric to reflect skills deficits as well as reflective practice deficits; be able to evaluate demonstration of required skills; Clarify Client Case Conceptualization guidelines in aligned assignment

<b>Secondary Course Assessed</b>	8154 Internship II	Written Case Study	N=8: 75% (n=6) Demonstrating competency, 25% (n=2) Developing Competency, 0% (n=0) Limited Competency	Small group with one student moving very slowly through process of accumulating hours, revise process and policies to support forward progress. We perceive that site supervisors generally over-rate on the evals, consider if we want to assess this differently moving forward
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**Key Performance Indicator 6 (KPI 6)**  
 2.F.6.d - characteristics and functions of effective group leaders

	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 2531 Group Counseling and Psychotherapy	Group Counseling Proposal	N=26: 23% (n=6) Demonstrating competency, 58% (n=15) Developing Competency, 19% (n=5) Limited Competency	More Synchronous meetings to practice skills
<b>Secondary Course Assessed</b>	8154 Internship II	Written Case Study	N=8: 75% (n=6) Demonstrating competency, 25% (n=2) Developing Competency, 0% (n=0) Limited Competency	Group experience opportunities were limited at some sites due to restrictions. Examine the process for assessing group facilitation experience and clarify minimum expectations in the fieldwork handbook.

**Key Performance Indicator 7 (KPI 7)**  
 2.F.7.c - procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 2500 Basic Counseling Skills	Week 11&12 Discussion	N=51: 10% (n=5) Demonstrating competency, 73% (n=37) Developing Competency, 18% (n=9) Limited Competency	consider developing crisis assessment rubric and using for mock assessment in Skills and re-using in Crisis and Trauma Intervention

<b>Secondary Course Assessed</b>	COUN 2562 Crisis and Trauma Intervention	Crisis Intervention Role Play	N=11: 91% (n=10) Demonstrating competency, 9% (n=1) Developing Competency, 0% (n=0) Limited Competency	Students are able to evidence this KPI well in the assignment. Students reported the synchronous session ahead of this assignment was useful. The course needs to be updated with a new textbook.
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**Key Performance Indicator 8 (KPI 8)**  
2.F.8.a - the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 1023 Understanding Research and Evaluation	Scholar-Practitioner Paper	N = 49: 10% (n=5) Limited Competency, 70% (34) Developing Competency, 20% (n=10) Demonstrating Competency	Change the critique assignment and shift where this skill set is introduced in the course.
<b>Secondary Course Assessed</b>	COUN 2950 Psychopathology and Diagnosis	Case Study Paper	N=31: 65% (n= 20) Demonstrating competency, 26% (n= 8) Developing Competency, 10% (n= 3) Limited Competency	Assess course structure for learning goals with the adjunct instructor. Note: All students in the limited competency range have chosen to withdraw or were dismissed from the program.

**Key Performance Indicator 9 (KPI 9)**  
5.C.3.a - intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

	<b>Assessed In</b>	<b>Assignment</b>	<b>Results</b>	<b>Reflections and Action Steps</b>
<b>Initial Course Assessed</b>	COUN 2050 Psychopathology and Diagnosis	Case Study Paper	N=31: 65% (n= 20) Demonstrating competency, 26% (n= 8) Developing Competency, 10% (n= 3) Limited Competency	Assess course structure for learning goals with the adjunct instructor. Note: All students in the limited competency range have chosen to withdraw or were dismissed from the program.
<b>Secondary Course Assessed</b>	8154 Internship II	Written Case Study	N=8: 75% (n=6) Demonstrating competency, 25% (n=2) Developing Competency, 0% (n=0) Limited Competency	Support students in concise clinical writing skills

## Overall Findings

Beginning in 2020, we began a process of redeveloping our assessment strategy to include two distinct points of assessment for each PLO and KPI; one in the first half of the program and one in the latter half. The new assessment process was implemented across all courses for the current assessment time period (AY 21-22). In this current assessment period, we were able to more clearly identify student progress towards meeting PLOs and KPIs. We were able to identify clear gains over time in most courses with a more distinct spread in KPI assessment.

In the last year, the MA program has grown significantly and the number of full-time faculty has doubled (currently 9 full-time faculty for AY 21-22). We have identified the need to better coordinate and define the competency levels with new faculty and adjuncts to ensure we are providing an equal assessment of each PLO. We saw a better range of competency assessments in the KPIs compared to the PLOs indicating a need to better define how PLOs are assessed in each course. A definitive action step is to improve our collection of assessment data for courses taught by adjunct faculty (as reflected in the lack of data for KPI 4).

Reflections and action steps consistently reflect faculty interest in reassessment courses for optimal student learning according to best practices in curriculum review. A department-wide action step for the assessment process is to continue to coordinate the curriculum to infuse trauma-informed perspectives and cultural humility in every course. Examples of this include the addition of reading and practice of cultural humility in the Basic Counseling Skills (COUN 2500) course and moving the Racial Healing Handbook from the Cultural Humility AND Responsiveness (COUN 2560) course to the Lifespan Development (COUN 6020) course. Starting in fall 2022, we now include a statement in every course about how the course specifically connects not only to the humanistic mission of the university but also to these two core concepts. All courses will include aspects of preparing students to engage in cultural humility and to provide trauma-informed and culturally responsive counseling services.

## 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 surveys align with our program objectives and CACREP assessment areas were launched in Spring 2016. Given the geographic diversity of our student population, sites are infrequently reused. We send out our graduate and alumni surveys each summer, with the hope of an increase in response rate, but the most recent attempt to survey both groups yielded little to no data. Our return rate was too low for any meaningful results. We will be working during this next academic year to revisit our process of gathering this data, in order to increase our success next year. Below are the surveys that were sent out, but they do not contain data for this assessment year.

### Graduate Exit Survey

The following shows both the survey questions, and results for students who completed the program between Summer 2021 and Spring 2022. The total response number was 0 for this round of survey completion.

The following information is sent out introducing the survey:

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.

The following tables describe the data for the Summer 21, Fall 21, and Spring 22 semesters.

### Student Information

Question	N	Responses
Semester and year of degree completion	0	N/A
Have you secured post-degree employment?	0	N/A
Is that employment in the counseling field?	0	N/A
Are you pursuing post-master's hours for licensure?	0	N/A

### 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	0	N/A
Mentoring and support from the faculty	0	N/A
Overall quality of the program	0	N/A
Knowledge of the field of counseling gained	0	N/A
Skills as a counselor acquired	0	N/A
University's commitment to Humanistic values	0	N/A

*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.	0	N/A
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.	0	N/A
3	I understand diverse experiences and the role of privilege, marginalization, and how aspects of power impact individual, familial, group, and community experiences.	0	N/A
4	I am able to critique and synthesize theory and integrate this knowledge into my counseling practice.	0	N/A
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.	0	N/A
6	I feel comfortable in applying relevant professional ethical codes to guide my work and ethical decision making.	0	N/A
7	I am able to use professional literature, research and best practices to support individual, familial, group, and community change.	0	N/A
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.	0	N/A

*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	0	N/A
2	Social and cultural diversity	0	N/A
3	Human growth and development	0	N/A
4	Career development	0	N/A
5	Helping relationships	0	N/A
6	Group work	0	N/A
7	Research and program evaluation	0	N/A
8	Assessment	0	N/A

*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)

<b>CACREP CMHS Standard</b>	<b>Area</b>	<b>N</b>	<b>Responses</b>
<b>C.3.a.</b>	Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	0	N/A
<b>C.3.b.</b>	Techniques and interventions for prevention and treatment of a broad range of mental health issues	0	N/A
<b>C.3.c.</b>	Strategies for interfacing with the legal system regarding court-referred clients	0	N/A
<b>C.3.d.</b>	Strategies for interfacing with integrated behavioral health care professionals	0	N/A
<b>C.3.e.</b>	Strategies to advocate for persons with mental health issues	0	N/A

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

	<b>N</b>	<b>Responses</b>
Strengths	0	N/A
Areas of improvement	0	N/A
Other comments	0	N/A

## Site Supervisor Survey

In addition to surveying the graduates, the program faculty surveyed the site supervisors of all students that completed their programs between Summer 2021 and Spring 2022. We received 0 responses from this survey.

The following information is sent out introducing the survey:

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 Strongly Disagree to 5 Strongly Agree)

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.	0	N/A
2	Our Saybrook University Practicum/Internship supervisee(s) demonstrated the ability to discern the elements of an effective therapeutic alliance and to co-construct and maintain a counseling relationship.	0	N/A
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.	0	N/A
4	Our Saybrook University Practicum/Internship supervisee(s) demonstrated an ability to critique and synthesize theory and integrate this knowledge into counseling practice.	0	N/A
5	Our Saybrook University Practicum/Internship supervisee(s) demonstrated an understanding of her/his role in advocating for individual and social	0	N/A

	change by utilizing effective communication skills across dialogues with peers, clients, supervisors and faculty.		
6	Our Saybrook University Practicum/Internship supervisee(s) demonstrated comfort in applying relevant professional ethical codes to guide ethical decision making.	0	N/A
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.	0	N/A
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.	0	N/A

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	0	N/A
2	Social and cultural diversity	0	N/A
3	Human growth and development	0	N/A
4	Career development	0	N/A
5	Helping relationships	0	N/A
6	Group work	0	N/A
7	Research and program evaluation	0	N/A
8	Assessment	0	N/A

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	0	N/A

	history, and psychological assessment for treatment planning and caseload management		
<b>C.3.b.</b>	Techniques and interventions for prevention and treatment of a broad range of mental health issues	0	N/A
<b>C.3.c.</b>	Strategies for interfacing with the legal system regarding court-referred clients	0	N/A
<b>C.3.d.</b>	Strategies for interfacing with integrated behavioral health care professionals	0	N/A
<b>C.3.e.</b>	Strategies to advocate for persons with mental health issues	0	N/A

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

<b>Question</b>	<b>N</b>	<b>Responses</b>
To what degree were students able to demonstrate their work with clients from a holistic and humanistic lens?	0	N/A
How satisfied were you with the collaboration and communication between your site and the student's program faculty?	0	N/A
Other feedback	0	N/A