

Wake Forest College Academic Program Evaluation Report

Academic Year 2017-2018

Academic Program: Counseling

Academic Department: Counseling

Assessment Designee: Henderson and Ivers

Program Mission and Goals

Define the current mission and/or goals of the academic program. These should: (1) focus on student learning and (2) be drawn from and link directly back to the missions of the College and University.

Mission Statement for the Department of Counseling:

The Wake Forest University Department of Counseling prepares exemplary counselors and human services professionals to serve humanity – *pro humanitate*. We provide a rigorous intellectual climate and a supportive atmosphere for personal and professional development to a diverse student body in order to prepare professionals who...

- practice effectively and ethically
- value diligence and life-long learning
- excel as community leaders, advocates and practitioners
- possess a deep awareness of themselves and of their impact on others
- engage in the compassionate service of humanity to foster the wellness of people everywhere.

Student Learning Outcomes & Related Measures

Each academic program should have between 3 and 5 intended **Student Learning Outcomes** that align with the program mission. These might include knowledge, skills, abilities, behaviors or values that will be developed in and exhibited by graduates of your academic program. Please note that each outcome must be evaluated using 2-3 different measures that may be direct or indirect, but must include at least 1 direct measure.

Student Learning Outcome 1: Students will acquire knowledge and skills to practice ethically

Measure 1: Student scores on the professional orientation and ethical practice portion of the National Counseling Exam.

Measure 2: Survey of employers of counseling graduates on their knowledge of ethical and legal parameters.

Measure 3: Student scores on the final exam for CNS 780: Professional, Ethical, and Legal Issues in Counseling.

Measure 4: Supervisor evaluations of students' professional ethics in practicum and internships.

Student Learning Outcome 2: Students will develop self-awareness and understanding of impact on others.

Measure 1: Social and Cultural Diversity sub-score on the National Counseling Exam.

Measure 2: Student scores on crash analysis assignment in CNS 740.

Measure 3: Student scores on SOAP note assignment in CNS 747.

Measure 4: Supervisor evaluations of students' multicultural counseling competence in practicum and internships.

Student Learning Outcome 3: Students will develop skills that are reflective of effective practitioners

Measure 1: Student scores on second video recording in CNS 737 – Basic Counseling Skills

Measure 2: Student scores on second video recording in CNS 739 – Advanced Counseling Skills

Measure 3: Helping relationships sub-score on the National Counseling Exam.

Measure 4: Supervisor evaluations of students' counseling skills in practicum and internships.

Assessment

Please enter the **assessment** of identified Student Learning Outcomes. Organize this section in the same order, and using the measures, indicated above. When available and relevant, include data from multiple years.

Student Learning Outcome 1: Students will acquire knowledge and skills to practice ethically:

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Measure 1: Student scores on the professional orientation and ethical practice portion of the National Counselor Exam

Year	Subscale	N	Mean
Spring 2016	Pro. Ori. & Eth.	15	23.8
Fall 2016	Pro. Ori. & Eth.	14	23.29
Spring 2017	Pro. Ori. & Eth.	37	23.29
Fall 2017	Pro. Ori. & Eth.	14	20.29

- Minimum score: 0
- Maximum score: 29
- National Results from CACREP Programs for Spring 2016: mean=20.96
- National Results from CACREP Programs for Fall 2016: mean=22.1
- National Results from CACREP Programs for Spring 2017: 21.65
- National Results from CACREP Programs for Fall 2017: 21.03

Measure 2: Survey of employers of counseling graduates on their knowledge of ethical and legal parameters

Year	Subscale	N	Mean
2007-2008	Legal and Ethical Parameters	1	4.0
2008-2009	Legal and Ethical Parameters	4	5.0
2009-2010	Legal and Ethical Parameters	3	4.66
2010-2011	Legal and Ethical Parameters	6	4.83
2012-2014	Legal and Ethical Parameters	6	4.33

- Minimum score: 0
- Maximum score: 5
- Surveys are distributed every three years – next one scheduled for Summer 2018

Measure 3: Student scores on the final exam for CNS 780: Professional, Ethical, and Legal Issues in Counseling

Year	Subscale	N	Mean %
2016-2017	CNS 780 Final Exam	77	87.82%
2017-2018	CNS 780 Final Exam	88	93.26%

Measure 4: Supervisor evaluations of students' professional ethics in practicum and internships.

Year	CCS-R Criterion	Supervisor Responses	# and % of Responses ≥ Meets Expectations	Average Score
2017-2018	Professional Ethics	745	719 (96.5%)	4.56

- Scores range from 1 (harmful) to 5 (exceeds expectations)

Student Learning Outcome 2: Students will develop self-awareness and understanding of impact on others.

Measure 1: Social and Cultural Diversity subscale score on the National Counseling Exam.

Year	Subscale	N	Mean
Spring 2016	Soc. & Cultural	15	8.73
Fall 2016	Soc. & Cultural	14	8.93
Spring 2017	Soc. & Cultural	37	8.89
Fall 2017	Soc. & Cultural	14	7.15

- Minimum score: 0
- Maximum score: 11

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- National Results from CACREP Programs for Spring 2016: mean=7.08
- National Results from CACREP Programs for Fall 2016: mean=8.47
- National Results from CACREP Programs for Spring 2017: mean=8.23
- National Results from CACREP Programs for Fall 2017: mean=7.30

Measure 2: Student scores on Crash Analysis Reflection Paper in CNS 740

Year	N	Average Rating
2017-2018	91	4.43

- Scores range from 1 (harmful) to 5 (exceeds expectations)

Measure 3: Student scores on SOAP note assignment in CNS 747.

Year	N	Average Rating
2017-2018	11	4.34

- Scores range from 1 (harmful) to 5 (exceeds expectations)

Measure 4: Supervisor evaluations of students' multicultural counseling competence in practicum and internships.

Year	CCS-R Criterion	Supervisor Responses	# and % of Responses \geq Meets Expectations	Average Score
2017-2018	MCC	702	668 (95.2%)	4.37

- Scores range from 1 (harmful) to 5 (exceeds expectations)

Student Learning Outcome 3: Students will develop skills that are reflective of effective practitioners

Measure 1: Scores on students' second video recording in CNS 737 – Basic Counseling Skills

Year	N	Mean %
2014-2015	14	94.1%
2015-2016	92	89.19%
2016-2017	87	90.31%
2017-2018	117	91.22%

Measure 2: Scores on students' second video recording in CNS 739 – Advanced Counseling Skills

Year	N	Mean%
2014-2015	16	89%
2015-2016	86	92.19%
2016-2017	87	95.22%
2017-2018	128	93.5%

Measure 3: Helping relationships subscale score on the National Counseling Exam.

Year	Subscale	N	Mean
Spring 2016	Helping Relat.	15	29.73
Fall 2016	Helping Relat.	14	25.57
Spring 2017	Helping Relat.	37	26.59
Fall 2017	Helping Relat.	14	22.43

- Minimum score: 0
- Maximum score: 36
- National Results from CACREP Programs for Spring 2016: mean=25.42

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- **National Results from CACREP Programs for Fall 2016: mean=25.43**
- **National Results from CACREP Programs for Spring 2017: mean=24.36**
- **National Results from CACREP Programs for Fall 2017: mean=23.19**

Measure 4: Supervisor evaluations of students' counseling skills in practicum and internships.

Year	CCS-R Criteria	# of Supervisor Responses	Average Rating Range	Average Score
2017-2018	Skills Criteria	Between 627-713	Between 4.11-4.68	4.43

- Scores range from 1 (harmful) to 5 (exceeds expectations)

Interpretation

Please **interpret** the assessments shared above. It is understood that the reasons underlying certain results may be difficult to explain. Nevertheless, you have the latitude to provide your best educated guess when interpreting observed results related to your SLOs. This section also should build on relevant interpretation sections of reports from previous years.

Student Learning Outcome 1: Students will acquire knowledge and skills to practice ethically.

Prior to the 2016-2017 Annual Program Evaluation Reports, we reported students' average scores on the professional orientation and ethical practice section of the Counselor Preparation Comprehensive Examination (CPCE), a preparatory exam for the National Counseling Exam. Last year, because we were unable to determine a feasible process for administering the CPCE to both online and on campus students, we decided to replace the CPCE measure with the corresponding section of the National Counselor Exam. In the previous five academic years for SLO 1, measure 1, students in our masters of counseling program scored well above the national average. Last year, we examined our average student score on professional orientation and ethical practice in comparison to that of other CACREP-accredited programs. On average, for both the Spring 2016 and Fall 2016 administrations of the exam, our students scored above the CACREP national average. This trend held true for the Spring 2017 administration of the NCE, as our students, on average, scored above the average student in CACREP-accredited programs. Conversely, for the Fall 2017 administration of the NCE, the average score of students who completed the exam was below the CACREP average. This score fell below the benchmark. **Benchmark:** To ensure, on average, that our graduating class scores at the CACREP national average. We had exceeded this benchmark in all administrations of the NCE for the past five years, with the exception of the Fall 2017 NCE administration, in which our average score fell below the CACREP average.

For measure 2, our data range is from 2007-2008, 2010-2011, and 2012-2014 because we send out employer surveys every three years, per Council for Accreditation of Counseling and Related Educational Programs (CACREP) regulations. Our current survey, which we sent out in 2015, included employers of our 2011-2012, 2012-2013, and 2013-2014 graduating classes. Due to the small number of responses from employers (n=6), the data were not disaggregated by graduation year. The average employer rating of students' legal and ethical skills was 4.33. We are scheduled to administer this survey again in Summer 2018. Our **benchmark** for students on this subscale of the employer survey has been for scores of 4 or above, with a scale range of 1 to 5 with 1 being "Poor" and 5 being "Excellent." The data from the 2015 employer survey, which we also reported on the previous two APERs, yielded results that were above our set benchmark and consistent with previous cycles.

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For measure 3, we analyzed students' scores on their final examination in CNS 780: Professional, Ethical, and Legal Issues in Counseling. This is the second time we have used this measure to evaluate our students' acquisition of knowledge and skills to practice ethically. Based on the importance of this outcome, the **benchmark** we have set for this measure is an average of a B, or no lower than a grade average of 82.5%. Results this year increased from last year and exceeded our benchmark, indicating students are developing knowledge of professional, ethical, and legal issues pertinent to counseling competence.

For measure 4, we examined site and university supervisors' evaluations of students' professional ethics. We collected this information from the professional ethics criterion on the Counseling Competencies Scale – Revised (CCS-R). University and site supervisors completed midterm and final evaluations of students in practicum and internships using the CCS-R. The CCS-R uses a scale from 1 (harmful) to 5 (exceeds expectations). It also allows supervisors to indicate “unable to observe.” For the ethics criterion, between Fall 2017 and Spring 2018, supervisors responded 751 times to the ethics criterion, with 6 responses indicating an inability to observe students' adherence to ethical guidelines. The average supervisor rating of students' adherence to ethical guidelines was 4.56, between 4 (meets expectations) and 5 (exceeds expectations). This is a crucial indicator of this student learning outcome, as it occurs during students' clinical training, when they are applying what they have learned in community sites and schools with actual clients. As such, the **benchmark** we have set for this measure is an average of 4 (meets expectations). Results this year indicate that our students meet and exceed our expectations in terms of their adherence to ethical guidelines outside of the classroom with actual clients.

Student Learning Outcome 2: Students will develop self-awareness and understanding of impact on others.

Similar to SLO 1, measure 1, because we are not able to administer the CPCE to all students in our counseling program, two years ago, we changed the measure for SLO 2, measure 1, to the social and cultural diversity subscale of the NCE. We compared our students' average score on this subscale to that of the national average for students who graduated from CACREP-accredited programs. For the Spring 2017 administration of the NCE, our students, on average, scored above the CACREP national average. However, for the Fall 2017 administration, our students score 0.15 points below the CACREP national average on the NCE cultural diversity subscale. This result falls below our **benchmark**, to ensure, on average, that our graduating class scores at the CACREP national average.

For measure 2, rather than evaluate students on their completion of cultural immersion experiences, a required assignment in CNS 747: Cultures and Counseling, which we had done in the previous two APERs, we decided to analyze students' performance on their Crash reflection paper. This assignment is given in CNS 740: Professional Orientation, one of the first courses students take in the program. For this paper, students watch the film, *Crash*, and write a reflection paper based on self- and cultural awareness prompts. Students' cultural awareness, based on this reflection paper, is rated by instructors using a conventional rubric that has scores from 1 (harmful) to 5 (exceeds expectations). The average rating of the 11 students who were evaluated using this method in AY 2017-2018 was a 4.43, between meeting and exceeding expectations. The **benchmark** which we have set for this measure is an average of 4 (meets expectations). Based on these results, it appears our students, relative to their developmental level, are meeting and, in some cases, exceeding our expectations in terms of self-awareness and their impact on others.

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For measure 3, we examined students' performance on their SOAP note assignment in CNS 747: Cultures and Counseling. Similar to the previous measure, for the SOAP note assignment, instructors rated students on this student learning outcome using a conventional rubric with scores from 1 (harmful) and 5 (exceeds expectations). Students' average rating on this assignment was 4.34 (n=11). Though this is the first time we have used this measure, the **benchmark** we have set is a 4 (meets expectations). We believe students' collective and average performances on this assignment demonstrate their ability to apply cultural knowledge and skills to the development of culturally sensitive case conceptualizations and treatment plans.

For measure 4, we analyzed site and university supervisors' evaluations of students on their multicultural competence in a counseling relationship. More specifically, this criterion measures students ability to demonstrate respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship. Similar SLO 1, measure 4, the multicultural competence in counseling criterion is an item on the CCS-R, which we use as site and university supervisors' midterm and final evaluations of students in practicum and internships. From Fall 2017 to Spring 2018, there were 751 supervisor responses to this criterion, with 49 of the responses being "unable to observe." Of the 702 responses in which MCC was observed, 95.2% were equal to or above a 4 (meets expectations). Moreover, the average student rating for multicultural competence in counseling was 4.37. The **benchmark** for this very important measure is a 4 (meets expectations). Based on these results, it appears that our students are demonstrating the requisite cultural knowledge and skills in their work with culturally diverse clients at their practicum and internship sites.

Student Learning Outcome 3: Students will develop skills that are reflective of effective practitioners:

Concerning measure 1, students complete a basic counseling skills class which focuses on skills that will help them become effective practitioners. The course is preparatory to their practicum and internship courses. For their final assignment, students record themselves performing basic counseling skills in a 30 minute mock counseling session. As part of the assignment, they also complete a self-reflection paper in which they assess what they're doing well and areas in which they would like to improve. Similar to last year, for this measure, students were only evaluated on their counseling skills performance, not their self-assessment paper. Measure 1 provides the average grade percentage that students received on their final video recording. On average, counseling students (n=117) scored a 91.22% on the basic counseling skills assessment portion of this assignment. This indicates that, on average, students demonstrated their use of the basic counseling skills with 91.22% proficiency. Our **benchmark** for this assignment is **86.5%** proficiency, or a B+ average. The rationale for this benchmark comes from the fact that students in all clinical courses, basic skills included, must receive an overall course grade of 82.5% or above to pass the class. We wanted the benchmark to be well above the minimum standard. The score of 91.22% demonstrates that our students are learning the basic skills necessary to be effective practitioners. This year's average percentage represents a 0.91% increase from last year and a 2.03% increase from two years ago.

With regard to measure 2, students complete an advanced skills class which expands upon the skills learned in basic skills. We are not the only program that offers an advanced counseling

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skills courses; however, we are the exception rather than the norm. Thus, this course demonstrates our commitment to counseling skills development above what is required by state licensure boards and our accrediting body. Similar to the basic skills courses, students in the advanced skills courses complete a video recording in which they demonstrate their basic and advanced skills. For the 2017-2018 academic year, students scored on average 93.5% (n=128) on the assignment. This indicates that, on average, students demonstrated their use of basic and advanced skills with 93.5% proficiency. Our **benchmark** for this assignment is **86.5%** proficiency, or a B+ average. The rationale for this benchmark is the same as for measure 1 of SLO 3.

With regard to measure 3, we compared our students' spring 2017 and fall 2017 scores on the helping relationships subsection of the NCE with those of students from other CACREP-accredited program. Results indicated that, on average, our students scored slightly above the national CACREP-average for the Spring 2017 administration of the NCE, and slightly below the CACREP-average for the Fall 2017 administration of the NCE. This subscale consists of questions related to common counseling skills, techniques, and theoretical principles. Our **benchmark** for this measure is to meet or exceed the CACREP national average. We met this benchmark for the Spring 2017 administration and failed to meet it for the Fall 2017 administration of the NCE.

For measure 4, we examined site and university supervisors' evaluations of students on the skills criteria of the CCS-R. The CCS-R has items with scores ranging from 1 (harmful) to 5 (exceeds expectations). The skills items on the CCS-R include the following: nonverbals, encouragers, questions, reflections of content, reflections of feeling, summarizations, reflections of meaning, confrontation, goal-setting, focus of counseling, empathy and caring, and respect and compassion. Site and university supervisors completed the CCS-R for midterm and final evaluations of students' skills as well as their professional dispositions. Average criteria ratings on the skills items of the CCS-R ranged from 4.11 to 4.68 with an average rating across skills items of 4.43. The **benchmark** set for this measure is a 4 (meets expectations). The average rating of 4.43 indicates that, across counseling skills, site and university supervisors believe our students are meeting and, in many cases, exceeding expectations. This is important because these ratings indicate students' use of counseling skills with actual clients at their practicum and/or internship sites.

Action Plans

Based on the data and interpretation, please provide a short-term action plan and a long-term action plan. The short-term plan should project out 1-2 years; the long-term plan should project out 4-6 years. Both plans should include clear descriptions of the changes/improvements that will be made in your program. In the long-term plan, consider a vision of where you'd like the department to be positioned in 4-6 years with respect to your aforementioned learning outcomes.

Short-Term Action Plans

Student Learning Outcome 1: Acquire knowledge and skills to practice ethically:

We've noticed from three of the four measures of this student learning outcome that our students, on average, perform very well in relation to ethical practice. This is true for knowledge-based assessments, such as the final exam in CNS 780, as well as for applied knowledge and skills measures, such as the supervisor ratings of students' adherence to ethical guidelines. Nevertheless, in the Fall 2017 administration of the NCE, our students, on average, scored lower than the CACREP national average on the professional orientation and ethical

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practice subscale of the NCE. This is concerning to us, and something to which we have already responded and will continue to respond. Specifically, after receiving the NCE results, which were lower than expected across all subscales, not just professional orientation and ethical practice, we met as a faculty and staff to discuss appropriate actions. First, we discussed ways in which we could add rigor to our online and on campus curricula. This is to ensure our students receive the breadth and depth of knowledge necessary in all subject areas. Second, a committee was set up to explore resources that students could use to prepare for their licensure exams. This is important in light of the fact that students do not currently take the CPCE which, for a few years, was a really nice preparatory exam for the NCE.

We plan to continue to meet as a faculty to discuss ways to maintain and improve our students' knowledge and skills to practice ethically. It is paramount that professional counselors behave in the most professional and ethical manner. Therefore, this student learning outcome will continue to be of utmost importance to us. Although we were discouraged by the NCE results, we were very encouraged by site and university supervisor ratings of students relative to adherence to ethical guidelines. This was a new measure that we examined this year, which we plan to continue to monitor in terms of program evaluation.

As mentioned as an action plan last year, we plan to continue to stay abreast of current and new legislation pertaining to legal and ethical mental health practice, and help our students do the same. On that note, in our latest offering of our specialty track courses, Dr. Hayden and Dr. Henderson took students to Raleigh to visit with state representatives and share with them the importance of counseling. Among the many highlights of the one-day trip, students were acknowledged at the general assembly and learned that communicating with state legislators is feasible. Moving forward, we plan to incorporate into our curricula more experiential and real-world exercises to help students learn about and grapple with legal and ethical challenges regarding the practice of counseling. One up-and-coming area in which we plan to grow, which we shared in our action plan last year, is to infuse additional content on ethical issues in integrated care facilities into the curriculum. Integrated care is trending in mental health, and we want our students to well-prepared to practice in these environments in an effective and ethical manner. One way in which we have made strides in this direction is the addition of an integrated care section in our CMHC specialty track courses. In CNS 762, for example, students complete a case study in which they are confronted with difficult ethical dilemmas.

One of our goals that is tied to our response to SLO 1, measure 1 is to continue to problem-solve ways to administer the CPCE to both our on campus and online students. Unfortunately, we were unable to come up with a solution this year, so we again used the National Counselor Exam as a measure of all three SLOs. This exam includes online and on campus students, though these results only include students who completed the exam to receive their national certified counselor credential. Students who completed the exam post-graduation or only for licensure purposes were not captured by these results. We will continue to work to find ways to include all students on measures such as these that compare our students' results with those of the entire CACREP population. It would be much more helpful to find a measure similar to the CPCE that captures our whole population, rather than a non-representative sample. We did not meet our benchmark on measures using the NCE for the Spring 2017 administration of the NCE. Due to the very small number of students who took the exam during that administration, the low average may have been influenced largely by two or three outliers, rather than representative of the average graduating class in December 2017.

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Student Learning Outcome 2: Develop self-awareness and understanding of impact on others:

Students performed at or above the benchmarks for three measures of SLO 2. The one benchmark that was not achieved was the multicultural subscale of the NCE. Our response to that is noted in the action plan for SLO 1. Cultural competence, of which self-awareness is an important aspect, is a complex, multifaceted construct, the attainment of which is a lifelong endeavor. As such, we have intentionally chosen measures that address students' multicultural competence at three different points during the program. Cultural competence is introduced and initially assessed at the beginning of their program in CNS 740 (Crash Analysis Assignment). Multicultural competence is strongly reinforced a little later in the program in CNS 747: Cultures and Counseling (SOAP note assignment). Lastly, it is assessed at the practical application stage of students' development – clinical courses, namely practicum and internships (MCC item of CCS-R). This allows us to evaluate students' progress using multiple measures at multiple points during the program. Faculty will continue to discuss ways to help students develop the skills necessary to work effectively with culturally diverse populations. We aim to continue to implement, monitor, and revise the departmental diversity action plan that we ratified last year. This includes, among other things, steps to increase our recruitment of culturally diverse faculty and students.

Student Learning Outcome 3: Develop skills that are reflective of effective practitioners:

Students are performing above the benchmarks set for both measure 1 and measure 2 of SLO 3, indicating that our program facilitates the development of skills that are reflective of effective practitioners. We completed our goal of implementing a uniform skills rubric in all clinical courses, including CNS 739, practicum, and internships. To do this, we used a software program called The Clinical Training Manager for our clinical courses which included a graduated form of the rubric that we are using in CNS 737. The use of this software helped us to more effectively track skill development across clinical courses, which turned into measure 4 of this SLO. Although the Clinical Training Manager software program helped us gather data, it didn't make clinical paperwork more efficient for students and supervisors. Therefore, beginning in the summer 2018, we will be replacing the Clinical Training Manager with a software program called Chalk & Wire to gather site and university supervisor evaluations of students. This program will allow us to continue to monitor and evaluate students' counseling skills development throughout their program. Our goal for this year is to continue to monitor students' skill development from basic counseling skills through internships.

Our students performed above the CACREP average for the NCE Spring 2017 administration, but they were not well above it. In addition, similar to the other NCE subscale measures, in Fall 2017 our students, on average, performed below the CACREP average. As mentioned above, we discussed these scores with faculty members and plan to increase rigor in all courses and look for resources to help students prepare for their licensure exams.

Long-Term Action Plans

As mentioned last year, in the next 4-6 years, with the assistance of software programs such as Chalk & Wire, we hope to have implemented a more robust and efficient system for monitoring student learning outcomes that follows students' development of knowledge and skills throughout the curriculum. This will include the introduction, reinforcement, and mastery

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of ethical practice, cultural awareness, and counseling skills. We believe this system with more finely tuned rubrics (conventional rather than grading rubrics) will allow us to more intentionally and effectively use data to inform changes in our curriculum. As can be seen in this APER, we have already begun the process of implementing this.

Also, in the next 4-6 years, if trends continue, we will need to bolster our efforts to help students develop their ethical knowledge and skills, cultural awareness, and counseling skills for work in integrated behavioral health contexts. This will include learning to work with professionals whose ethical codes and training philosophies differ in notable ways from that of a counselor. It also will mean developing skills and techniques (brief interventions, motivational interviewing) that are common in behavioral health contexts.

We also will continue to explore how technology can assist us in teaching basic counseling skills, exposing students' to practical ethical dilemmas across multiple counseling contexts, and facilitating cultural awareness. In particular, we hope to explore and test the potential benefits of virtual reality technology as well as improved virtual meeting software.