

HMSV Program Evaluation Report 2020-2021

Please note: HMSV has 11 total outcomes in its program evaluation to match the 11 standards of its national accreditation with CSHSE. Every year, we rotate outcomes and report on 3-5 of them. For the 2020-2021 academic year, we are reporting on outcomes 4, 5, 6, and 7.

1. Information Management (standard 14): Students will be able to obtain, organize, analyze, evaluate, and disseminate information related to client data and records.
 - a. Measure 1: Site supervisor final evaluation (IV. Student Intern's Management Skills) (N=104)
 Benchmark: **80%** of student interns will be rated Meeting Expectations by their supervisors on "Student Intern's Management Skills" section. **MET**
 - i. For the Fall 2020-Summer 2021 academic year, 73.08% of HMSV senior students' supervisors reported that said students were "meeting all expectations" (5 out of 5) on the interns' management and program skills and competencies. Further, **96.16%** of supervisors reported student interns to be meeting expectations (at least a 4 out of 5). Less than .24% of site supervisors reported that "expectations were not met" (1 out of 5). The overall average score between 1 and 5 for this measure was **4.69**.
 - b. Measure 2: Student evaluation of program: Information Management (N=143)
 Benchmark: **70%** of students will rate each of these courses as Very Good or Excellent. **MET**
 - i. For the Fall 2020-Summer 2021 academic school year, **79.55%** of students reported very good or excellent satisfaction (at least 4 out of 5) for their understanding of client data and records. Less than 3% reported minimal satisfaction for understanding data in human services. The overall average score between 1 and 5 for this measure was **4.15**.
 1. On average, **main campus students reported a higher average** satisfaction with understanding data and client records in human services. Distance learning students reported, on average, 4.08 out of 5, while main campus students reported 4.27 out of 5.
 - c. Measure 3 (direct): HMSV 368 Field Observation Final Case Documentation. (N=197)
 Benchmark: On average, students will score a **B+ (88.5%)** or higher on the Final Case Documentation in HMSV 368 Field Observation. **MET**
 - i. On average students scored **91.29** on their HMSV 368 Final Case Documentation.

1) Interpretation of results: All measures, including student self-report, report by site supervisor experts, and direct measure of student grades, show students exceeding all benchmarks for information management. Strengths are demonstrated by the vast majority of site supervisors rating students as very good or excellent and student grades falling in the A- range. Main campus students report slightly higher satisfaction than online students. Results are in line with previous years. Because of these positive results, our program plans to continue to teach and evaluate

writing and maintaining client documentation in 368 Field Observation and also review the skills in 468 Internship.

2) Reflection on actions or changes made to improve: In the past, we recommended instructors use more real data into our lessons and assignments, so that students have an opportunity to see what kinds of data they will work with in a human services setting and to actually evaluate it and use it to assess needs and improve services. We incorporated this change into our 440W course on Program Evaluation.

Furthermore, when students learn about writing and maintaining client documents and records in HMSV 368 Field Observation, they are evaluated in a culminating assignment called the Final Case Documentation. Seeing this information again in their Internship class (HMSV 468) a semester or two later will solidify the knowledge and allow them to practice the skills on the clients they are working with in their field experience. In the 468 course, students complete a Case Presentation on a client they are seeing in the Internship site and they write up treatment plans and case notes, putting everything they have learned about Information Management in 368 and 468 into practice.

3) Use of results: The next time we evaluate this outcome, we may wish to collect data on both the 368 Case Documentation as well as the 468 Case Presentation to see how students are performing in the middle of the program and at the end of it.

2. Program Planning and Evaluation (standard 15): Students will be able to analyze service needs, plan strategies and interventions, and evaluate outcomes.

a. Measure 1: Site supervisor final evaluation (V. Student Intern's Knowledge of Program Planning and Evaluation) (N=103)

Benchmark: **80%** of student interns will be rated Meeting Expectations or Meeting ALL Expectations by their supervisors on "student Intern's Knowledge of Program Planning and Evaluation " section. **MET**

i. For the Fall 2020- Summer 2021 academic year, 66.02% of HMSV senior students' supervisors reported that said students were "meeting all expectations" (5 out of 5) on the interns' knowledge of program planning and evaluation. Further, **92.23%** of supervisors reported student interns to be meeting expectations (at least a 4 out of 5). Less than 0% of site supervisors reported that "expectations were not met" (1 out of 5). The overall average score between 1 and 5 for this measure was **4.57**.

b. Measure 2: Student evaluation of program: (V. Program Planning and Evaluation (N= 143)

Benchmark: **70%** of students will rate knowledge of program planning and evaluation as Very Good or Excellent. **MET**

i. For the Fall 2020- Summer 2021 academic school year, **83.74%** of HMSV students found his or her knowledge of program planning and evaluation to be very good or excellent. Less than 1.7% of students found this knowledge minimally satisfactory. The overall average score between 1 and 5 for this measure was **4.28**.

1. On average, **main campus students reported a higher average satisfaction** with understanding program evaluation in human services. Distance learning students reported, on average, 4.16 out of 5, while main campus students reported 4.48 out of 5.
- c. Measure 3: Final grades for 440W. (N=141)
Benchmark: On average, students will score a **B+ (88.5%)** or higher in their 440W course Program Evaluation. **MET**
 - i. On average, students scored **89.15** in their HMSV 440W course on Program Evaluation.

1) Interpretation of results: Site supervisors continue to rate students very highly in this area, consistent with previous years. Students also continue to rate their satisfaction as very good or excellent in the area of program evaluation. Main campus students report slightly higher satisfaction than online students. However, as a major strength different from previous years, this is the **FIRST YEAR** that students are averaging a B+ in our Program Evaluation Course, not a B, meeting the standard at its benchmark. Because of this success, we plan to continue to scaffold assignments, so knowledge builds up gradually for students to understand this methodology.

2) Reflection on actions or changes made to improve: By making changes to our 440W course including fewer assignments and more scaffolding of assignments to clarify the program evaluation process, students are responding with higher average grades. We would like to choose a new textbook for the course to aid in the clarity of content students are receiving.

3) Use of results: We continue to acknowledge that program evaluation may be a more challenging topic to learn and master in relation to the other topics covered in our program. We need to continue to develop learning tools and assignments that clarify program evaluation for our students. Last year, we wanted to identify one new resource to use in teaching the program evaluation process and make one additional change to the scaffolding of our program evaluation assignments. The major resource we provided was mock programs for students to evaluate. This resource simplified and demystified the process of gaining access to a program to evaluate. Further, instructors added activities into their lesson plans through which students could practice tasks before completing the graded tasks. Again, we would like to choose a new textbook as an added new resource to the course.

3. Client Interventions and Strategies (standard 16): Students will be able to demonstrate skills for providing direct services to clients.
 - a. Measure 1: Site supervisor final evaluation (VI. Student intern's client interventions and strategies) (N=104)
Benchmark: **80%** of student interns will be rated Meeting Expectations or Exceeding Expectations by their supervisors on "student Intern's Helping Relationship" section. **MET**
 - i. For the Fall 2020- Summer 2021 academic year, 72.52% of HMSV senior students' supervisors reported that said students were "meeting all expectations" (5 out of 5) on the interns' helping relationship skills, based on supervisor's observations of the intern with the client. Further, **96.70%**

of supervisors reported student interns to be meeting expectations (at least a 4 out of 5). Less than 0% of site supervisors reported that “expectations were not met” (1 out of 5). The overall average score between 1 and 5 for this measure was **4.69**.

- b. Measure 2: Student evaluation of program: (VI. Client Intervention and Strategies) (N=142)
Benchmark: **70%** of students will rate each of these courses as Very Good or Excellent. **MET**
 - i. For the Fall 2020-Summer 2021 academic school year, **84.86%** of HMSV students found his or her understanding of client interventions and strategies to be very good or excellent. Less than 2.2% of students found this course minimally satisfactory for developing human services skills. The overall average score between 1 and 5 for this measure was **4.28**.
 - 1. On average, **main campus students reported a higher level of satisfaction** for their understanding of client intervention skills and strategies. On average, main campus students reported 4.43 out of 5, while distance learning students reported, on average, 4.20 out of 5.
- c. Measure 3: HMSV468 Process Recording. (N=172)
Benchmark: On average, students will score a **B+ (88.5%)** or higher on their Process Recording in HMSV 468 Internship. **MET**
 - i. On average, students scored **91.33** on their HMSV 468 Process Recording.

1) Interpretation of results: All measures, including student self-report, report by site supervisor experts, and direct measure of student grades, show students exceeding all benchmarks for Client Interventions and Strategies. Strengths are demonstrated by the vast majority of site supervisors rating students as very good or excellent and student grades falling in the A- range. Main campus students report slightly higher satisfaction than online students. Results are in line with previous years. Because of these positive results, we plan continue to assess students in their Internship course through their Process Recording, ensuring that Internship instructors are teaching a lesson on skills and interventions as a review before students complete the assignment.

2) Reflection on actions or changes made to improve: The review of the material students receive through instruction in their 468 Internship class may be just as useful as the Process Recording assignment that assesses their use of skills and interventions with a real client in real time.

3) Use of results: Students will benefit from review of skills and interventions as well as an opportunity to demonstrate them in the Process Recording Assignment. The Program will distribute a teaching resource to HMSV 468 Internship Instructors they can use to review skills and interventions, such a vital set of tools for the graduating human services professional.

4. Interpersonal Communication (standard 17): Students will be able to develop genuine and empathetic relationship with others.
 - a. Measure 1: Site supervisor final evaluation (VII. Student intern's interpersonal communication) (N=103)
 - i. Benchmark: **80%** of student interns will be rated Meeting Expectations or Exceeding Expectations by their supervisors on "student Intern's Interpersonal Communication Skills" section. **MET**
 1. For the Fall 2020-Summer 2021 academic year, 83,25% of HMSV senior students' supervisors reported that said students were "meeting all expectations" (5 out of 5) on the interns' human relations skills. Further, **98.42%** of supervisors reported student interns to be meeting expectations (at least a 4 out of 5). Less than 0% of site supervisors reported that "expectations were not met" (1 out of 5). The overall average score between 1 and 5 for this measure was **4.82**.
 - b. Measure 2: Student evaluation of program: Interpersonal Communication Skills (N=143)

Benchmark: **70%** of students will rate each of these courses as Very Good or Excellent. **MET**

 - i. For the Fall 2020-Summer 2021 academic school year, **89.62%** of HMSV students found their interpersonal communication skills to be very good or excellent. Less than 1.7% of students found this course minimally satisfactory for developing interpersonal skills. The overall average score between 1 and 5 for this measure was **4.42**.
 1. On average, **main campus students report a higher level of satisfaction** with interpersonal communication skills. On average, main campus students reported 4.63 out of 5, while distance learning students reported 4.31 out of 5.
 - c. Measure 3: On average, students will score a **B+ (88.5%)** or higher in their HMSV 339 Final Course Grades. **UNMET**
 - ii. Students (N = 492) On average, students scored **84.24** in their HMSV 339 course on Interpersonal Relations.

1) Interpretation of results: While student self-report and report by site supervisor experts, show students exceeding benchmarks for Interpersonal Communication (strengths), their grades in the Interpersonal Relations course HMSV 339, show a B average instead of a B+. Because we would like students to average a B+ in this foundational course, we plan to improve study guides for exams and choose an assignment in the course as an additional measure of this objective. Main campus student express slightly higher satisfaction than online students. Results are similar to 2018 when we last evaluated this outcome, but 339 grades are lower and not meeting the benchmark.

2) Reflection on actions or changes made to improve: In the past, we sought to improve student satisfaction with the Interpersonal Relations course by maximizing the opportunities they have to practice skills in class activities and assignments. We need to take this a step further and suggest activities and assignments to instructors.

Many students take our HMSV 339 course Interpersonal Relations, including majors, minors, and non-majors from other programs. How students perform in the course (grades) is reflective of the knowledge they obtain about interpersonal interactions, not necessarily how they behave in interpersonal situations. Choosing an assignment from the course as an additional measure to home in on the behaviors students exhibit could be a useful measure for this objective.

3) Use of results: The HMSV Program and instructors will discuss and decide upon an additional measure that will assess student behaviors in the area of interpersonal communication, not just knowledge. And we will distribute activities to instructors that provide students the opportunity to practice the skills they are learning.

ADDICTIONS CERTIFICATE 2020-2021

1. Students will be able to apply their knowledge of drug types to examine addiction cases.
 - a. Measure 1: Site supervisor final evaluation (N= 66)
Benchmark: **80%** of student interns will be rated Meeting Expectations or Meeting ALL Expectations by their supervisors on knowledge of drug types. **MET**
 - i. For the Fall 2020-Summer 2021 academic year, **92.42%** of HMSV senior students' supervisors reported that said students were meeting expectations (at least 4 out of 5) on the interns' knowledge of drug types. Less than 0% of site supervisors reported that "expectations were not met" (1 out of 5). The overall average score between 1 and 5 for this measure was **4.50**.
 - b. Measure 2: Student evaluation of program: (N=106)
Benchmark: **70%** of students will rate their knowledge of types of drugs as Very Good or Excellent. **MET**
 - i. For the Fall 2020-Summer 2021 academic school year, **75.47%** of graduating seniors reported very good or excellent satisfaction with knowledge of types of drugs. Less than 3.4% reported minimal satisfaction for knowledge of types of drugs. The overall average score between 1 and 5 for this measure was **4.17**.
 1. On average, **main campus students report a higher level of satisfaction** with knowledge of type of drugs. On average, main campus students reported 4.30 out of 5, while distance learning students reported 4.13 out of 5.
 - c. Measure 3: 447 Relapse Prevention Plan. (N=161) and 452 Case Vignettes (N=149).
Benchmark: On average, students will score a **B+ (88.5%)** or higher in their HMSV 447 Relapse Prevention Plan and HMSV 452 Case Vignettes. **MET**
 - i. On average, students scored **93.66** on their Relapse Prevention Plan and they scored **94.74** on their Case Vignettes.

1) Interpretation of results: As a demonstration of strengths, all measures, including student self-report, report by site supervisor experts, and direct measure of student grades, show students meeting or exceeding all benchmarks for knowledge of drug types. Main campus students report slightly higher satisfaction than online students. Because of results from the student satisfaction survey (measure 2) are lower than other results on the evaluation, it is worth delving into how to address students' needs related to learning this material. Our program discussion lead to the decision to add a qualitative question to our student survey requesting their input on improvements.

2) Reflection on actions or changes made to improve: Last year, instructors used Mursion and our addictions-based client scenarios to give students practical experience applying knowledge of types of drugs. That resource is no longer available to us. Instructors of 447 and 452 may find

new learning tools useful for helping students learn and retain knowledge of different types of drugs.

3) Use of results: The HMSV Program and instructors will discuss and decide upon a new learning resource to help students learn and retain knowledge of different types of drugs. We will distribute it to all instructors. Furthermore, we will add a qualitative question to our student survey requesting their input on improvements.

2. Students will be able to assess evidence-based practices specific to addiction prevention and treatment cases.
 - a. Measure 1: Site supervisor final evaluation (N= 66)
Benchmark: **80%** of student interns will be rated Meeting Expectations or Meeting ALL Expectations by their supervisors on knowledge of evidence-based practices for prevention and treatment. **MET**
 - i. For the Fall 2020-Summer 2021 academic year, **90.91%** of HMSV senior students' supervisors reported that said students were meeting expectations (at least 4 out of 5) on the interns' knowledge of evidence-based practices for prevention and treatment. Less than 0% of site supervisors reported that "expectations were not met" (1 out of 5). The overall average score between 1 and 5 for this measure was **4.52**.
 - b. Measure 2: Student evaluation of program: (N=106)
Benchmark: **70%** of students will rate their knowledge of evidence-based practices for prevention and treatment as Very Good or Excellent. **MET**
 - i. For the Fall 2020-Summer 2021 academic school year, **79.25%** of graduating seniors reported very good or excellent satisfaction with knowledge of evidence-based practices for prevention and treatment. Less than 4.1% reported minimal satisfaction for knowledge of evidence-based practices for prevention and treatment. The overall average score between 1 and 5 for this measure was **4.13**.
 1. On average, **distance learning students report a higher level of satisfaction** with knowledge of evidence-based practices for prevention and treatment. On average, main campus students reported 4.07 out of 5, while distance learning students reported 4.15 out of 5.
 - c. Measure 3: 452 Treatment Plan. (N=141)
Benchmark: On average, students will score a **B+ (88.5%)** or higher in their HMSV 452 Treatment Plan. **MET**
 - i. On average, students scored **91.57** on their 452 Treatment Plan.

1) Interpretation of results: As a strength, all measures, including student self-report, report by site supervisor experts, and direct measure of student grades, show students exceeding all benchmarks for knowledge of evidence-based practice. Main campus students report slightly higher satisfaction than online students. Because of results from the student satisfaction survey (measure 2) are lower than other results on the evaluation, it is worth delving into how to address students' needs related to learning this material. Our program discussion lead to the decision to

add a qualitative question to our student survey requesting their input on improvements for learning about evidence-based practice.

2) Reflection on actions or changes made to improve: This past year instructors used Mursion and our addictions-based client scenarios to give students practical experience using evidence-based practices with clients. That resource is no longer available. Students may need a clearer understanding of what evidence-based means in order to understand when they are learning about evidence-based practice for prevention and treatment.

3) Use of results: The HMSV Program and instructors will discuss and decide upon a new learning resource to help students understand the meaning of evidence-based and how we use evidence-based practice for prevention and treatment of addictions. We will distribute it to all instructors. Furthermore, we will add a qualitative question to our student survey requesting their input on improvements for instruction on evidence-based practice.

3. Students will be able to examine how substance abuse impacts populations.

a. Measure 1: Site supervisor final evaluation (N= 66)

Benchmark: **80%** of student interns will be rated Meeting Expectations or Meeting ALL Expectations by their supervisors on knowledge of how substance abuse impacts populations. **MET**

i. For the Fall 2020-Summer 2021 academic year, **93.94%** of HMSV senior students' supervisors reported that said students were meeting expectations (at least 4 out of 5) on the interns' knowledge of how substance abuse impacts populations. Less than 0% of site supervisors reported that "expectations were not met" (1 out of 5). The overall average score between 1 and 5 for this measure was **4.61**.

b. Measure 2: Student evaluation of program: (N=106)

Benchmark: **70%** of students will rate their knowledge of how substance abuse impacts populations as Very Good or Excellent. **MET**

i. For the Fall 2020-Summer 2021 academic school year, **83.02%** of graduating seniors reported very good or excellent satisfaction with knowledge how substance abuse impacts populations. Less than 2.7% reported minimal satisfaction for knowledge of how substance abuse impacts populations. The overall average score between 1 and 5 for this measure was **4.32**.

1. On average, **main campus students report a higher level of satisfaction** with understanding how substance abuse impacts populations. On average, main campus students reported 4.44 out of 5, while distance learning students reported 4.28 out of 5.

c. Measure 3: 449 Prevention and Intervention Plan. (N=182)

Benchmark: On average, students will score a **B+ (88.5%)** or higher in their HMSV 449 Prevention and Intervention Plan. **MET**

i. On average, students scored **94.78** on their 449 Prevention and Intervention Plan.

1) Interpretation of results: As a demonstration of strength, all measures, including student self-report, report by site supervisor experts, and direct measure of student grades, show students exceeding all benchmarks for knowledge of substance use impacts on populations. Main campus students report slightly higher satisfaction than online students. Because of these positive results, we plan to continue to emphasize the needs of diverse populations through HMSV 449, 447, and 452.

2) Reflection on actions or changes made to improve: This past year instructors used Mursion and our addictions-based client scenarios to give students practical experience identifying the impact of substance use on clients. That resource is no longer available. To enhance our positive results, instructors can emphasize the needs of diverse populations across courses in the addictions track, including 449, 447, and 452.

3) Use of results: The HMSV Program and instructors will coordinate to emphasize the needs of diverse populations across courses in the addictions track, including 449, 447, and 452.

4. Students will be able to employ foundational addiction counseling skills.

a. Measure 1: Site supervisor final evaluation (N= 62)

Benchmark: **80%** of student interns will be rated Meeting Expectations or Meeting ALL Expectations by their supervisors on addiction counseling skills.

MET

i. For the Fall 2020-Summer 2021 academic year, **88.71%** of HMSV senior students' supervisors reported that said students were meeting expectations (at least 4 out of 5) on the interns' addiction counseling skills. Less than 0% of site supervisors reported that "expectations were not met" (1 out of 5). The overall average score between 1 and 5 for this measure was **4.47**.

b. Measure 2: Student evaluation of program: (N=106)

Benchmark: **70%** of students will rate their addiction counseling skills as Very Good or Excellent. **MET**

i. For the Fall 2020-Summer 2021 academic school year, **78.30%** of graduating seniors reported very good or excellent satisfaction with addiction counseling skills. 3.4% reported minimal satisfaction for addiction counseling skills. The overall average score between 1 and 5 for this measure was **4.21**.

1. On average, **main campus students report a higher level of satisfaction** with implementation of basic counseling skills. On average, main campus students reported 4.31 out of 5, while distance learning students reported 4.18 out of 5.

c. Measure 3: 452 Treatment Plan. (N=141)

Benchmark: On average, students will score a **B+ (88.5%)** or higher in their HMSV 452 Treatment Plan. **MET**

ii. On average, students scored **91.57** on their 452 Treatment Plan.

1) Interpretation of results: As a strength, all measures, including student self-report, report by site supervisor experts, and direct measure of student grades, show students exceeding all benchmarks for knowledge of addiction counseling skills. Main campus students report slightly higher satisfaction than online students. Because of these positive results, we plan to give students more opportunities to practice their addictions counseling skills.

2) Reflection on actions or changes made to improve: This past year, instructors had the opportunity to use Mursion to allow students mock experiences to practice real counseling skills. That resource is no longer available. The program needs to discuss and implement an assignment or activity where counseling skills are practiced in a mock environment.

3) Use of results: The HMSV Program will discuss an assignment or activity for HMSV 452 where counseling skills are practiced in a mock environment.

5. Students will be able to use ethical decision-making skills within human services practice.
 - a. Measure 1: Site supervisor final evaluation (N= 63)
Benchmark: **80%** of student interns will be rated Meeting Expectations or Meeting ALL Expectations by their supervisors on ethical decision-making skills. **MET**
 - i. For the Fall 2020-Summer 2021 academic year, **92.06%** of HMSV senior students' supervisors reported that said students were meeting expectations (at least 4 out of 5) on the interns' ethical decision-making skills. Less than 0% of site supervisors reported that "expectations were not met" (1 out of 5). The overall average score between 1 and 5 for this measure was **4.54**.
 - b. Measure 2: Student evaluation of program: (N=106)
Benchmark: **70%** of students will rate their ethical decision-making skills as Very Good or Excellent. **MET**
 - i. For the Fall 2020-Summer 2021 academic school year, **78.30%** of graduating seniors reported very good excellent satisfaction with ethical decision-making skills. Less than 2% reported minimal satisfaction for ethical decision-making skills. The overall average score between 1 and 5 for this measure was **4.23**.
 1. On average, **main campus students report a higher level of satisfaction** with ethical decision-making skills. On average, main campus students reported 4.33 out of 5, while distance learning students reported 4.20 out of 5.
 - c. Measure 3: 449 Ethics Assessment. (N=179)
Benchmark: On average, students will score a **B+ (88.5%)** or higher in their HMSV 449 Ethics Assessment. **MET**
 - i. On average, students scored **94.44** on their 449 Ethics Assessment.

1) Interpretation of results: As a strength, all measures, including student self-report, report by site supervisor experts, and direct measure of student grades, show students meeting or exceeding all benchmarks for use of ethical decision-making skills. Main campus students report slightly higher satisfaction than online students. Because of these positive results, we plan to emphasize ethics across courses, including 449, 447, and 452.

2) Reflection on actions or changes made to improve: This past year instructors used Mursion and our addictions-based client scenarios to give students practical experience counseling a client with addictions. That resource is no longer available. Instructors can coordinate and emphasize ethics across courses, including 449, 447, and 452.

3) Use of results: The HMSV Program and instructors will coordinate to emphasize ethics across courses in the addictions track, including 449, 447, and 452.

HMSV Advisor Board 2020-2021

Current Shifts and Trends to consider for HMSV Curriculum:

- Virtual services including counseling, assessments, and other services. Virtual services appear to reduce existing barriers such as transportation. As a result, many agencies plan to continue to deliver services virtually even after the pandemic
- Family and youth isolation will be an issue that will need to be addressed. Isolation impairs relationship building, increases social anxieties and other developmental interruptions for adolescents' who thrive on social interaction.
- Students will need to think more about creating inclusive environments. This includes highlighting similarities beyond differences. Considering the homeless population and mental health challenges related to issues of diversity, equity, and inclusion is important. This focus will need to be more central to curriculum, and ideally beyond one class. It is also important to consider the intersectionality of social issues in relation to issues of race, class, and gender.
 - Preparing students for the reality of what they will experience in the field should be increased.
 - Internships should include more hands-on experiences related to various aspects in diversity.
- Students need to enhance soft skill development even within online platforms.
- A number of children have experienced increased marginalization from bullying, and the online platform has enhanced their interactions. They have flourished with online settings, but will now have to reintegrate into spaces they experienced less success in.
 - Make sure we don't leave students who have flourished online behind in an effort to return to 'normal'

Students should be aware of and skilled in various virtual platforms including:

- Zoom
- Microsoft Teams
- Google meetings
- WebEx

Post COVID considerations and emphasis for emerging HMSV professionals:

- How essential it is to be flexible in service delivery. Students need to know nothing is set in stone anymore
- Professionals have had to be creative, and emerging professionals should engage clients creatively. I.e., utilizing social media like Instagram to make connections.
- Students need to be able to think outside of the box. And need should be addressed in real time. For example, creating a self-care group in the middle of the pandemic that is held on a social media platform may be necessary.

Addressing Weak Areas 2020:

1. The HMSV Program has established an Advisory Board comprised by local professionals and supervisors working in the field. Meetings with the Board are held bi-annually and their recommendations are reported to the Program and include in our annual program evaluation.
2. The HMSV Program Evaluation outcomes have been directly aligned with the standards of our accrediting body CSHSE.
3. Direct measures, i.e., student grades and outcomes on assignments and in coursework, have been incorporated into the Program Evaluation, in addition to indirect measures, i.e., reports from site supervisors and student self-report.
4. The HMSV Program is aligning its online and on-campus versions of its Internship course in order to ensure standardized outcomes for students, and will be reflected in the Program Evaluation.
5. Students in Internship are trained on resume and cover letter writing, as well as interviewing strategies, through a presentation conducted by Career Development Services.

Action Plan 2021:

Blackboard trainings on ehealth, trauma informed care/practice, addictions prevention and treatment, as part of grant funded projects.