

Old Dominion University

# Ph.D. in Counseling

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Ph.D. in Counseling

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## Mission Statement

The mission of the Ph.D. program in Counseling at ODU is to prepare professional counselors to provide leadership in the profession of counseling. Counseling leaders must be excellent counselors, supervisors, teachers, researchers, and scholars. The program is designed to enhance the counseling skills of doctoral students, prepare counselors for the roles of clinical and administrative supervision, develop the teaching skills of students, teach students to conduct research, and prepare students to become counseling scholars. The program prepares doctoral students to become university faculty members in counselor education programs and leaders in a variety of counseling specializations (e.g., clinical mental health counseling, school counseling).

In alignment with the Darden College of Education and Professional Studies and the University mission, the program is focused on preparing advocates, educators, and community leaders in the areas of mental health and wellness.

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### Goal

#### Meet Student Learning Outcomes

The mission statement and the program objectives were developed by faculty while keeping in mind CACREP learning objectives (e.g., common-core content and field placement requirements). In addition, they were created following the development of Key Performance Indicators (KPIs) and Key professional Dispositions (KPDs). After their initial development, they were shared with our advisory board in order to obtain feedback and make adjustments as needed. The advisory board is made up of current students in our programs, alumni from our master's and doctoral programs, working counselors, counselor educators, school counseling professionals, and the leadership team from the Counseling Program (CACREP Coordinator, Graduate Program Director of the master's and the Ph.D. programs, school and clinical mental health counseling specialty coordinators, and the Clinical Coordinator).

1.1

### Outcomes Counseling

Develop an in-depth understanding of individual and group counseling theories and processes and how they are applied with clients.

## 1.1.1

**Measures of Outcome**

Key Performance Indicators - COUN 842 & COUN 869

KEY PERFORMANCE INDICATORS COUN 842: ADD Case Formulation Assignment COUN 869: ADD Case Conceptualization Assignment Assignments are scored numerically from 1 through 100.

## 1.1.1.1

**Target / Benchmark**

Outcome: Counseling - KPI: COUN 842 & COUN 869

Exceeded

TARGET /  
BENCHMARK

Students will score 80 or higher on both KPI's

RESULTS / FINDINGS

The KPI for Counseling is that "Students will show knowledge of case conceptualization process from multiple theoretical perspectives." All students received a KPI score of 80 or higher on one or both assessments of this KPI.

INTERPRETATION  
AND USE OF  
RESULTS

2022-2023 Academic Year

1) Interpretation of Results:

Our doctoral students continue to perform at high levels in demonstrating their counseling skills and abilities. The KPI is assessed with two assignments: one case formulation paper as part of COUN 842: Advanced Theories, and one case study presentation (based on an active case) as part of COUN 869: Doctoral Practicum. The KPI for both assignments is achieving an 80%, but our students the past year averaged 100%, with all students exceeding the KPI. Students performed higher than the previous year's students. This is notable as there were more students in the assessed cohort than in the previous cohort. The students appear to have on average more clinical experience and stronger grounding in counseling theory prior to starting the doctoral program than the previous cohort of students.

2) Modifications or Previous Changes:

No significant changes noted to instruction. The quality of clinical knowledge and academic capability in this cohort is strong, and so we are reviewing our recruitment process and pathways to see what we can replicate in terms of recruiting similar cohorts.

3) Planned Use of Results:

The Counseling faculty discussed the doctoral program throughout the year out our

monthly faculty meetings. No major changes were made to the methods of teaching or evaluation related to the counseling skills of the doctoral students. The main changes being considered apply to the admission and recruitment process. These changes are being implemented in the current admissions cycle.

## 1.2 Outcomes Supervision

Understand the theoretical and clinical applications of supervision and be able to employ supervisory skills with counselors and counselor trainees.

### 1.2.1 Measures of Outcome

Key Performance Indicators - COUN 846 & COUN 868

KEY PERFORMANCE INDICATORS COUN 846: ADD - Final Self-Assessment of Supervision Skills COUN 868: ADD - Supervision Case Presentation Assignments are scored numerically from 1 through 100.

#### 1.2.1.1 Target / Benchmark

Outcome: Supervision - KPI: COUN 846 & COUN 868 **Exceeded**

TARGET /  
BENCHMARK

Students will score 80 or higher on both KPI's

RESULTS / FINDINGS

All students received a KPI score of 90 or higher on the second assessment of this KPI.

INTERPRETATION  
AND USE OF  
RESULTS

1) Interpretation of results:

Our students appear to be well-prepared to provide supervision to other students during their internships across clinical mental health, college, and school counseling settings.

2) Reflection on actions or changes made to improve:

Similar to the immediate prior reporting cycle, for this cycle COUN 846 students were paired with master's level practicum students to practice introductory supervision skills. The students taking COUN 846 in the Spring of 2022 were assessed on their supervision skills in the Summer of 2023. This appears to have led to the doctoral student supervisors feeling better prepared and more confident overall.

3) Use of results:

We intend to make the pairing of COUN 846 students with master's practicum students a standard feature for how we train doctoral student supervisors.

### 1.3 Outcomes

#### Teaching

Develop sound pedagogy and teaching methods which can be applied in teaching and presenting.

#### 1.3.1 Measures of Outcome

Key Performance Indicators - COUN 820 & COUN 842

KEY PERFORMANCE INDICATORS COUN 820: ADD - Teaching Presentation COUN 842: ADD  
- Theory Presentation Assignments are scored numerically from 1 through 100.

#### 1.3.1.1 Target / Benchmark

Outcome: Teaching - KPI: COUN 820 & COUN 842 **Exceeded**

TARGET /  
BENCHMARK

Students will score 80 or higher on both KPI's

RESULTS / FINDINGS

All students received a KPI score of 90 or higher on the second assessment of this KPI.

INTERPRETATION  
AND USE OF  
RESULTS

\*Please use the following prompts as a guide\*

1) Interpretation of results:

Of 9 assessed learners, all 9 earned 90 percent or higher on their COUN 842 teaching presentations. They appear eager to teach theories based on strong educational principles.

2) Reflection on actions or changes made to improve:

The main change this year was the larger cohort compared to the previous cycle, though this did not appear to affect student learning.

3) Use of results:

We will continue to monitor student performance.

## 1.4 Outcomes

### Research and Scholarship

Develop knowledge of research and program evaluation methods that can be applied at varied settings.

### 1.4.1 Measures of Outcome

Key Performance Indicators - COUN 835 & COUN 898

KEY PERFORMANCE INDICATORS COUN 835: ADD - Research Proposal COUN 898: ADD - Dissertation Research Proposal Assignments are scored numerically from 1 through 100.

#### 1.4.1.1 Target / Benchmark

Outcome: Research and Scholarship - KPI: COUN 835 & COUN 898 **Exceeded**

TARGET /  
BENCHMARK

Students will score 80 or higher on both KPI's

RESULTS / FINDINGS

All students received a KPI score of 90 or higher on both assessments of this KPI.

INTERPRETATION  
AND USE OF  
RESULTS

1) Interpretation of results:

Our students appear to be well prepared to formulate research questions and identify appropriate data collection and analysis methods.

2) Reflection on actions or changes made to improve:

This cycle represents the third since we re-organized doctoral course sequencing to enhance their research training. With stronger grounding in counseling research occurring at the start of the program, students continue to be better prepared to engage with research concepts.

3) Use of results:

Program evaluation information is discussed at each Counseling program meeting, the bi-weekly program leadership meetings, and a comprehensive review occurs annually in the Spring. We will continue to ensure that highly qualified faculty are assigned to teach both courses, and continue to review data and feedback.

## 1.5 Outcomes

### Leadership and Advocacy

Students will demonstrate ethical and culturally relevant leadership and advocacy practices.

## 1.5.1 Measures of Outcome

Key Performance Indicators - COUN 801 & COUN 848

KEY PERFORMANCE INDICATORS COUN 801: ADD - Leadership Self-Assessment and Goals Paper COUN 848: ADD - Advocacy Proposal Assignments are scored numerically from 1 through 100.

### 1.5.1.1 Target / Benchmark

Outcome: Students will demonstrate ethical and culturally relevant leadership and advocacy practices. KEY PERFORMANCE INDICATORS COUN 801: Leadership Self-Assessment and Goals Paper COUN 848: Advocacy Proposal Both assignments are evaluated with rubrics. **Exceeded**

TARGET / BENCHMARK	Students will score 80 or higher on one or both KPI's.
RESULTS / FINDINGS	For this reporting cycle, 100% of learners scored 90 or higher on both KPIs.
INTERPRETATION AND USE OF RESULTS	<p>1) Interpretation of results:</p> <p>We are happy to report a strong result in this domain for the reporting cycle. Our students appear eager to apply advocacy concepts in their writing, teaching, and practice.</p> <p>2) Reflection on actions or changes made to improve:</p> <p>The main change was the larger cohort compared to the immediate previous cycle. Pairing COUN 801 and 848 to introduce and reinforce advocacy principles continues to be an optimal alignment of teaching resources.</p> <p>3) Use of results:</p> <p>Program evaluation information is reviewed at every program meeting, in the bi-weekly program leadership meetings, and is comprehensively reviewed once annually. Learning objectives associated with this course are a topic of emphasis at program meetings, partially due to the charged political climate and how leadership and advocacy are both informed by professional dispositions. We believe the students continue to report meaningful learning gains in this domain, and that the assignments used are valid. As the topics associated with this area do naturally touch on areas of professional interest and even controversy, the apparently difficult nature of some class discussions can't likely be avoided. The GPD for the program spearheads the effort to ensure adequate advising and mentorship is afforded to all students and will</p>



continue to do so.

## 1.6

### **Outcomes**

#### **Key Professional Dispositions**

Demonstrate appropriate professional dispositions in the areas of professionalism, accountability/conscientiousness, self-regulation, and interpersonal skills.

## 1.6.1

### **Measures of Outcome**

#### **KPD Self Assessments**

General Information about the Self Assessment and Relationship to Outcomes: The doctoral program has developed a series of Key Professional Dispositions (KPD's) on which each student will be assessed. The KPD's contain four broad behavioral dispositional areas (Professionalism, Accountability/Conscientiousness, Self-Regulation, Interpersonal Skills) broken down into 18 traits or behaviors (see M.S. Ed. KPD's or folder 4.B.3). KPD's use a Likert-type scale, that range from 1-5, to assess each of the 18 traits, with 5 indicating "demonstrates competence," a 1 indicating "harmful," and a 3 indicating "near competency." Data Collection: For doctoral students, KPD's are measured twice, first at the end of COUN 846: Advanced Supervision and a second time at the end of COUN 869: Practicum. A Qualtrics survey is utilized to collect KPD scores at the end of every semester. These scores are entered into a running list as well as annual spreadsheet to track overall programmatic scores and individual student scores. Review and Analysis of Data: Students' KPD scores are reviewed each semester and average student scores for each KPD are reviewed each academic year. This is intended to monitor each student's individual performance. Per the Ph.D. Program Handbook, if a student scores below a "3" on any of the 18 dispositions, the faculty member will advise the student about steps he or she can take to develop positive skills in this area. If a student receives an aggregate score of "3" or below on one or more of the four broad behavioral dispositions, a professional development plan will be devised with the student's advisor and the GPD so the student can work on that area. Lack of improvement in one or more of the broad behavioral dispositional areas can be cause for dismissal from the program. Simple percentages will be used to examine the four broad behavioral dispositions. A simple comparison will be made to assess the program's strengths and weaknesses and to analyze any differences found as a function of gender and ethnicity. Differences as a function of gender and ethnicity will be discussed in program meetings to examine the reasons why they may exist and what action may need to be taken as a function of such differences.

**1.6.1.1****Target / Benchmark**

Outcome: Professional Dispositions - Self Assessments

**Met**TARGET /  
BENCHMARK

Students will score a 3 or higher on all KPD areas each year.

RESULTS / FINDINGS

For this cycle, all students achieved a 3 or higher in both COUN 846 and 869.

INTERPRETATION  
AND USE OF  
RESULTS

Interpretation.

The assessed learners appear to demonstrate consistent positive professional dispositions across both courses.

Changes

The main change this year is that the COUN 869 students did complete as normal COUN 846 the year prior, where professional dispositions are first formally assessed. Also, this cohort is larger than the immediate prior cohort.

Use of Data

Program evaluation data, including dispositions, are reviewed at every program meeting, in the bi-weekly Counseling leadership meeting, and are comprehensively reviewed in the Spring. Dispositions are closely reviewed twice, once in the Spring and once in the Fall semesters. Disposition rating sheets are also used in student screening, and form part of the grade in all Counseling fieldwork courses.

**1.7****Outcomes**

Evaluation of Students in the Field

Students will demonstrate competency in field placement as evidenced by supervisor evaluation scores.

**1.7.1****Measures of Outcome**

Practicum/Internship Evaluation of Student

Students will be evaluated on performance on a 15-item survey assessing the following areas: site professionalism, supervision, work with clients, and overall performance.

**1.7.1.1****Target / Benchmark**

Outcome: Professional Development in Field Placement.

**Met**

TARGET / BENCHMARK	Students obtain minimum ratings of 3.5 on each of the 15 items, and overall, obtain a score over than a 3.5. In addition, any particular item that scores below a 3.0 will be reviewed and addressed by faculty.
RESULTS / FINDINGS	For 2022-2023, 9 students were evaluated. All students met or exceeded the learning objective.
INTERPRETATION AND USE OF RESULTS	<p>1) Interpretation of results:</p> <p>Strengths of student learning in this area includes quality fieldwork placements, the professionalism of the students, and the quality of the site supervisors. Students on average this year were rated at a 4.0 on all items and in the overall ratings. Comments from supervisors indicate students are a pleasure to work with. Students appeared to perform at the same levels compared to the previous year's cohort.</p> <p>2) Reflection on actions or changes made to improve:</p> <p>With the full resumption of in-person teaching and learning, the students assessed in this cycle appear to be well-prepared for their clinical placements.</p> <p>3) Use of results:</p> <p>Program evaluation data are discussed at program meetings, in the bi-weekly Counseling program meeting, and are comprehensively reviewed once a year in the Spring. In addition, instructors of clinical courses closely monitor student performance, and the clinical coordinator monitors formative assessments completed throughout the semester. No changes will be implemented as a result of this year's data; high quality instructors, site supervisors and clinical placements will continue to used in order to maximize student learning.</p>