

EMU MAC Faculty Review of Competency Assignment Quality

Faculty review student scores on the competency assignments that comprise the Master Competency Portfolio. Each assignment is evaluated using the mean student score for the assignment across the graduating class, grand means for each class, faculty opinion, and rubric development. Following the review of each assignment, the faculty decide what action needs to be taken and who will complete that action by an appointed date. Competency assignments are rated on a 3-point scale (1 = needs immediate improvement, 2 = needs minor changes, 3 = satisfactory).

2021-2022			
Competency Assignment	Rating	Faculty Discussion	Action
PIFE: Ethics Case/Issue Review	3	Rubric approved. Students report appreciating the assignment, and faculty support the assignment.	No action required.
Career: Professional Development Dossier	2	Students requested more support locating and interpreting workforce data in specific regions of the country beyond Virginia.	Dr. Horst will research and post to Moodle national labor/workforce data and data specific to Virginia. Additionally, he intends to survey students in the beginning of the course regarding where students intend to pursue residency after graduation and support them in locating workforce data and resources specific to that jurisdiction.
Techniques: Clinical Skill Demonstration	3	Dr. Czyszczon is satisfied with the current process.	No action required.
Adv. Multicultural Counseling: Session Analysis and Tx Plan	3	Rubric approved. Students report appreciating the assignment in its most recent iteration.	No action required.

HG&D: Human Development Professional Presentation	3	Dr. Czyszczon is satisfied with the current process.	No action required.
Adv. Psychopathology: Case Conceptualization and Tx Plan	3	The competency rubric was revised in response to student feedback asking for greater depth of direction. Students voiced appreciation for the revisions that were made and Dr. Hammond is very satisfied with the current iteration.	No action required.
Theories: Final Paper & Presentation	3	This competency and its rubric is approved. Students continue to find value in this competency and report being challenged to integrate theoretical perspectives	No action is required.
ICP: Clinical Skill Demonstration	3	Dr. Czyszczon is satisfied with the current process.	No action is required.
Practicum: Counselor Assessment Scale - Practicum (CAS-P)	2	Faculty noted that the CAS-P is not as skill-driven as they would prefer. Faculty would like to include more microskills in the CAS-P. Additionally, faculty noted that the instrument does not appear sensitive enough. As was the case last year, issues were noted with inter-rater reliability across site placement supervisors.	Dr. Cline, Professional Practice Coordinator, will add more skill-driven items and work to add more nuance to the items. MAC faculty will create an online rater training for supervisors scoring the CAS-P. Drs. Horst and Cline will lead this effort. Faculty had hoped to achieve this last year, but these efforts were stymied by COVID.
Addictions: Case Study	3	Dr. Czyszczon is satisfied with the current process.	No action is required.
Internship: Counselor Assessment Scale (CAS)	2	Faculty noted that the CAS is not as skill-driven as they would prefer. Faculty would like to include more microskills in the CAS-P.	Dr. Cline, Professional Practice Coordinator, will add more skill-driven items and work to add more nuance to the items.

		<p>Additionally, faculty noted that the instrument does not appear sensitive enough.</p> <p>As was the case last year, issues were noted with inter-rater reliability across site placement supervisors.</p>	<p>MAC faculty will create an online rater training for supervisors scoring the CAS-P. Drs. Horst and Cline will lead this effort. Faculty had hoped to achieve this last year, but these efforts were stymied by COVID.</p>
Group: Formal Group Proposal	3	Dr. Cline continues to feel highly satisfied with this rubric - describing it as ideal!	No action required.
MFT: Genogram and Analysis Paper	3	Dr. Cline made a minor revision to this year's rubric to add influences of oppression and privilege to the genogram and feels satisfied with the rubric and revisions.	No action required.
Assessment and Evaluation Procedures: Comprehensive Assessment Report	2	The MMPI-2 was provided for this assignment, however, the MMPI-3 was published in 2020, and students would benefit from training with as contemporary instruments as possible.	Dr. Horst will seek funding to update as many testing instruments in COUN 557 as possible, giving preference to the MMPI-3.
Internship II: Counselor Assessment Scale (CAS)	2	<p>Faculty noted that the CAS is not as skill-driven as they would prefer. Faculty would like to include more microskills in the CAS-P.</p> <p>Additionally, faculty noted that the instrument does not appear sensitive enough.</p> <p>As was the case last year, issues were noted with inter-rater reliability across site placement supervisors.</p>	<p>Dr. Cline, Professional Practice Coordinator, will add more skill-driven items and work to add more nuance to the items.</p> <p>MAC faculty will create an online rater training for supervisors scoring the CAS-P. Drs. Horst and Cline will lead this effort. Faculty had hoped to achieve this last year, but these efforts were stymied by COVID.</p>
IRB Proposal and Literature Review	3	Rubric approved.	No action required.

Capstone Paper and Presentation	3	Rubric approved.	No action required.
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Completed September 2022 by EMU Graduate Counseling Core Faculty: Drs. Jennifer Cline, Greg Czyszczon, Cheree Hammond, and Michael Horst



2020-2021			
Competency Assignment	Rating	Faculty Discussion	Action
PIFE: Ethics Case/Issue Review	3	Rubric approved. Students report appreciating the assignment, and faculty support the assignment.	No action required.
Career: Professional Development Dossier	3	Rubric approved	No action required
Techniques: Clinical Skill Demonstration	2	Rubric approved As with last year, the faculty noted issues with reliability across raters. Faculty expressed interest in students' self-rating on the scale and how students' self-rating compare and contrast with faculty rating.	Drs. Czyszcson and Horst will meet with Manar Fawary, who will complete the clinical skill demonstration form, for rater training. Dr. Czyszcson will add items to include student self-rating and self-reflection on the rating scale.
Adv. Multicultural Counseling: Session Analysis and Tx Plan	3	Rubric approved. Dr. Cline revised the rubric last year, and the faculty expressed strong satisfaction with the revisions.	No action required.
HG&D: Human Development Professional Presentation	2	The faculty discussed improving the assignment by connecting the final presentation to content students explore throughout the semester so that the presentation is a culmination of the semester's work.	Dr. Czyszcson will make appropriate changes to connect the competency assignment with topic areas in the course, making the presentation a culmination of students' work throughout the course.
Adv. Psychopathology: Case Conceptualization and Tx Plan	3	Dr. Hammond expressed satisfaction with the current rubric, and the full faculty provided support for that decision. This competency	No action required.

		assignment has been moved from Psychopathology to Adv. Psychopathology.	
Theories: Final Paper & Presentation	3	Rubric approved. Students and faculty are satisfied with the assignment and its evaluation.	No action required.
ICP: Clinical Skill Demonstration	2	Rubric approved Faculty noted issues with reliability across raters. As with Techniques Clinical Skill Demonstration, faculty expressed interest in students' self-rating on the scale and how students' self-rating compare and contrast with faculty rating.	Drs. Czyszczon and Horst will meet with Manar Fawary, who will complete the clinical skill demonstration form, for rater training. Dr. Czyszczon will add items to include student self-rating and self-reflection on the rating scale
Practicum: Counselor Assessment Scale - Practicum (CAS-P)	2	Faculty noted that the CAS-P is not as skill-driven as they would prefer. Faculty would like to include more microskills in the CAS-P. Additionally, faculty noted that the instrument does not appear sensitive enough. As was the case last year, issues were noted with inter-rater reliability across site placement supervisors.	Dr. Cline, Professional Practice Coordinator, will add more skill-driven items and work to add more nuance to the items. MAC faculty will create an online rater training for supervisors scoring the CAS-P. Drs. Horst and Cline will lead this effort. Faculty had hoped to achieve this last year, but these efforts were stymied by COVID.
Addictions: Case Study	2	Dr. Czyszczon will teach this course for the first time this year. Previous instructors have noted satisfaction with the assignment and rubric.	Dr. Czyszczon will review the rubric this year, as he teaches the course for the first time.
Internship: Counselor	2	Faculty noted that the CAS is not as skill-driven as they	Dr. Cline, Professional Practice Coordinator, will

Assessment Scale (CAS)		would prefer. Faculty would like to include more microskills in the CAS. Additionally, faculty noted that the instrument does not appear sensitive enough. As was the case last year, issues were noted with inter-rater reliability across site placement supervisors.	add more skill-driven items and work to add more nuance to the items. MAC faculty will create an online rater training for supervisors scoring the CAS. Drs. Horst and Cline will lead this effort. Faculty had hoped to achieve this last year, but these efforts were stymied by COVID.
Group: Formal Group Proposal	3	Dr. Cline reviewed this rubric and assignment as “spectacular”, and the faculty concurred.	No action required.
MFT: Genogram and Analysis Paper	3	Rubric was revamped last year, and Dr. Cline indicated satisfaction with last year’s revisions.	No action required.
Assessment and Evaluation Procedures: Comprehensive Assessment Report	3	While faculty and students are satisfied with the assignment and rubric, Dr. Horst noted that the format of the report feels outdated.	While no immediate action is required, Dr. Horst will review the formatting of the evaluation report for more current formats.
Internship II: Counselor Assessment Scale (CAS)	2	See Internship: CAS	See Internship: CAS
IRB Proposal and Literature Review	3	Rubric approved. Drs. Hammond and Horst expressed satisfaction with the assignment and rubric, and Drs. Cline and Czyszczon concurred.	No action required.
Capstone Paper and Presentation	3	Rubric approved.	MA in Counseling students’ capstone requirement will now be met in Internship 1 and 2 through a presentation

			<p>of students' clinical development and a comprehensive case presentation. Dr. Horst created a rubric for this new capstone assignment, and the Professional Practice Coordinator, Dr. Cline, will oversee the capstone process in collaboration with the Program Director, Dr. Horst, and Internship I & II instructors, currently Drs. Cline and Czyszczonek.</p>
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Completed Summer (August) 2021 by Michael Horst



2019-2020			
Competency Assignment	Rating	Faculty Discussion	Action
Ethics Case/Issue Review	3	Rubric approved	Dr. Horst will upgrade rubric to reflect APA v.7
Professional Development Dossier	3	Rubric approved	No action required
Clinical Skill Demonstration	2	Rubric approved Faculty noted issues with reliability across raters.	Drs. Czyszcson and Horst will meet with Dr. George, who will complete the clinical skill demonstration form, for rater training.
Multicultural Counseling: Session Analysis and Tx Plan	3	Rubric approved	Dr. Cline will update rubric to reflect APA v.7
Human Development Professional Presentation	3	Rubric approved	Dr. Czyszcson will update rubric to reflect APA v.7
Psychopathology: Case Conceptualization and Tx Plan	2	Dr. Hammond expressed dissatisfaction with an item on the current rubric. Otherwise, the rubric is approved	Dr. Hammond will revise and replace item 5 on the rubric.
Theories: Final Paper & Presentation	3	Rubric approved	Dr. Hammond will update rubric to reflect APA v.7
ICP: Clinical Skill Demonstration	2	Rubric approved Faculty noted issues with reliability across raters.	Drs. Czyszcson and Horst will meet with Dr. George, who will complete the clinical skill demonstration form, for rater training.
Practicum CAS	2	Faculty are satisfied with the Counselor Assessment Scale - Practicum [CAS-P]. However, issues were noted with inter-rater reliability across site placement supervisors.	MAC faculty will create an online rater training for supervisors scoring the CAS-P. Drs. Horst and Cline will lead this effort.

Addictions: Case Study	3	Rubric approved	Dr. Cline will update rubric to reflect APA v.7
Internship: CAS	2	Faculty are satisfied with the Counselor Assessment Scale - Internship [CAS-I]. However, issues were noted with inter-rater reliability across site placement supervisors.	MAC faculty will create an online rater training for supervisors scoring the CAS-I. Drs. Horst and Cline will lead this effort.
Group: Formal Group Proposal	3	Rubric approved	Dr. Cline will update rubric to reflect APA v.7
MFT: Genogram and Analysis Paper	3	Rubric approved	Dr. Cline will update rubric to reflect APA v.7
Comprehensive Assessment Report	3	Rubric approved	Dr. Horst will update rubric to reflect APA v.7
Internship II: CAS	3	Faculty are satisfied with the Counselor Assessment Scale - Internship [CAS-I]. However, issues were noted with inter-rater reliability across site placement supervisors.	MAC faculty will create an online rater training for supervisors scoring the CAS-I. Drs. Horst and Cline will lead this effort.
IRB Proposal and Literature Review	3	Rubric approved	Drs. Hammond and Horst will update the rubric to reflect APA v.7
Capstone Paper and Presentation	1	Rubric eliminated	The EMU MA in Counseling department has removed COUN 537 and COUN 618 and replaced them with COUN 530 and COUN 610. MA in Counseling students' capstone requirement will now be met in Internship 1 and 2 through a presentation of students' clinical development and a case example. Dr. Horst will create a rubric for this new capstone assignment, and

			the Professional Practice Coordinator, currently Dr. Horst, will oversee the capstone process.
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Completed Summer (May) 2020 by Michael Horst



2018-2019			
Competency Assignment	Rating	Faculty Discussion	Action
Ethics Case/Issue Review	3	Faculty reviewed the Ethics Case/Issue Literature assignment and rubric and deemed it satisfactory.	No action at this time.
Professional Development Dossier	3	Faculty reviewed the Professional Development Dossier assignment, housed in COUN 637, and its rubric and deemed it satisfactory.	No action at this time.
Techniques: Clinical Skill Demonstration	2	Faculty observed a need for more student self-evaluation on the clinical demonstration tape review.	Dr. Czyszczon will create and implement greater student self-evaluation on the recording review form.
Session Analysis and Tx Plan	3	Faculty reviewed the session analysis and tx plan assignment and its rubric and deemed it satisfactory.	No action at this time.
Human Development Professional Presentation	2	Faculty observed a need to more directly connect the final presentation to work throughout the semester, resulting in the exploration of a topic that culminates in semester-long work.	Dr. Czyszczon will revise the assignment and rubric to represent more cohesive work on a topic over the course of the semester.
Psychopathology: Case Conceptualization and Tx Plan	3	The assignment and rubric were deemed satisfactory.	No action at this time.
Theories: Final Paper & Presentation	3	The assignment and rubric were deemed satisfactory.	No action at this time.

ICP: Clinical Skill Demonstration	2	As with the clinical skill demonstration above, faculty would like to integrate more elements of self-evaluation on this clinical skill demonstration.	Dr. Czyszczon will amend the ICP Clinical Skill Demonstration recording review to include more elements of student self-evaluation.
Practicum CAS	2	The CAS-P and CAS-I instruments are not as skill-driven as faculty would like.	The professional practice coordinator will work to review the current CAS-P and CAS-I to determine whether the program should edit the current instruments or seek new instruments.
Addictions: Case Study	2	Update opioid treatment information	Dr. Cline would like to revise the rubric for her 2nd year teaching the course with EMU.
Internship: CAS	2	The CAS-P and CAS-I instruments are not as skill-driven as faculty would like.	The professional practice coordinator will work to review the current CAS-P and CAS-I to determine whether the program should edit the current instruments or seek new instruments.
Group: Formal Group Proposal	3	The assignment and rubric were deemed satisfactory.	No action at this time.
MFT: Genogram and Analysis Paper	3	The assignment and rubric were deemed satisfactory.	No action at this time.
Comprehensive Assessment Report	2	Dr. Horst noted that many of the testing instruments are dated.	Dr. Horst will research the cost and feasibility of updating testing instruments.

Internship II: CAS	2	The CAS-P and CAS-I instruments are not as skill-driven as faculty would like.	The professional practice coordinator will work to review the current CAS-P and CAS-I to determine whether the program should edit the current instruments or seek new instruments.
IRB Proposal and Literature Review	3	The assignment and rubric were deemed satisfactory.	No action at this time.
Capstone Paper and Presentation	2	Drs. Hammond and Horst are unsatisfied with the quality of student poster presentations. Verbal presentations are satisfactory.	Drs. Hammond and Horst will investigate printing options for academic posters and require students providing poster presentations of their capstone research to professionally print their poster for presentation.

Completed by the EMU MA in Counseling program faculty, August 2019.

2017-2018			
Competency Assignment	Rating	Faculty Discussion	Action
Ethics Case/Issue Review	2	Dr. Haase, instructor of PIFE, noted that student revisions on the competency assignment were related to APA formatting, writing proficiency and integrating ACA ethical codes. Faculty discussed reintroducing an APA writing workshop at the beginning of the first semester. The Graduate writing tutor is very interested in doing something like this.	Haase will follow-up and arrange for this to take place fall 2018.
Professional Development Dossier	3	The Dossier scores are higher this year because of the focus on career development thanks to the grant. Kyle Laver, professional career counselor, worked with students for three class sessions on resume, cover letter, and general career planning and preparation.	Faculty reviewed Ms. Laver's contributions favorably. No action needed at this time.
Clinical Skill Demonstration	2	Faculty discussed adding a multicultural assessment item to the Techniques and ICP Skill Demonstration Forms. Faculty also noted that the item regarding validation/ attunement should be evaluated as two separate constructs.	M. Horst will add an item on the Techniques and ICP counseling skills assessment forms that addresses multicultural competence. He will also amend the double-barreled validation/attunement item by separating it into two items.

Session Analysis and Tx Plan	3	Dr. Hammond noted that the rubric was helpful to guide students and demonstrate their awareness and growth on this competency assignment.	This competency assignment and corresponding rubric were reviewed favorably. No action needed at this time.
Human Development Professional Presentation	1	Dr. Hammond noted that this assignment is different than others because students cannot revise the actual presentation. Hammond noted that students don't read the handout provided on presentation guidelines and she is going to spend more time on presentation protocol and process. Faculty agreed that it is important that students learn how to present and we encourage them to submit to VACES, so the assignment helps to prepare them.	Dr. Hammond will devote a class to teaching students about professional presentation standards and protocol. She will be on sabbatical in the fall 2018, so she will work with our adjunct faculty member to implement such a class in the fall.
Psychopathology: Case Conceptualization and Tx Plan	2	Dr. Hammond noted that the rubric for Psychopathology is not in-line with the scoring sheet she developed for the case conceptualization and treatment plan.	Dr. Hammond will revise the rubric so to match her scoring sheet and implement this change in spring 2019
Theories: Final Paper & Presentation	3	Faculty noted that prior to implementing the scoring rubrics, scores on competency assignments were much higher. The rubric provides for a more focused and rigorous evaluation of the Theories final paper and presentation.	No action needed at this time.

ICP: Clinical Skill Demonstration	2	Faculty discussed adding a multicultural component to the ICP/Techniques Skill Demonstration Form	As also discussed with the Techniques Clinical Skills competency (row 8), M. Horst will add an item about multicultural competence to the form and amend the item related to validation and attunement.
Practicum CAS	3	Practicum Scores will be evaluated regarding the competency cutoff and in comparison to past cohorts scores at the close of the semester.	No action needed at this time.
Addictions: Case Study	3	Addictions is being taught by an adjunct faculty member this semester (spring 2018). Competency assignment will be reviewed at the end of the semester.	Review will occur in late April 2018. No action needed at this time.
Internship: CAS	3	Spring CAS scores were on par with scores from the last five years -- averaging between a 3.7 and 4.5. The MAC faculty view this as an ideal range for internship students to score within at the end of their first semester of internship.	No action needed at this time.
Group: Formal Group Proposal	3	Group proposals will be evaluated at the end of the semester.	Review will occur in late April 2018. No action needed at this time.
MFT: Genogram and Analysis Paper	3	Faculty noted that scores on the Genogram rubric were high. An adjunct faculty member taught this course and may have needed some guidance in scoring. Faculty discussed implementing an orientation for adjunct faculty on rubrics and the competency	Dr. Haase and M. Horst will create and schedule an orientation process for adjunct faculty regarding scoring competency assignments. No action needed at this time for the MFT competency

		assignments.	assignment.
Comprehensive Assessment Report	3	Scores on the comprehensive assessment report were high. This competency assignment was assessed by a new faculty member, who has since been instructed on the importance of rigor in grading.	Faculty members who use the competency assignment rubrics for the first time will receive an orientation to the rubric system from Dr. Haase and M. Horst.
Internship II: CAS	3	Internship CAS will be evaluated at the end of the semester when students have completed their hours.	No action needed at this time.
IRB Proposal and Literature Review	3	The IRB proposal and literature review competency assignments were reviewed favorably. Faculty did not observe a need for changes to the rubrics. Dr. Hammond and M. Horst reviewed decision trees for IRB exemption and determined that students must complete IRB proposals regardless of their project's exemption status.	No additional action needed at this time.
Capstone Paper and Presentation	3	Students will complete their capstone papers by the end of the semester and will present their capstone projects on May 2, 2018.	Review will occur in early May 2018. No additional action needed at this time.

Completed by the MA in Counseling faculty on March 19, 2018