



# Prescott College

**For the Liberal Arts, the Environment, and Social Justice**

## **Master of Science in Counseling Limited-Residency Program**

**Program Evaluation and Outcomes Report  
2018 – 2019 Academic Year**

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## **Master of Science Counseling Program Overview**

Prescott College began in the 1960s, with a vision “for a pioneering, even radical experiment in higher education” and “to graduate society’s leaders for the twenty-first century who would be needed to solve the world’s growing environmental and social problems.” Prescott College received initial accreditation in 1969 from the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools, and is currently accredited until 2020. Prescott College is working toward HLC reaccreditation with a site visit planned during November 2019.

In keeping with its tradition of promoting social justice and equality of care of all people, Prescott College, in 1994, offered a Limited-Residency Master of Arts in Counseling Psychology degree. In 2013, the Higher Learning Commission of the North Central Association of Colleges and Schools approved a change in the degree to a Master of Science in Counseling. The Prescott College Limited-Residency Master of Science in Counseling Program is designed to provide an opportunity to learn theory and build skills for professional practice while developing therapeutic qualities. The combination of core coursework, supervised practicum and internship, and electives provides the Prescott College Counseling Program graduate with a well-rounded preparation for professional life. Graduates obtain the necessary skills to be prepared for ethical and competent practice as mental health counselors alongside eligibility to pursue licensure.

Students enrolled in the Master of Science Counseling Program during the 2018–2019 academic year were required to complete 60 semester credit hours for the Clinical Mental Health Counseling (CMHC) specialization. Students matriculating in the Master of Science Counseling Program could also elect to complete one of four emphasis areas:

- Addictions Counseling
- Marriage, Couple, and Family Counseling
- Social Justice in Counseling
- Somatic Counseling

Additionally, students enrolled in the program are also offered an option to choose a concentration/graduate certificate area. Coursework completed in a concentration/graduate certificate is in addition to the 60 semester credit hours required for program completion. Concentrations/graduate certificates include the following:

- Adventure-based Psychotherapy
- Ecotherapy
- Equine Assisted Mental Health
- Expressive Art Therapy

### **MS Counseling Program Mission Statement**

The Master of Science in Counseling Program provides an interdisciplinary, student-centered learning environment that integrates social and professional issues, both locally and globally, with professional practice while maintaining an emphasis on student academic, professional, and cultural competence.

## **Summary of Program Evaluation and Student Assessment**

The Master of Science Counseling Program engages in an annual comprehensive program evaluation and assessment of its students. Information about the program and student learning is collected from multiple sources, including surveys sent to key stakeholders (alumni, site supervisors, employers) on a biennial basis, exam results from credentialing boards, data collected from Taskstream (the college's assessment system), and through demographic reports requested from the Admissions and Institutional Research offices. This data is analyzed by the program's assessment team, consisting of the Program Director and the Assessment and Research Coordinator, and then presented to the counseling faculty for recommendations as to whether curricular or program changes are needed. The final Program Evaluation Outcomes Report (PEOR) is posted to the Master of Science Counseling Program web page and an email is sent to all stakeholders notifying them of its completion. Data collected and reviewed during the 2018-2019 academic year was a continued opportunity to assess changes made based on the last program evaluation cycle, and to consider future program and curricular changes to the Master of Science Counseling Program.

### **Aggregate Student Assessment Data**

The following represents aggregate data collected to assess both student's knowledge and skills through the assessment of Key Performance Indicators (KPIs), and Key Professional Dispositions (KPDs). Data is collected and analyzed throughout the academic year.

#### **Key Performance Indicators**

During the 2017-2018 academic year, 17 KPIs were identified that assessed a student's knowledge or skill in relationship in the eight CACREP core content areas and relevant specialty area. However, the decision was made to reduce this number to nine KPIs in the 2018-2019 academic year. Working with consultants for the CACREP self-study process, a recommendation was made to reduce KPIs to allow for a more robust assessment process that focuses on a student's capacity to demonstrate both learning and application. For example, there are now two signature assignments in the practicum and internship courses. This affords students and their faculty supervisors the chance to evaluate counseling skills as they are developing at six different points within these experiential courses. The goal was to move to less KPIs while simultaneously ensuring that the signature assignments attached to those KPIs provided a progression of student mastery of core counseling concepts and skills.

KPIs are measured at two designated points during the student's program. Each KPI is measured through a signature assignment in the relevant core counseling course. A second measurement point of each KPI is in either the MACP51020 Supervised Counseling Practicum or MACP510201 Supervised Counseling Internship course. This KPI data is collected in Taskstream at the end of each term.

Additionally, the counseling program utilizes the Counselor Preparation Comprehensive Examination (CPCE) as its exit requirement. This is considered another measurement point of the CACREP eight core curricular content areas, though there is no direct link to the KPIs

identified by the counseling program. Aggregate data from the CPCE is also collected, reviewed, and considered in all program or curricular changes.

**Taskstream data.**

The table below presents both the first and second measurement points for each of the nine KPIs, along with an overall average for the 2018-2019 academic year.

Using Taskstream, KPIs are assessed using a four-point Likert scale: 1 = Below Expectations, 2 = Near Expectations, 3 = Meets Expectations, 4 = Exceeds Expectations.

**Table 1: KPI Taskstream Data**

<b>CACREP Core Area</b>	<b>Key Performance Indicator</b>	<b>Measurement 1</b>	<b>Average</b>	<b>Measurement 2</b>	<b>Average</b>	<b>Total Average 18/19 AY</b>
<b>Professional Counseling Orientation and Ethical Practice</b>	KPI Core Area 1 (Knowledge): The student will demonstrate understanding of ethical and legal considerations in professional counseling through their application in practice of counseling.	MACP51190 Professional Counseling Ethics*	3.59	MACP51021 Supervised Counseling Internship***	3.33	3.46
<b>Social and Cultural Diversity</b>	KPI Core Area 2 (Knowledge): The student will identify and articulate theories and models social/cultural identity development.	MACP50030 Social and Cultural Diversity in Counseling*	3.3	N/A Error in Data Collection	N/A	3.3
<b>Human Growth and Development</b>	KPI Core Area 3 (Knowledge): The student will understand and be able to articulate theories of human development across the lifespan and the systemic and environmental factors that affect it.	MACP50020 Human Growth and Development****	3.23	MACP51020 Supervised Counseling Practicum**	3.44	3.34
<b>Career Development</b>	KPI Core Area 4 (Knowledge): The student will identify and apply theories and models of career development, and counseling.	MACP50070 Career and Lifestyle Development: Challenges of Adulthood*	3.1	MACP51020 Supervised Counseling Practicum**	3.44	3.27
<b>Counseling and Helping Relationships</b>	KPI Core area 5 (Skill): The student will be able to demonstrate essential interviewing, counseling, and case conceptualization skills.	MACP50060 Helping Relationships: Basic Counseling Skills*	3.6	MACP51021 Supervised Counseling Internship***	3.39	3.5
<b>Group Counseling and Group Work</b>	KPI Core Area 6 (Knowledge): The student will articulate an understanding of the characteristics and functions of effective group leadership.	MACP50080 Group Work: Clinical Theory and Practice*	3.5	MACP51020 Supervised Counseling Practicum**	3.95	3.73

<b>Assessment and Testing</b>	KPI Core Area 7 (Skill): The student will demonstrate the ability to select assessment instruments that appropriately measure a psychological construct and utilize these results to diagnose developmental, behavioral, and mental disorders.	MACP50090 Assessment: Psychological Testing and Appraisal in Counseling*	3.95	MACP51021 Supervised Counseling Internship***	3.10	3.53
<b>Research and Program Evaluation</b>	KPI Core Areas 8 (Skill): The student will demonstrate the ability to critique and synthesize current research in the advancement of the profession and into the practice of counseling.	MACP50040 Research and Program Evaluation*	3.5	MACP51021 Supervised Counseling Internship***	3.28	3.39
<b>Clinical Mental Health Counseling - Specialty Area</b>	KPI CMHC (Skill): The student will demonstrate understanding of the diagnostic process and the use of the current diagnostic classification system, the Diagnostic and Statistical Manual of Mental Disorders (DSM).	MACP50010 Psychopathology: Diagnostic and Treatment Planning*	3.94	MACP51021 Supervised Counseling Internship***	3.10	3.52

\*Data from Fall & Spring

\*\*Data from Spring

\*\*\*Data from Spring & Summer

\*\*\*\*Data from Fall, Spring, & Summer

The highest overall KPI average is in the core area of Group Counseling and Group Work with a score of 3.73; calculated as the average between the first measurement point in the MACP50080 Group Work: Clinical Theory and Practice course and the second measurement point in their practicum experience. Lowest average score was for the Career Development KPI at 3.27, which was measured first in the MACP50070 Career and Lifestyle Development: Challenges of Adulthood and the second measurement also in the practicum course. All averages fell within the Meets Expectations range.

Important Note: Through the change of assessing 17 KPIs to nine there were a few errors in the implementation. The second measurement point for the Social and Cultural Diversity KPI was not correctly assigned, so the Total Average represents only one point of measurement, which may have skewed the average KPI score either positively or negatively. Additionally, the change to nine KPIs was finalized during the spring 2019 term. While this did not impact the data collection process for the KPIs in the core courses during this evaluation cycle, it did result in only being able to collect data in MACP51020 Supervised Counseling Practicum and MACP51021 Supervised Counseling Internship during the spring 2019 term.

### **CPCE data.**

During the 2018-2019 academic year the CPCE was administered three times on the Prescott College campus. Students also have the option to take the exam at a testing facility closer to

where they live. However, a majority of students, 22 out of the 34 that took the exam, elected to take the test when it was offered in conjunction with one of their required residencies/colloquia on campus. CPCE data received from the Center for Credentialing and education (CCE) demonstrated that Prescott College students had a pass rate of 97% during the 2018-2019 academic year. The following table represents the average scores for each of the eight core content areas assessed through the CPCE.

**Table 2: CPCE Results for 2018-2019**

<b>CPCE Results</b>	
<b>Core Content Area</b>	<b>2018-2019</b>
Human Growth and Development	12.00
Social and Cultural Diversity	10.20
Counseling and Helping Relationships	12.24
Group Counseling and Group Work	12.50
Career Development	10.40
Assessment and Testing	10.70
Research and Program Evaluation	11.60
Professional Counseling Orientation and Ethical Practice	12.00

The highest score possible in each core content area is 17. The CPCE data shows that the core content area that our students tested the highest in is that of Group Counseling and Group Work, which is taught in MACP50080 Group Work: Clinical Theory and Practice, followed closely by Counseling and Helping Relationships, which encompasses both the MACP51010 Counseling Theories and the MACP50060 Helping Relationships: Basic Counseling Skills courses. The lowest average was in the content area of Social and Cultural Diversity, which is primarily taught through the MACP50030 Social and Cultural Diversity Counseling course.

**Key Professional Dispositions**

The Master of Science in Counseling Program has identified nine KPDs. These KPDs are coded as 1) Professional Conduct; 2) Ethical Practice; 3) Supervision; 4) Documentation; 5) Multicultural Competence; 6) Appropriate Boundaries; 7) Self-Awareness and Growth; 8) Tolerance for Vulnerability and Risk; and 9) Appropriate Self-Care. For a full description of these KPDs, please refer to Appendix A.

KPDs are evaluated informally by faculty on an ongoing basis, as well as formally during the KPD assessment meeting each spring. If a student has been identified as having challenges with any of the KPDs, faculty review and if appropriate, may make a recommendation to initiate the retention and remediation process to be supportive of students that need additional help to navigate the program and successfully graduate. Additionally, KPDs are formally measured at the mid-point and at the end of each semester during both MACP51020 Supervised Counseling Practicum and MACP51021 Supervised Counseling Internship. Feedback is given to students in these classes and is considered when determining a student’s final grade.

The 2018-2019 academic year was the first time a formal KPD assessment process was implemented. The table below denotes the 2018-2019 average for each KPD assessed during the spring 2019 assessment meeting.

The following Likert scale was used in scoring each student individually: 1 = Below Expectations, 2 = Near Expectations, 3 = Meets Expectations, 4 = Exceeds Expectations. Instances where there was not enough information on a student’s development to score a particular KPD, faculty had the option to select Unknown at this time. An example of a student receiving “Unknown at this time” for any KPD would be when they had not taken the Practicum or Internship courses, so the Supervision KPD could not be assessed. The Unknown at this time option was not given a value, and therefore did not affect the KPD overall averages.

**Table 3: KPD Data from Student Assessment Meeting**

Key Professional Disposition (KPD)	2018-2019 Average
Professional Conduct	3.04
Ethical Practice	2.97
Supervision	2.96
Documentation	2.93
Multicultural Competence	3.02
Appropriate Boundaries	2.95
Self-Awareness & Growth	3.01
Tolerance for Vulnerability and Risk	2.97
Appropriate Self Care	2.98

Upon review of the aggregate data, the highest average was Professional Conduct at 3.04 and the lowest was 2.93 for Documentation. In general, faculty defaulted to a score of 3 to signify a student was Meeting Expectations, unless the student demonstrated there was either significant growth needed, or they had demonstrated exceptional dispositional conduct/behavior. The overall scores may therefore appear lower; however, all are considered to be within the Meets Expectations range. When there was not consensus amongst faculty in a particular score for a student, additional time was allotted to discuss more specifically how various faculty perceived that student’s performance in their classes or as their advisee to better inform the process.

The table below represents another point of assessment of the KPDs; MACP51020 Supervised Counseling Practicum and MACP51021 Supervised Counseling Internship. Measurement of the KPDs is part of the Mid and End of Term Evaluation which uses the following Likert scale: 1 = Low; 3 = Neutral; 5 = High; 0 = Not Observed. Again, the Not Observed option was not given a value, and therefore did not affect the KPD overall average.

**Table 4: KPD Data from Mid/End of Term Evaluations**

Key Professional Disposition (KPD)	2018-2019 Practicum & Internship Averages
Professional Conduct	4.52
Ethical Practice	4.56
Supervision	4.54



Documentation	4.23
Multicultural Competence	4.30
Appropriate Boundaries	4.48
Self-Awareness & Growth	4.47
Tolerance for Vulnerability and Risk	4.27
Appropriate Self Care	4.29

The highest average was 4.56 for Ethical Practice and the lowest average of 4.23 was for Documentation, though all were within a satisfactory range.

### Demographics and Other Characteristics

Demographic data is collected for applicants, current students, and graduates. Characteristics are self-identified by gender, ethnicity, and age.

**Table 5: Applicant, Student, and Graduate Demographic Data**

CP Demographic Data for AY 2018-2019				
*Demographics		Applicants	Current Students	Graduates
<b>Gender</b>	Female	221	187	29
	Male	32	40	7
	Unknown	4	4	1
		<b>Total 257</b>	<b>Total 231</b>	<b>Total 37</b>
<b>Ethnicity</b>	White	165	177	32
	African American, non-Hispanic	8	0	0
	Asian	1	3	1
	Black or African American	0	4	0
	Hispanic	17	0	0
	Hispanics of any race	2	15	2
	Native HI or Pacific	0	0	0
	American Indian/Alaska Native	3	4	0
	Non Resident Alien	0	1	1
	Other	5	0	0
	Two or More Ethnicities	3	0	0
	Two or More Races	14	17	1
	Race and Ethnicity unknown	39	10	0
			<b>Total 257</b>	<b>Total 231</b>
<b>Age</b>	19-24	21	11	0
	25-29	56	57	9
	30-34	43	50	11
	35-39	41	32	7
	40-49	50	50	7
	50-64	31	29	3
	65 and over	5	2	0
	Undisclosed	10	0	0
		<b>Total 257</b>	<b>Total 231</b>	<b>Total 37</b>

There were 257 applicants to the counseling program during the 2018-2019 academic year. Though the Master of Science Counseling Program would define an applicant as anyone who had fully completed the application process, the Admissions office defines an applicant as anyone who has submitted a partial to fully completed application. In order to be consistent within Prescott College and across departments, the Admissions' office definition was used for this PEOR. Therefore, of the 257 applicants, a majority identified as Female (86%), White (64%), and between the ages of 25-29 (22%) and 40-49 (19%).

At the conclusion of the academic year the Master of Science in Counseling Program had 231 students. Of those students the majority identified as Female (81%), and as White (77%). However, the age ranges started to shift from the applicant population in this year's data to a majority first in the ages of 25-29 (25%) and then evenly split in the next highest category between the ages of 30-34 and 40-49 (22%).

There were 37 students who graduated during the academic year. Nine graduated in the summer 2018 semester, 11 fall 2018 semester, and 17 graduated in the spring 2019 semester. The largest percentage of graduates identified as Female (78%), White (86%), and were between the ages of 25-34 (54%), again closely followed by the ages of 35-49 (38%).

Across applicants, students, and graduates demographic characteristics remained consistent with female, white, between the ages of 25-34 being the most represented group. However, another growing demographic group is among the 40-49 age range. It should be noted that this demographic outcome of the Master of Science Counseling Program is consistent with representation of the counseling profession in general.

*\*The demographic descriptors listed are what is currently used by Prescott College when collecting this type of data and in alignment with the Integrated Postsecondary Education Data System (IPEDS).*

### **Systematic Follow-up Studies**

As part of our ongoing program evaluation, surveys are sent on a biennial basis, via email, to key stakeholders, who include; recent graduates, site supervisors, and employers. The purpose of these surveys is to identify areas within the program/curriculum that may need improvement based on input received. Surveys were not sent during the 2018-2019 academic year and instead will be sent during the 2019-2020 academic year. The intent of collecting data every other year is to allow for more robust data with larger sample sizes.

### **Modifications Based on Program Evaluation**

The Program Director and Assessment and Research Coordinator collected, compiled, and analyzed the data listed above into this comprehensive program evaluation. Once completed the Program Director circulated the PEOR to all Master of Science in Counseling Program Faculty on October 29, 2019 for their review. One week later, the faculty met for a formal Program Evaluation meeting on November 5, 2019 to discuss the data and determine if curricular and program changes were needed. The following provides a summary of the key discussions and outcomes based on this meeting.

As the counseling faculty discussed the aggregate data, there was discussion around the strengths of the program, but the primary focus was on the areas of opportunity and improvement. When reviewing the KPI and CPCE data, it was acknowledged that the highest average score across both data points was the core area of Group Work and Counseling. It was also acknowledged that there was consistency across the same data points with the lowest average with the Social and Cultural Diversity area. Several ideas were shared about ways to increase student knowledge and skills in this area. It was suggested to incorporate more of this content across the curriculum and to not just address it in the MACP50030 Social and Cultural Diversity and MACP51000 Social Justice in Counseling courses. To facilitate this, it was recommended that a Cultural Competency Committee be formed to serve in an advisory/consultative role to faculty to help integrate multicultural awareness, cultural competency, and social justice and advocacy research and theories in assignments throughout the curriculum where appropriate.

It should also be noted that the core area of Career Development was also identified as having a low average across both KPI data points. It was also suggested to utilize the Counseling Program's colloquia held twice a year, to provide workshops and other learning opportunities to enhance knowledge and skills in both areas of Social and Cultural Diversity and Career Development.

When reviewing the KPD aggregate data, faculty focused primarily on the low average for Documentation across assessment points. Several ideas emerged as to how to better prepare students for clinical notetaking/documentation once they reached their practicum and internship experiences. The idea of creating more continuity between key courses of MACP50090 Assessment, MACP50060 Helping Relationship, and MACP51020 Supervised Counseling Practicum was put forward. It was recommended to introduce core concepts of case conceptualization, clinical language in the documentation process, and a standardized application of a biopsychosocial process more intentionally across these courses. This curricular change would support the idea that the documentation process could be introduced earlier in the curriculum to promote this particular skill development for students.

In reviewing the Demographic data, discussions centered on how to help recruit and retain a more diversified counseling student body. It was recommended that counseling faculty collaborate with the Admissions Office on best practices for recruiting a more diverse pool of student applicants. It was also noted that in creating a Cultural Competence Committee with a focus on the program's curriculum, the committee's work could also help with attracting and retaining a more diverse student population.

Through the program evaluation process several curriculum and programmatic changes have been identified and will be implemented. Most notably will be the creation of a Cultural Competence Committee. This committee will spearhead the addition of multicultural competency and social justice examples into assignments throughout the curriculum.

This committee can also directly support further dialogue, planning, and actionable steps to support the recruitment and retention of a more diverse counseling study body and faculty at Prescott College in the MS Counseling Program. The Admissions Office will be notified of this committee in order to collaborate around efforts to diversify a predominantly female, white

student body and staff. While the national profile is similar, Prescott's mission is closely tied to issues of social justice and equity.

Lastly, the colloquia will be utilized to further enhance knowledge and skill development of the counseling students. Workshops topics will be offered that focus on the areas of Social and Cultural Diversity and Career Development, as well as workshops on the integration of documentation and case conceptualization as components of ethical standards of care in the counseling field.

### **Other Substantial Program Changes**

During the 2018-2019 academic year the MS Counseling Program Faculty decided to reduce the number of residencies/colloquia required for students to attend. Previous to this decision the MS Counseling Program offered three residencies/colloquia a year (January, April, August) and students were required to attend a minimum of six residencies during the course of their degree program. Anecdotally students had been providing feedback for years that attending six residencies/colloquia was too many and becoming a hardship both financially and logistically. After attending four or five, students indicated that they wanted to be able to use their limited resources toward additional clinical training or conference attendance.

Based on this feedback, it was decided to reduce the number of residencies/colloquia students needed to attend, and this simultaneously meant that the MS Counseling Program could move from offering three residencies/colloquia a year to offering only two. Counselor education faculty also agreed that student's could also substitute one residency/colloquium for a professional conference with prior approval from their faculty advisor. Attendance at a conference was specifically decided upon as an appropriate substitute because of the link to professional identity development, that might not be as clear through attending a training. With these important changes, the program was also able to put some of the resources used for the April residencies/colloquia toward the planning and operations of the remaining two colloquia to enhance the student learning and professional development experience. This change in the reduction of the number of required colloquia goes into effect in the Fall 2019 term.

Another substantive change identified was in regards to the assessment of KPDs. As noted previously, the 2018-2019 academic year was the first year implementing a formal KPD assessment process. Through the process of assembling and analyzing the data, it was realized that both evaluation tools used to assess the KPDs used a different Likert scale range. For the next program evaluation period, it was recommended that the Likert scale range be aligned to better be able to compare the outcomes of the multiple points of measurement.

### **Conclusion**

In this annual program evaluation iteration after, a major program overhaul, it is increasingly clear what an asset a robust program evaluation and assessment are to this program's service to future counselors can and will be. Counselor education faculty are consistently sharing not just their critical feedback but also their hopes that in doing so they can contribute to positive growth that continues to uphold Prescott's unique mission.

## Appendix A: Key Professional Dispositions Definitions

Key Professional Disposition (KPD)	Description
Professional Conduct	Professional dress; punctuality (start/end sessions, on time to supervision, class...); follows policies and procedures; presents self as a professional to others; contributes meaningfully to the clinical team through observation and feedback of other's sessions and in classes. Thoughtfully accepts other's feedback. Communicates respect for the perspective of others by actions.
Ethical Practice	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
Supervision	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate. Makes good use of individual/triadic supervision (arrives on-time, prepared), and maintains regular contact with supervisors about all clients. Consults a supervisor in all safety/risk situations. Is open to supervisory feedback and trying new things. Provides appropriate feedback to supervisors.
Documentation	Applies current record-keeping standards related to clinical mental health counseling (all client documentation is on-time, clear, concise, and well organized. Reports, letters, and other documentation leaving the clinic are professional in style and make appropriate recommendations).
Multicultural Competence	Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
Appropriate Boundaries	Maintains appropriate personal and professional boundaries with clients, colleagues, and faculty; does not use time with clients to meet own needs. Maintains appropriate boundaries in class and supervision
Self Awareness & Growth	Recognizes own strengths and limitations. Understands impact of own values, experiences and biases on academic work, session dynamics, and case conceptualization. Willing to continue exploring how self impacts clinical work. Willing to self-confront and grow. Is not defensive about feedback. Willing to seek help for personal awareness and growth when appropriate.
Tolerance for Vulnerability and Risk	Able to be appropriately vulnerable with clients and colleagues. Able to take risks with clients and colleagues. Is aware of and able to appropriately manage own affect in session, in class, and in supervision.
Appropriate Self Care	Recognizes own limits and physical, emotional and spiritual needs. Seeks healthy means for meeting own personal needs. Makes self-care and holistic personal wellness a reasonable priority, both in idea and action. Seeks help from others (including personal counseling) when appropriate.