

# Comprehensive Program Evaluation: Counselor Education

## Auburn University at Montgomery

### Spring 2013

Below is a compilation of the program evaluation activities indicating when last performed and when next the activity is next scheduled. The process of collecting data and the involved parties are described under the “Description” column. How the data is both used and disseminated follows below the description. The actual raw data follows this 2-page summary.

Program Evaluation Activities	Description	Last Performed	Next Scheduled
<b>1. Counselor Education Survey</b>	<b>Current and former students are surveyed annually during the Spring Semester.</b>	<b>Spring 2013</b>	<b>Spring 2014</b>
<p>The annual survey of current and former students was conducted in the Spring semester of 2013. This year there were 27 respondents.</p> <p><b>Results in brief</b> (see full results for details):  <u>The “Most Important Reason” AUM was selected for their degree (73.1%) was CACREP accreditation. The 2<sup>nd</sup> most was Academic Reputation (63.2%).</u>  <u>The 3 highest rated “Training Areas” were: (1) Group Counseling (64.3%); (2) Ethical &amp; Legal Issues (65.4%), and (3) Individual Counseling Theories (60.7%). (note: percentage of respondents to an area)</u>  <u>Lowest Rated “Training Areas”:</u> While there were outliers in the “Marginal” range and remaining areas were ranked in the “Good to Excellent” range, eight students (28%) ranked “Use of Technology in Counseling” in the Marginal range.  The Students rated the faculty as <u>most helpful in encouraging membership in CSI involvement (64.3%) and ACA (63%).</u>  The Students rated the faculty as <u>most helpful in mentoring “Counseling Skills and Attitudes” (89.3%) with “Professional Boundaries” (78.6%) being second. Least Helpful was Employment opportunities (21.4% 6 responses).</u>  Comments on the survey were varied but 5 suggested more assistance with Practicum Placement would be helpful.  <b>Dissemination:</b> Placed on the Program Web page at <a href="http://www.education.aum.edu/docs/default-source/counseling-program-page/2014-aum-counseling-program-survey.pdf?sfvrsn=2">http://www.education.aum.edu/docs/default-source/counseling-program-page/2014-aum-counseling-program-survey.pdf?sfvrsn=2</a>  Stakeholders were notified of the survey’s availability via email.</p>		<p><b>Outcomes:</b></p> <p>(1) The faculty will examine ways to incorporate more technology in their class offerings in order to address the student concerns over use of technology.</p> <p>(2) Upon examination of class evaluations (CER’s) for the class, “FNDS 6610 Research in Education,” faculty became concerned that it was not specific enough to the counseling field.</p> <p>Due to examination of the curriculum as well as student student input, a new course ECED 6560 “Research and Evaluation in Counseling Programs” was proposed and approved to improve student preparation.</p> <p>(3) The Practicum orientation will be examined to determine better ways to assist in placement.</p>	
<b>2. Site Evaluation of the AUM Counseling Program</b>	<b>Feedback from personnel in cooperating agencies is requested each semester at the end of practicum and internships.</b>	<b>Summer 2014</b>	<b>December 2014</b>
<p><b>Results &amp; Outcomes:</b> All responses were in the “Very Good” to “Excellent” range with on “no response”. One site respondent indicated that no orientation was provided to the site, no consultation regarding the student, and no visit. (1) The Clinical coordinator will follow up on this incident. Six respondents appear to have not been informed of professional development opportunities from the counseling department. (2) Faculty will examine ways to get the word out more effectively.</p>		<p><b>Dissemination:</b> Placed on the Program Web page at <a href="http://www.education.aum.edu/docs/default-source/counseling-program-page/2014-aum-counseling-program-survey.pdf?sfvrsn=2">http://www.education.aum.edu/docs/default-source/counseling-program-page/2014-aum-counseling-program-survey.pdf?sfvrsn=2</a>  Stakeholders were notified of the survey’s availability via email.</p>	

Program Evaluation Activities	Description	Last Performed	Next Scheduled
3. Faculty Review of Student Performance	Students' academic skills, clinical skills, ethical and professional behavior and personal characteristics are assessed by all counseling faculty.	End of Spring Semester 2014	End of Fall Semester 2014
<b>Outcomes:</b> All 16 Students currently enrolled were found to be performing competently in the four domains and were recommended for continuance in the program. No areas of concern were noted in this evaluation (see “Faculty Review of Student Performance Summary Spring 2014”). Had any students evidenced areas of concern, a member of faculty would contact them personally to address informally or remediate, depending upon faculty recommendation.		<b>Dissemination:</b> All counseling faculty participated in the evaluation of enrolled students on 4-14-2014. No personal contact from faculty to a student was needed following this evaluation.	
4. Livetext Evaluation	Each student is evaluated at the end of each class on the CACREP outcomes and dispositions on the LiveText system developed for that class. An annual aggregation of this data is reviewed for program improvement.	End of Summer Semester 2014	End of Fall Semester 2014
<b>Results:</b> Student work is evaluated on CACREP outcomes for each class on a 4-point scale comprised of the following: (1) Unsatisfactory, (2) Basic, (3) Competent, and (4) Exceptional. The professor uses these outcomes to guide the individual student. The annual aggregate of all these evaluations is used for program improvement.		<b>Dissemination:</b> The students submits their work to the LiveText system for evaluation. The results of their evaluation are available to them on-line through LiveText following instructor evaluation. The aggregate of the scores was made available through the LiveText system and were reviewed in faculty meetings by the Department Head and faculty for any program improvement. This semester the scores appear to be outliers.	
<b>Outcomes:</b> Although most students scored in the Competent to Exceptional range, a total of 3 students were evaluated in the Unsatisfactory range for Standard 5 (CACREP II.K.5.c. - class ECED 6290 – 1 student) and Standard 8 (CACREP II.K.7. – class ECED 6330 – 2 students. One of these students J.H. is known to have had a personal crisis this semester. The remaining students were provided guidance by their professors.			
<i>Note: Due to the confidential nature of Faculty Performance Evaluations and Individual Student Evaluations (tests etc), those evaluation activities do not appear in this document. See the Comprehensive Program Plan items 6 – 9 for a description of those Evaluation Activities.</i>			

# **Program Evaluation Activities**

## **1. Counselor Education Survey**

- View Summary
- Browse Responses
- Filter Responses
- Crosstab Responses
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Response Summary

Total Started Survey: 29  
Total Finished Survey: 27 (93.1%)

#1. DEMOGRAPHIC INFORMATION

PAGE: DEMOGRAPHIC INFORMATION		
1. Gender:	<a href="#">Create Chart</a>	<a href="#">Download</a>
	Response	Response
	Percent	Count
Male	17.2%	5
Female	82.8%	24
Transgender	0.0%	0
	answered question	29
	skipped question	0
2. Ethnicity:	<a href="#">Create Chart</a>	<a href="#">Download</a>
	Response	Response
	Percent	Count
Caucasian	35.7%	10
African American	57.1%	16
Hispanic	0.0%	0
Asian American	0.0%	0
	answered question	28
	skipped question	1

## 2. Ethnicity:

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Asian / Pacific Islander	3.6%	1
American Indian	3.6%	1
Other	0.0%	0
Other (please specify)		0
answered question		28
skipped question		1

## 3. Auburn Montgomery degree program(s) (check all that apply):

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	Response Percent	Response Count
M.Ed. School Counseling	41.4%	12
M.Ed. Community Counseling	58.6%	17
Ed.S. School Counseling	0.0%	0
Ed.S. Community Counseling	0.0%	0
answered question		29
skipped question		0

## 4. Program Completion:

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	Response Percent	Response Count
Completed - Graduated	10.3%	3
Currently Enrolled	93.1%	27
Graduates, please indicate the Semester & Year of Graduation. (If you hold both an AUM Masters & Ed.S. degree please indicate each with date, example "Summer 2010"); <a href="#">Show Responses</a>		8
answered question		29
skipped question		0

## 5. If currently enrolled, how long have you been in the program?

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answered question	29
skipped question	0

5. If currently enrolled, how long have you been in the program?

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	Response Percent	Response Count
<b>This is my first semester</b>	17.2%	5
<b>This is my second semester</b>	24.1%	7
<b>This is my third semester</b>	6.9%	2
<b>I have completed one (1) Year</b>	17.2%	5
<b>This is my second year</b>	24.1%	7
<b>This is my third or more</b>	10.3%	3
<b>answered question</b>		<b>29</b>
<b>skipped question</b>		<b>0</b>

6. Did you receive your Undergraduate degree from Auburn Montgomery?

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	Response Percent	Response Count
<b>Yes</b>	31.0%	9
<b>No</b>	69.0%	20
<b>answered question</b>		<b>29</b>
<b>skipped question</b>		<b>0</b>

7. What was your undergraduate major? (Note: multiple majors may select more than one answer)

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	Response Percent	Response Count
<b>Business</b>	13.8%	4
<b>Criminal Justice</b>	6.9%	2
<b>Education</b>	20.7%	6
<b>Liberal Arts</b>	6.9%	2
<b>Psychology</b>	34.5%	10
<b>Social Work</b>	0.0%	0
<b>answered question</b>		<b>29</b>
<b>skipped question</b>		<b>0</b>

7. What was your undergraduate major? (Note: multiple majors may select more than one answer)

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<b>Sociology</b>	3.4%	1
<b>Other</b>	17.2%	5
	Other (please specify) <a href="#">Show Responses</a>	6
<b>answered question</b>		<b>29</b>
<b>skipped question</b>		<b>0</b>

8. What is your employment status?

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	Response Percent	Response Count
<b>Employed Full Time</b>	<b>62.1%</b>	<b>18</b>
<b>Employed Part Time</b>	13.8%	4
<b>Unemployed</b>	24.1%	7
<b>Retired</b>	0.0%	0
<b>answered question</b>		<b>29</b>
<b>skipped question</b>		<b>0</b>

9. Current Employment (indicate primary place of employment. If unemployed or retired, note primary former employment)

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	Response Percent	Response Count
<b>Community or Mental Health Agency</b>	3.4%	1
<b>Psychiatric or Medical Hospital</b>	0.0%	0
<b>Private Practice Counselor</b>	0.0%	0
<b>Agency Administration</b>	6.9%	2
<b>School Counselor</b>	0.0%	0
<b>School Administration/Teaching</b>	27.6%	8
<b>Counselor Educator (college/university)</b>	0.0%	0
<b>College/University Counseling Center</b>	0.0%	0
<b>answered question</b>		<b>29</b>
<b>skipped question</b>		<b>0</b>

9. Current Employment (indicate primary place of employment. If unemployed or retired, note primary former employment)

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College/University Administration	10.3%	3
Other	51.7%	15
Other (please specify) <a href="#">Show Responses</a>		13
answered question		29
skipped question		0

10. Professional Certifications and/or Licensure (please check all professional certifications and licensures held)

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	Response Percent	Response Count
Licensed Professional Counselor (LPC)	0.0%	0
Associate Licensed Counselor (ALC)	0.0%	0
Certified Counselor Supervisor	0.0%	0
National Certified Counselor (NCC)	0.0%	0
State Certified School Counselor	0.0%	0
Teacher Certification or License	20.7%	6
Not Licensed or Certified	65.5%	19
Other	13.8%	4
Other (please specify) <a href="#">Show Responses</a>		3
answered question		29
skipped question		0

11. Are you a member of the American Counseling Association (ACA)?

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	Response Percent	Response Count
Yes	48.3%	14
No	51.7%	15
answered question		29
skipped question		0

12. If you are a member of ACA, please indicate all divisions of which you are a member

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	Response Percent	Response Count
Association for Assessment in Counseling and Education (AACE)	0.0%	0
Association for Adult Development and Aging (AADA)	0.0%	0
Association for Creativity in Counseling (ACC)	0.0%	0
American College Counseling Association (ACCA)	12.5%	1
Association for Counselors and Educators in Government (ACEG)	0.0%	0
Association for Counselor Education and Supervision (ACES)	0.0%	0
Association for Humanistic Counseling (AHC)	0.0%	0
Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)	37.5%	3
Association for Multicultural Counseling and Development (AMCD)	0.0%	0
American Mental Health Counselors Association (AMHCA)	37.5%	3
American Rehabilitation Counseling Association (ARCA)	0.0%	0
American School Counselor Association (ASCA)	25.0%	2
Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)	0.0%	0
Association for Specialists in Group Work (ASGW)	12.5%	1
Counselors for Social Justice (CSJ)	0.0%	0
International Association of Addictions and Offender Counselors (IAAOC)	25.0%	2
International Association of Marriage and Family Counselors (IAMFC)	12.5%	1
National Career Development Association (NCDA)	0.0%	0
National Employment Counseling Association (NECA)	0.0%	0
<b>answered question</b>		<b>8</b>
<b>skipped question</b>		<b>21</b>

13. Are you a member of the Alabama Counseling Association (ALCA)?

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13. Are you a member of the Alabama Counseling Association (ALCA)?

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	Response Percent	Response Count
<b>Yes</b>	44.8%	13
<b>No</b>	55.2%	16
<b>answered question</b>		<b>29</b>
<b>skipped question</b>		<b>0</b>

14. If you are a member of the Alabama Counseling Association (ALCA), please indicate all ALCA Divisions of which you are a current member.

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	Response Percent	Response Count
<b>ALCCA - Alabama College Counseling Association</b>	27.3%	3
<b>ALACES - Alabama Association for Counselor Education and Supervision</b>	0.0%	0
<b>ALAMCD - Alabama Association for Multicultural Counseling and Development</b>	9.1%	1
<b>ALSCA - Alabama School Counselor Association</b>	27.3%	3
<b>ALCDA - Alabama Career Development Association</b>	0.0%	0
<b>ALMHCA - Alabama Mental Health Counselors Association</b>	27.3%	3
<b>ALGBTICAL - Association of Lesbian, Gay, Bisexual and Transgender Issues in Counseling of Alabama</b>	27.3%	3
<b>ALASGW - Alabama Association for Specialist in Group Work</b>	9.1%	1
<b>ALSERVIC - Alabama Association for Spiritual, Ethical, and Religious Values issues in Counseling</b>	0.0%	0
<b>ALADARCA - Alabama Division of the American Rehabilitation Counseling Association</b>	9.1%	1
<b>ALAMFC - Alabama Association for Marriage and Family Counseling</b>	18.2%	2
<b>ALAAOC- Alabama Association for Addictions and Offenders Counselors</b>	27.3%	3
<b>answered question</b>		<b>11</b>
<b>skipped question</b>		<b>18</b>

14. If you are a member of the Alabama Counseling Association (ALCA), please indicate all ALCA Divisions of which you are a current member.

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<b>ALAADA - Alabama Association for Adult Development and Aging</b>	0.0%	0
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**answered question** 11

**skipped question** 18

15. If you are a member of the Alabama Counseling Association (ALCA), please indicate your current Chapter membership.

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	Response Percent	Response Count
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<b>Chapter I: Colbert, Cullman, Franklin, Lauderdale, Lawrence, Limestone, Morgan, Winston.</b>	0.0%	0
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<b>Chapter II: Blount, Jackson, Madison, Marshall.</b>	0.0%	0
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<b>Chapter III: Fayette, Greene, Hale, Lamar, Marion, Pickens, Sumter, Tuscaloosa, Walker.</b>	0.0%	0
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<b>Chapter IV: Jefferson, Shelby.</b>	0.0%	0
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<b>Chapter V: Calhoun, Cherokee, Cleburne, Dekalb, Etowah, St. Clair, Talladega.</b>	0.0%	0
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<b>Chapter VI: Autauga, Bibb, Butler, Chilton, Choctaw, Dallas, Lowndes, Marengo, Perry, Wilcox.</b>	0.0%	0
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<b>Chapter VII: Bullock, Chambers, Clay, Coosa, Elmore, Lee, Macon, Montgomery, Randolph, Russell, Tallapoosa.</b>	100.0%	12
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<b>Chapter VIII: Baldwin, Clarke, Conecuh, Escambia, Mobile, Monroe, Washington.</b>	0.0%	0
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<b>Chapter IX: Barbour, Coffee, Covington, Dale, Crenshaw, Geneva, Henry, Houston, Pike</b>	0.0%	0
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**answered question** 12

**skipped question** 17

16. Please indicate all other Honors Societies, Education Associations, & other professional associations of which you are a member:

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	Response Percent	Response Count
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<b>No other memberships</b>	34.5%	10
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**answered question** 29

**skipped question** 0

16. Please indicate all other Honors Societies, Education Associations, & other professional associations of which you are a member:

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<b>Chi Sigma Iota - Counseling Honors Society</b>	<b>48.3%</b>	<b>14</b>
<b>Kappa Delta Pi - Education Honors Society</b>	6.9%	2
<b>Alabama Education Association (AEA)</b>	17.2%	5
<b>National Education Association (NEA)</b>	17.2%	5
<b>Other</b>	10.3%	3
Other (please specify) <a href="#">Show Responses</a>		3
<b>answered question</b>		<b>29</b>
<b>skipped question</b>		<b>0</b>

17. Leadership and Professional Service - please list significant professional leadership positions:

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	Response Count
<a href="#">Show Responses</a>	4
<b>answered question</b>	<b>4</b>
<b>skipped question</b>	<b>25</b>

18. Please note any Professional Honors, Awards, or Recognitions:

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	Response Count
<a href="#">Show Responses</a>	4
<b>answered question</b>	<b>4</b>
<b>skipped question</b>	<b>25</b>

19. Please rank (1,2,3) the three most important reasons you decided to enroll in the AUM Counselor Education Program (select only ONE CHOICE PER COLUMN):

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	Most Important Reason	2nd Most Important	3rd Most Important	Rating Count
<b>answered question</b>				<b>29</b>
<b>skipped question</b>				<b>0</b>

19. Please rank (1,2,3) the three most important reasons you decided to enroll in the AUM Counselor Education Program (select only ONE CHOICE PER COLUMN):

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		Reason	Reason	
<b>Academic Reputation</b>	<b>63.2% (12)</b>	26.3% (5)	10.5% (2)	19
<b>Faculty Reputation</b>	<b>33.3% (5)</b>	<b>33.3% (5)</b>	<b>33.3% (5)</b>	15
<b>Size of student body</b>	29.4% (5)	29.4% (5)	<b>41.2% (7)</b>	17
<b>Affordable tuition</b>	<b>57.1% (12)</b>	19.0% (4)	23.8% (5)	21
<b>Convenient Class Schedule</b>	<b>63.2% (12)</b>	15.8% (3)	21.1% (4)	19
<b>Geographic Location</b>	<b>40.9% (9)</b>	<b>40.9% (9)</b>	18.2% (4)	22
<b>CACREP Accreditation</b>	<b>73.1% (19)</b>	7.7% (2)	19.2% (5)	26
<b>Recommendation of Undergraduate Adviser</b>	15.4% (2)	7.7% (1)	<b>76.9% (10)</b>	13
<b>Recommendation of a teacher or professor</b>	7.7% (1)	23.1% (3)	<b>69.2% (9)</b>	13
<b>Recommendation of a professional counselor</b>	7.1% (1)	14.3% (2)	<b>78.6% (11)</b>	14
<b>Recommendation of a family member</b>	0.0% (0)	15.4% (2)	<b>84.6% (11)</b>	13
<b>answered question</b>				<b>29</b>
<b>skipped question</b>				<b>0</b>

20. Was there some other important reason that you chose the AUM Counselor Education program?

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	Response Count
<a href="#">Show Responses</a>	9
<b>answered question</b>	<b>9</b>
<b>skipped question</b>	<b>20</b>

21. If you chose the AUM Counselor Education program due to Academic or Faculty reputation, please tell us how you became aware of this.

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<b>answered question</b>	<b>9</b>
<b>skipped question</b>	<b>20</b>

21. If you chose the AUM Counselor Education program due to Academic or Faculty reputation, please tell us how you became aware of this.

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Response	
Count	
<hr/>	
<a href="#">Show Responses</a>	9
<hr/>	
<b>answered question</b>	<b>9</b>
<b>skipped question</b>	<b>20</b>

22. If you came to the AUM Counselor Education program because of the personal recommendation of someone, please explain:

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Response	
Count	
<hr/>	
<a href="#">Show Responses</a>	7
<hr/>	
<b>answered question</b>	<b>7</b>
<b>skipped question</b>	<b>22</b>

PAGE: EVALUATION OF TRAINING

1. Training Areas

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	Poor	Marginal	Good	Excellent	N/A	Rating Count
Helping Relationship Skills	0.0% (0)	10.7% (3)	28.6% (8)	53.6% (15)	7.1% (2)	28
Individual Counseling Theories	0.0% (0)	7.1% (2)	17.9% (5)	60.7% (17)	14.3% (4)	28
Group Counseling	0.0% (0)	3.6% (1)	21.4% (6)	64.3% (18)	10.7% (3)	28
Ethical and Legal Issues	0.0% (0)	0.0% (0)	7.7% (2)	65.4% (17)	26.9% (7)	26
Assessment in Counseling	0.0% (0)	7.4% (2)	14.8% (4)	59.3% (16)	18.5% (5)	27
Multicultural Counseling Competencies	0.0% (0)	7.1% (2)	21.4% (6)	46.4% (13)	25.0% (7)	28
Consultation Skills	0.0% (0)	3.8% (1)	23.1% (6)	50.0% (13)	23.1% (6)	26
Program Planning & Evaluation	0.0% (0)	3.7% (1)	22.2% (6)	48.1% (13)	25.9% (7)	27
Research	0.0% (0)	7.7% (2)	23.1% (6)	34.6% (9)	34.6% (9)	26
Use of Technology in Counseling	0.0% (0)	28.0% (7)	8.0% (2)	28.0% (7)	36.0% (9)	25
answered question						28
skipped question						3

## 1. Training Areas

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<b>Practicum and Internships</b>	3.8% (1)	0.0% (0)	15.4% (4)	34.6% (9)	<b>46.2% (12)</b>	26
<b>Supervision</b>	0.0% (0)	3.7% (1)	11.1% (3)	33.3% (9)	<b>51.9% (14)</b>	27
<b>Innovative Counseling Approaches (Play Therapy, Family Counseling, etc.)</b>	0.0% (0)	7.7% (2)	11.5% (3)	23.1% (6)	<b>57.7% (15)</b>	26
<b>Counseling Specific Populations (Addictions, Diverse Families, Abuse, Aging, etc.)</b>	0.0% (0)	7.4% (2)	18.5% (5)	33.3% (9)	<b>40.7% (11)</b>	27
<b>Career Development &amp; Vocational Assessment</b>	0.0% (0)	3.7% (1)	18.5% (5)	<b>63.0% (17)</b>	14.8% (4)	27
<b>Overall Evaluation of your training</b>	0.0% (0)	3.8% (1)	15.4% (4)	<b>69.2% (18)</b>	11.5% (3)	26
<b>answered question</b>						<b>28</b>
<b>skipped question</b>						<b>3</b>

2. Professional Development and Involvement Opportunities Please check the description that best represents your evaluation of faculty helpfulness in becoming involved in professional counseling organizations, including membership, conferences, leadership, presentations and publications.

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	Not Helpful	Somewhat Helpful	Helpful	Very Helpful	N/A	Rating Count
<b>Alabama Counseling Association (ALCA)</b>	0.0% (0)	7.1% (2)	14.3% (4)	<b>57.1% (16)</b>	21.4% (6)	28
<b>ALCA Divisions</b>	3.7% (1)	3.7% (1)	11.1% (3)	<b>44.4% (12)</b>	37.0% (10)	27
<b>ALCA Chapters</b>	3.7% (1)	3.7% (1)	14.8% (4)	<b>44.4% (12)</b>	33.3% (9)	27
<b>Chi Sigma Iota</b>	3.6% (1)	3.6% (1)	10.7% (3)	<b>64.3% (18)</b>	17.9% (5)	28
<b>American Counseling Association (ACA)</b>	0.0% (0)	7.4% (2)	11.1% (3)	<b>63.0% (17)</b>	18.5% (5)	27
<b>ACA Divisions</b>	3.7% (1)	3.7% (1)	14.8% (4)	<b>44.4% (12)</b>	33.3% (9)	27
<b>answered question</b>						<b>28</b>
<b>skipped question</b>						<b>3</b>

3. Faculty-Student Mentoring With which of the following did the faculty mentor, model, or provide helpful assistance? Please check all that apply.

[Create Chart](#)[Download](#)

<b>answered question</b>						<b>28</b>
<b>skipped question</b>						<b>3</b>

3. Faculty-Student Mentoring With which of the following did the faculty mentor, model, or provide helpful assistance? Please check all that apply.

[Create Chart](#)[Download](#)

	Response Percent	Response Count
<b>Counseling skills and attitudes</b>	<b>89.3%</b>	<b>25</b>
<b>Diversity counseling competencies</b>	50.0%	14
<b>Practicum placement</b>	25.0%	7
<b>Respect for personal/professional boundaries</b>	78.6%	22
<b>Research activities</b>	25.0%	7
<b>Professional development and involvement</b>	57.1%	16
<b>Employment opportunities</b>	21.4%	6
<b>Other</b>	7.1%	2
	Other (please specify) <a href="#">Show Responses</a>	2
	<b>answered question</b>	<b>28</b>
	<b>skipped question</b>	<b>3</b>

4. Suggestions Please share any suggestions to improve the graduate counseling programs at AUM.

[Download](#)

	Response Count
<a href="#">Show Responses</a>	12
<b>answered question</b>	<b>12</b>
<b>skipped question</b>	<b>19</b>

5. OPTIONAL: If we may contact you regarding your responses, please provide your contact information below. This question is optional.

[Download](#)

	Response Percent	Response Count
<b>Name:</b> <a href="#">Show Responses</a>	<b>100.0%</b>	<b>6</b>
<b>Company:</b> <a href="#">Show Responses</a>	33.3%	2
<b>answered question</b>		<b>6</b>
<b>skipped question</b>		<b>25</b>

## **2013 Survey “Other Responses“**

**7. What was your undergraduate major? (Note: multiple majors may select more than one answer)**

Biology (2); Legal Studies (2); B.S. in Interdisciplinary Studies - Counseling Emphasis; Communication

**9. Current Employment (indicate primary place of employment. If unemployed or retired, note primary former employment)**

Military; Sales; Biology Instructor at Trenholm State Technical College; Hotel Front Desk Supervisor; Real Estate - Property MGMT; Customer Service Representative

**10. Professional Certifications and/or Licensure (please check all professional certifications and licensures held)**

Certified Paralegal; Psychological First Aid; Certified Legal Assistant

**16. Please indicate all other Honors Societies, Education Associations, & other professional associations of which you are a member:**

Lambda Epsilon Chi; Psi Chi; Alpha Delta Kappa

**17. Leadership and Professional Service - please list significant professional leadership positions:**

CSI – Treasurer; President of AUM Chapter of Chi Sigma Iota; President Elect of Chi Sigma Iota

**18. Please note any Professional Honors, Awards, or Recognitions:**

Outstanding Counseling Student 2012; All American Sch; AEA District 9 scholarship

**20. Was there some other important reason that you chose the AUM Counselor Education program?**

AUM had already was already a good experience during undergraduate, and when I was at the grand marshal's luncheon at my graduation Dr. Hard informed me that AUM had a counseling program. I had actually looked at other schools.

I looked up the program online and learned that it is one of the better ones in the area.

In order to further my academic goals for the future.

Dr. Carolyn Thomas was instrumental in encouraging me to enroll in the program.

Take advantage of employee benefit

**21. If you chose the AUM Counselor Education program due to Academic or Faculty reputation, please tell us how you became aware of this.**

Their resumes were on AUM's website

Dr. Rebecca Jacobson

I have received my undergrad from AUM and my first masters degree. I knew that that AUM as a whole has a great reputation.

Family member who is an Ed.S. alumni

Impressed with the quality of academic education and faculty is outstanding.

**22. If you came to the AUM Counselor Education program because of the personal recommendation of someone, please explain:**

Dr. Rebecca Jacobson

Friends were once enrolled and suggested the program based upon my previous academic pursuits. Researched the program prior to its reception of CACREP accreditation and enrolled upon acceptance because the program was already strongly enriched by great subject matter and instructors. Also I was very interested in subject, but never knew of program prior to friend introducing me.

The school counselor at my school stated that the time period of receiving my degree and taking classes surrounding my employment would not be difficult.

An administrator at my school told me how wonderful and accommodating AUM was for full time working students, and when I came to visit I asked about the class schedule and found that it was very doable. I received a long term plan of counseling classes my first semester, and I was able to schedule my classes seamlessly in order to complete the program as quickly as possible.

## **Page 2**

### **3. Faculty-Student Mentoring With which of the following did the faculty mentor, model, or provide helpful assistance? Please check all that apply.**

Dr. Morton, Dr. Reynolds, Dr. Hard, and Dr. Thomas have really been helpful in my First Year of the Program

Professors were very helpful with assisting me with future goals and educational pursuits

### **4. Suggestions Please share any suggestions to improve the graduate counseling programs at AUM.**

We could go more in depth on how to apply theory, and exercise more mock counseling sessions.

I would like more online courses and a better understanding of the shift toward the Clinical Mental Health program (Should we be looking toward Auburn Main?)

Each semester the classes start out on a positive note and then there seems to not be enough time to cover everything and then it gets smashed together in almost a pace that you don't learn it, you learn it enough to pass the classroom test but not comfortable enough to be tested on it after you pass that test. A better time management on the professors part. Also, certain professors seem to make judgments without knowing the whole picture of a situation, if this is a counseling course, persons should put into practice what it is they teach.

Develop relationships with mental health providers to place interns with agencies without them having to make cold calls to find a site. If the nursing department can provide counseling placement for their interterns, why can't the education department? It took nearly 9 months for me to find a site and was a very frustrating ordeal.

Increase partnership w/ site locations in surrounding areas of Montgomery to assist commuting students w/placement.

PLEASE, make it a requirement to place due dates on the syllabi. It is very inconsiderate to load students down with work at the end of the semester. It would

be much more beneficial to give students due dates at the beginning of the semester so that we can have ample time to complete assignments.

To help find practicum and internship sites

More initial assistance in practicum placement would be helpful.

Better relationships with local agencies for practicum and internship placement. It is VERY difficult to find a spot.

Please Help me get my last 3 courses, practicum, and 2 semesters of internships. I would love to complete my program the summer of 2014.

It would greatly help to have real-life examples, for instance videos showing proper techniques or theories pertaining to the lesson. It would help to view this before asked to do assignments or role-playing. I sometimes feel lost when asked to practice or show a technique or theory when I haven't seen it done properly to begin with. This would help build a stronger foundation.

It would be nice to be able to take the NCE prior to graduation, rather than having to wait until October. (Even if this meant driving to Auburn to take it.)

# **Program Evaluation Activities**

## **2. Site Evaluation of the AUM Counseling Program**

**2013 Summary of Site Evaluations of AUM Counseling Program**  
**All Counseling Programs**  
**17 Total Respondents**

	<b>1 Poor</b>	<b>2 Marginal</b>	<b>3 Good</b>	<b>4 Very Good</b>	<b>5 Excellent</b>
<b>Knowledge Base</b>				<b>2</b>	<b>15</b>
<b>Counseling Skills</b>				<b>2</b>	<b>15</b>
<b>Time Management</b>				<b>2</b>	<b>15</b>
<b>Self-Care &amp; Wellness</b>				<b>4</b>	<b>13</b>
<b>Ethics</b>					<b>17</b>
<b>Documentation</b>			<b>2</b>	<b>3</b>	<b>12</b>
<b>Professionalism</b>				<b>2</b>	<b>15</b>
<b>Effectiveness with Clients/Students</b>				<b>2</b>	<b>15</b>

<b>AUM Program Services</b>	<b><u>Yes</u></b>	<b><u>No</u></b>	<b><u>No Response</u></b>
Supervision orientation was provided to our site.	<b>12</b>	<b>1</b>	<b>4</b>
Assistance was available to the site if requested.	<b>13</b>		<b>4</b>
Consultation regarding students was provided.	<b>13</b>	<b>1</b>	<b>3</b>
Professional development was offered to the site.	<b>13</b>	<b>1</b>	<b>3</b>

**Comments:**

**EdS School** – Excellent counseling skills and a pleasure working with. Exceptional

**Community Masters** – Good worker.

# **Program Evaluation Activities**

## **3. Faculty Review of Student Performance**

## FACULTY REVIEW OF STUDENT PERFORMANCE

### Area of Counselor Education

#### Summary

**Date: Fall 2013**

**Purpose of This Recommendation:** For faculty to conduct a regular review of student progress in academic and personal areas affecting successful completion of the program of study.

<b>I. Academic Skills</b>	Strength	No Concern	Concern	N/A
a. Completion of Assignments	25	6		
b. Class Participation	26	5		
c. Quality of Work	27	4		
d. Attendance	27	4		
e. Punctuality	29	2		
f.				
<b>II. Clinical Skills</b>				
a. Basic Attending Skills	25	2		4
b. Intentionality	25	2		4
c. Case Conceptualization	25	2		4
d. Treatment Outcomes	24	4		4
e. Accountability/Record Keeping	23	3		4
f. Use of appropriate Counseling Techniques	23	4		4
g.				
<b>III. Ethical and Professional Behavior</b>				
a. Ethical Conduct	31			
b. Professional Conduct	30	1		
c. Respect for Diversity	31			
<b>IV. Personal Characteristics</b>				
a. Stability	31			
b. Maturity	28	3		
c. Cooperativeness	31			
d. Motivation	31			
e. Peer Relationships	29	2		
f. Reaction to Feedback	29	2		
g. Comportment	31			
h. Appropriate Dress	31			
i. Attitude	29	2		
j.				

Recommendation to continue in program:

**31 Students Recommended;** 0 Provisionally Recommend; 0 Remediate; 0 Do not Recommend

## FACULTY REVIEW OF STUDENT PERFORMANCE

### Area of Counselor Education

#### Summary

**Date: Spring 2013**

**Purpose of This Recommendation:** For faculty to conduct a regular review of student progress in academic and personal areas affecting successful completion of the program of study.

<b>I. Academic Skills</b>	Strength	No Concern	Concern	N/A
a. Completion of Assignments	28	6		
b. Class Participation	29	5		
c. Quality of Work	30	4		
d. Attendance	30	4		
e. Punctuality	28	2		
f.				
<b>II. Clinical Skills</b>				
a. Basic Attending Skills	26	2		6
b. Intentionality	26	2		6
c. Case Conceptualization	26	2		6
d. Treatment Outcomes	24	4		6
e. Accountability/Record Keeping	26	2		6
f. Use of appropriate Counseling Techniques	24	4		6
g.				
<b>III. Ethical and Professional Behavior</b>				
a. Ethical Conduct	34			
b. Professional Conduct	32	2		
c. Respect for Diversity	34			
<b>IV. Personal Characteristics</b>				
a. Stability	34			
b. Maturity	30	4		
c. Cooperativeness	34			
d. Motivation	34			
e. Peer Relationships	32	2		
f. Reaction to Feedback	32	2		
g. Comportment	34			
h. Appropriate Dress	34			
i. Attitude	32	2		
j.				

Recommendation to continue in program:

**34 Students Recommended;** 0 Provisionally Recommend; 0 Remediate; 0 Do not Recommend

# **Program Evaluation Activities**

## **4. Livetext Evaluation**

# Counselor Education

by AUM Administration

## Counseling Data

2013

2013

## Rubric: CACREP Assessment

		(1) Unsatisfactory- Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must be taken (0 pts)	(2) Basic- Indicates the performance is acceptable, but needs additional work and attention. Additional activities are required for performance to meet outcomes (0 pts)	(3) Competent- Indicates the performance always meets and sometimes exceeds expectations. Current practices are clearly acceptable (0 pts)	(4) Exceptional- Indicates the performance is outstanding. No improvement is readily identifiable (0 pts)	MeanModeStdev
Standard 1						
ECED 6230	0		2	5	3	0.0000.0000.000
II.K.1.(h)						
Standard 2						
ECED 6270	0		0	0	0	
II.K.2.						
Standard 3						
ECED 6350	0		0	10	5	0.0000.0000.000
II.K.3.						
Standard 4						
ECED 6260	0		0	11	1	0.0000.0000.000
II.K.4.						
Standard 5						
ECED 6290	1		3	5	1	0.0000.0000.000
II.K.5.(c)						
Standard 6						
ECED 6280	0		0	2	10	0.0000.0000.000
II.K.5.						
Standard 7						
ECED 6300	0		3	14	0	0.0000.0000.000
II.K.6.						
Standard 8						
ECED 6330	2		0	4	0	0.0000.0000.000

II.K.7. Standard 9 FNDS 6610	0	0	0	0	
II.K.8. Standard 10 Clinical ECED 6914	0	2	15	7	0.0000.0000.0000
EDED 6924/6925 Professional orientation ECED 6220 Program planning ECED 6320	0	0	0	4	0.0000.0000.0000
II.K.8.(d) Consultation ECED 6320	0	0	3	1	0.0000.0000.0000
II.K.8.(d) Advocacy ECED 6220	0	0	0	2	0.0000.0000.0000
Professional Orientation ECED 6240	0	0	8	3	0.0000.0000.0000
CC.A.1-5 Consultation & Program Planning ECED 6310	0	1	1	1	0.0000.0000.0000
II.K.8.(d) CC.B.1-4; C.1-3 Assessment & Diagnosis ECED 6360	0	3	7	6	0.0000.0000.0000
CC.C.4-5 Advocacy ECED 6240	0	0	6	1	0.0000.0000.0000
CC.C.6 Crisis & Disaster ECED 6240 (& elective ECED 6380)	0	0	11	0	0.0000.0000.0000
CC.C.7					

Standard 1 ECED 6230

2 (20%)

5 (50%)

3 (30%)

II.K.1.(h)

Standard 2 ECED 6270

II.K.2.

<b>Standard 3 ECED 6350 II.K.3.</b>	10 (66%)		5 (33%)		
<b>Standard 4 ECED 6260 II.K.4.</b>	11 (91%)				1 (8%)
<b>Standard 5 ECED 6290 II.K.5.(c)</b>	1 (10%)	3 (30%)	5 (50%)		1 (10%)
<b>Standard 6 ECED 6280 II.K.5.</b>	2 (16%)	10 (83%)			
<b>Standard 7 ECED 6300 II.K.6.</b>	3 (17%)	14 (82%)			
<b>Standard 8 ECED 6330 II.K.7.</b>	2 (33%)		4 (66%)		
<b>Standard 9 FNDS 6610 II.K.8.</b>					
<b>Standard 10 Clinical ECED 6914 EDED 6924/6925</b>	2 (8%)	15 (62%)	7 (29%)		
<b>Professional orientation ECED 6220</b>	4 (100%)				
<b>Program planning ECED 6320 II.K.8.(d)</b>	3 (75%)			1 (25%)	
<b>Consultation ECED 6320 II.K.8.(d)</b>	3 (75%)			1 (25%)	
<b>Advocacy ECED 6220</b>	2 (100%)				
<b>Professional Orientation ECED 6240 CC.A.1-5</b>	8 (72%)			3 (27%)	
<b>Consultation &amp; Program Planning ECED 6310 II.K.8.(d) CC.B.1-4; C.1-3</b>	1 (33%)		1 (33%)	1 (33%)	
<b>Assessment &amp; Diagnosis ECED 6360 CC.C.4-5</b>	3 (18%)	7 (43%)		6 (37%)	
<b>Advocacy ECED 6240 CC.C.6</b>	6 (85%)				1 (14%)
<b>Crisis &amp; Disaster ECED 6240 (&amp; elective ECED 6380) CC.C.7</b>	11 (100%)				
	(1) Unsatisfactory- Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must	(2) Basic- Indicates the performance is acceptable, but needs additional work and attention.	(3) Competent- Indicates the performance always meets and sometimes exceeds expectations. Current	(4) Exceptional- Indicates the performance is outstanding. No improvement is readily identifiable	

be taken                      Additional                      practices are  
activities are                      required for                      clearly  
performance                      to meet                      acceptable  
outcomes

## Counseling Rubrics

### Counseling Rubric

	(1) Unsatisfactory- Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must be taken (0 pt)	(2) Basic- Indicates the performance is acceptable, but needs additional work and attention. Additional activities are required for performance to meet outcomes (0 pt)	(3) Competent-Indicates the performance always meets and sometimes exceeds expectations. Current practices are clearly acceptable (0 pt)	(4) Exceptional- Indicates the performance is outstanding. No improvement is readily identifiable (0 pt)
<b>Standard 1 ECED 6230 II.K.1.(h)</b>	Demonstrates little understanding of knowledge and skills of legal and ethical counseling.	Demonstrates basic understanding of knowledge and skills of legal and ethical counseling.	Demonstrates core understanding of knowledge and skills of legal and ethical counseling.	Demonstrates advanced understanding of knowledge and skills of legal and ethical counseling.
<b>Standard 2 ECED 6270 II.K.2.</b>	Demonstrates little understanding of theories and practices of social and cultural diversity in counseling.	Demonstrates basic understanding of theories and practices of social and cultural diversity in counseling.	Demonstrates core understanding of theories and practices of social and cultural diversity in counseling.	Demonstrates advanced understanding of theories and practices of social and cultural diversity in counseling.
<b>Standard 3 ECED 6350 II.K.3.</b>	Demonstrates little understanding of knowledge and skills of human growth and development theory and practice.	Demonstrates basic understanding of knowledge and skills of human growth and development theory and practice.	Demonstrates core understanding of knowledge and skills of human growth and development theory and practice.	Demonstrates advanced understanding of theories and practices of human growth and development theory and practice.
<b>Standard 4 ECED 6260 II.K.4.</b>	Demonstrates little understanding of knowledge and skills of career development.	Demonstrates basic understanding of knowledge and skills of career development.	Demonstrates core understanding of knowledge and skills of career development.	Demonstrates advanced understanding of knowledge and skills of career development.
<b>Standard 5 ECED 6290 II.K.5.(c)</b> (1.000, 6%)	Demonstrates little understanding of theories of counseling and practices utilizing these theories	Demonstrates basic understanding of theories of counseling and practices utilizing these theories	Demonstrates core understanding of theories of counseling and practices utilizing these theories	Demonstrates advanced understanding of theories of counseling and practices utilizing these theories
<b>Standard 6 ECED 6280 II.K.5.</b> (1.000, 6%)	Demonstrates little understanding of knowledge and skills of helping relationships.	Demonstrates basic understanding of knowledge and skills of helping relationships.	Demonstrates core understanding of knowledge and skills of helping relationships.	Demonstrates advanced understanding of knowledge and skills of helping relationships.
<b>Standard 7 ECED 6300 II.K.6.</b>	Demonstrates little understanding of knowledge and skills of	Demonstrates basic understanding of knowledge and skills of	Demonstrates core understanding of knowledge and skills of	Demonstrates advanced understanding of knowledge and skills of

	(1) Unsatisfactory- Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must be taken (0 pt)	(2) Basic- Indicates the performance is acceptable, but needs additional work and attention. Additional activities are required for performance to meet outcomes (0 pt)	(3) Competent-Indicates the performance always meets and sometimes exceeds expectations. Current practices are clearly acceptable (0 pt)	(4) Exceptional-Indicates the performance is outstanding. No improvement is readily identifiable (0 pt)
(1.000, 6%)	group work.	group work.	group work.	group work.
<b>Standard 8 ECED 6330 II.K.7.</b> (1.000, 6%)	Demonstrates little understanding of assessment knowledge and skills.	Demonstrates basic understanding of assessment knowledge and skills.	Demonstrates core understanding of assessment knowledge and skills.	Demonstrates advanced understanding of assessment knowledge and skills.
<b>Standard 9 FNDS 6610 II.K.8.</b> (1.000, 6%)	Demonstrates little understanding of knowledge and skills of research in counseling.	Demonstrates basic understanding of knowledge and skills of research in counseling.	Demonstrates core understanding of knowledge and skills of research in counseling.	Demonstrates advanced understanding of knowledge and skills of research in counseling.
<b>Standard 10 Clinical ECED 6914 EDED 6924/6925</b> (1.000, 6%)	Demonstrates little skills and knowledge needed to work with clients.	Demonstrates basic skills and knowledge needed to work with clients.	Demonstrates core skills and knowledge needed to work with clients.	Demonstrates advanced skills and knowledge needed to work with clients.
<b>Professional orientation ECED 6220</b> (1.000, 6%)	Demonstrates little understanding of development of counseling and professional orientation.	Demonstrates basic understanding of development of counseling professional orientation.	Demonstrates core understanding of development of professional orientation.	Demonstrates advanced understanding of development of professional orientation.
<b>Program planning ECED 6320 II.K.8.(d)</b> (1.000, 6%)	Demonstrates little understanding of knowledge and skills of program planning and evaluation.	Demonstrates basic understanding of knowledge and skills of program planning and evaluation.	Demonstrates core understanding of knowledge and skills of program planning and evaluation.	Demonstrates advanced understanding of knowledge and skills of program planning and evaluation.
<b>Consultation ECED 6320 II.K.8.(d)</b> (1.000, 6%)	Demonstrates little understanding of knowledge and skills of consultation.	Demonstrates basic understanding of knowledge and skills of consultation.	Demonstrates core understanding of knowledge and skills of consultation.	Demonstrates advanced understanding of knowledge and skills of consultation.
<b>Advocacy ECED 6220</b> (1.000, 6%)	Demonstrates little understanding of knowledge and skills of advocating with parents, faculty, administrators, community	Demonstrates basic understanding of knowledge and skills of advocating with parents, faculty, administrators, community	Demonstrates core understanding of knowledge and skills of advocating with parents, faculty, administrators, community	Demonstrates advanced understanding of knowledge and skills of advocating with parents, faculty, administrators, community
<b>Professional Orientation ECED 6240 CC.A.1-5</b> (1.000, 6%)	Demonstrates little understanding of development of counseling and professional orientation.	Demonstrates basic understanding of development of counseling professional orientation.	Demonstrates core understanding of development of professional orientation.	Demonstrates advanced understanding of development of professional orientation.
<b>Consultation &amp; Program Planning ECED 6310 II.K.8.(d) CC.B.1-4; C.1-3</b> (1.000, 6%)	Demonstrates little understanding of Consultation and Program Planning	Demonstrates basic understanding of Consultation and Program Planning	Demonstrates core understanding of Consultation and Program Planning	Demonstrates advanced understanding of Consultation and Program Planning
<b>Assessment &amp; Diagnosis ECED 6360 CC.C.4-5</b>	Demonstrates little understanding of Assessment and Diagnosis.	Demonstrates basic understanding of Assessment and Diagnosis.	Demonstrates core understanding of Assessment and Diagnosis.	Demonstrates advanced understanding of Assessment and Diagnosis.

	(1) Unsatisfactory- Indicates the performance on this outcome or indicator is not acceptable. Improvement activities must be taken (0 pt)	(2) Basic- Indicates the performance is acceptable, but needs additional work and attention. Additional activities are required for performance to meet outcomes (0 pt)	(3) Competent-Indicates the performance always meets and sometimes exceeds expectations. Current practices are clearly acceptable (0 pt)	(4) Exceptional- Indicates the performance is outstanding. No improvement is readily identifiable (0 pt)
(1.000, 6%)				
<b>Advocacy ECED 6240 CC.C.6</b> (1.000, 6%)	Demonstrates little understanding of knowledge and skills of client advocacy in public policy and other matters of equity and accessibility.	Demonstrates basic understanding of knowledge and skills of client advocacy in public policy and other matters of equity and accessibility.	Demonstrates core understanding of knowledge and skills of client advocacy in public policy and other matters of equity and accessibility.	Demonstrates advanced understanding of knowledge and skills of client advocacy in public policy and other matters of equity and accessibility.
<b>Crisis &amp; Disaster ECED 6240 (&amp; elective ECED 6380) CC.C.7</b> (1.000, 6%)	Demonstrates little understanding of crisis and disaster intervention.	Demonstrates basic understanding of crisis and disaster intervention.	Demonstrates core understanding of crisis and disaster intervention.	Demonstrates advanced understanding of crisis and disaster intervention.