

# Rollins

GRADUATE STUDIES  
IN COUNSELING

## 2019-2020 Annual Report

The Rollins College Graduate Studies in Clinical Mental Health Counseling is guided by the program's mission statement:

*The Graduate Studies in Counseling program prepares clinical mental health counselors as agents of social change and for productive careers in which they engage with clients in cultivating and increasing freedom in their lives. The core guiding principles of our graduate program are academic excellence, transformative education, social justice and advocacy, diversity, ethical practice, and responsible leadership. We strive to build an inclusive community of learners and global citizens. The program fosters personal and intellectual growth through collaborative relationships among students, faculty, staff, and community stakeholders.*

During the 2019-2020 academic year, Graduate Studies in Counseling (GSC) served 78 students composed of 59 full time and 18 part-time students. The program is a year-round program and students are required to attend the fall, spring, and summer terms. Because it is a lock-step program of study, courses are only offered once per year. In May 2020, 26 students graduated with the degree of Master of Arts in Clinical Mental Health Counseling. Approximately 87% of admitted students graduate from the program in the expected time (3-5 years). In 2019, 74% of alumni taking the Florida licensure exam passed. Of those graduates who actively sought jobs in the counseling field, 93% found in-field employment within 180 days of graduation.

The department is comprised of one half-time core faculty and four full-time core faculty. This includes the Clinical Practice and Assessment Coordinator who has core faculty and part-time teaching responsibilities in addition to the clinical placement of 78 students and conducting the on-going assessment procedures for the program in accordance with accreditation requirements. This team of faculty taught 47 sections of core courses during the 2019-2020 academic year. Additionally, seven adjuncts taught 11 sections of core courses during the same period. Graduate Counseling offered four electives during the past academic year, taught by two core faculty.

The Rollins program continues to be recognized as an exceptionally high-quality counselor education program in the central Florida area. We regularly receive formal and informal feedback from employers and internship site supervisors that our students stand out in terms of training and skills upon entry into internship and post-degree employment positions. These observations are routinely reflected in our site supervisor and employer surveys. Additionally, our interns and graduates consistently report that they are exceptionally well prepared and sought after by employers in the central Florida area.

The GSC program is also recognized locally and nationally for implementing the latest imperative in the counseling field: infusing social justice values, principles, and practices as an anchor the mission and subsequent training of counseling students. As an example, in March 2017 the Rollins GSC program received the inaugural 2017 Outstanding Counseling Program/Agency Award from the association of Counselors for Social Justice(CSJ), a division of the American Counseling Association (ACA) at the national conference in San Francisco.

The 2016-2017 academic year included the culmination of a two-year self-study in preparation for applying for accreditation renewal with the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This is the highest accrediting body for the counseling profession. The Rollins program was the first in the state to receive CACREP accreditation, which it has maintained since 1994. Preparation for the self-study included evaluation

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of every program component and the development and implementation of a comprehensive assessment model to create a system of continuous feedback that ensures excellence in program development.

As an accredited program, GSC faculty conducts ongoing evaluation of various program components and student progress—academically, clinically, and professionally—throughout the academic year. The information and feedback acquired from these evaluation points provide the data for refining the curriculum, enhancing student development, and improving the overall graduate program and training experience.

As part of the comprehensive assessment plan, the GSC program identified assessment points that include, but are not limited, to:

- (1) Semi-annual/annual course reviews;
- (2) Analyses of enrollment and graduation rates;
- (3) Surveys of graduates, site supervisors, and employers about student/graduate proficiency;
- (4) Student evaluations of faculty and courses (CIEs);
- (5) Student attainment of knowledge and skills in core curricular areas of clinical mental health counseling;
- (6) Annual student progress self-reviews that includes student feedback to the program/faculty; and
- (7) Graduate exit reports.

(1) In the Spring of 2020, a review was conducted on an elective course, CPY 662 College Counseling, for students pursuing the College Counseling Certificate program. The faculty determined that these courses met all CACREP standards and did not need any major revisions.

(2) Enrollment and graduate rates are listed in a previous paragraph and continue to remain constant.

(3) Alumni of the GSC program are surveyed every three years, as prescribed by CACREP, most recently in the Summer of 2020. Of alumni responding to the Triennial Alumni Survey, which includes those who sought a career in the mental health field and those who did not, 80% of those graduating from 2016 – 2020 reported licensure after having completed the required two-year post-graduation supervised clinical experience or were currently Registered Mental Health Counselor Interns completing clinical hours for licensure. Program graduates choosing alternatives to licensure reported careers as teachers, academic advisors, school counselors, career development advisors, and case managers.

Two additional triennial surveys were conducted during the Summer of 2020. The Triennial Supervisor Survey was sent to current and past site supervisors of practicum/internship students and the Triennial Employer Survey was sent to current and former employers of GSC graduates. The purpose of each survey was to evaluate curriculum and instructional methods and to obtain feedback and recommendations to enhance the GSC program.

Triennial Supervisor Survey – Supervisors assessed the quality of the GSC program in terms of counselor preparation, future hiring of graduates, and comparison of GSC graduates to graduates of similar programs utilizing a 5-point Likert scale. 100% of respondents chose the top rating of five (5) for all three categories.

Triennial Employer Survey – Employers assessed the quality of the GSC program in terms of counselor preparation, future hiring of graduates, and comparison of GSC graduates to graduates of similar program utilizing a 5-point Likert scale. 100% of respondents chose the top rating of five (5) for all three categories.

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Data collected from the triennial surveys will be utilized for program improvement and to fulfill CACREP standards. The next triennial surveys are scheduled for the summer of 2023.

(5) Student attainment of knowledge and skills in core curricular areas of Clinical Mental Health Counseling. Annually, GSC interns complete the survey, Exit Reflections and Final Graduation Progress Self-Reflection Report, during the last month of their final semester in the program. Interns assess their clinical mental health counseling knowledge and skills by utilizing a 5-point Likert scale ranging from (1) Very Good to (5) Poor. In April 2020, 26 graduating interns completed the survey. In the categories of “Counseling and Helping Relationship”, “Group Counseling and Group Work”, “Career Development”, “Human Growth and Development”, and “Social and Cultural Diversity” the majority of respondents rated themselves with scores of (1) Very Good or (2) Good. A small percentage of interns chose ratings of (3) Adequate, and none of the interns chose the lower ratings of (4) Fair or (5) Poor. In the category of “Professional Counseling Orientation and Ethical Practice”, all respondents rated themselves with scores of (1) Very Good or (2) Good.

(6) Student Progress Self-Review, First Year Debrief, and Feedback

Returning Graduate Counseling students are required to complete a student progress self-review, which includes a section for feedback to the faculty, during the summer term. Faculty conduct a student progress review on each returning student prior to each fall semester and on each new student in early spring semester of their first year. The GSC program has established three student learning objectives with outcome measures for the Rollins College SACS assessment process. These data are also used in the Comprehensive Assessment for CACREP. The three student learning objectives are as follows:

1. Students will successfully articulate their own integrated personal counseling theory based on their training and experience.
2. Students will demonstrate acceptable entry level counseling skills according to the standards of the profession.
3. Students will demonstrate acceptable counseling skills, as well as ethical and professional behaviors.

Based on student progress reviews for the 2019 to 2020 academic year, over 95% of returning students were found to be meeting or exceeding expectations in all three areas assessed: clinical/counseling skills (95%), academic performance (98%), and professional/personal dispositions (98%). Of new students assessed in spring term (2020), 95% of students met or exceeded expectations in all areas.

(7) Graduate Exit Reports

As mentioned in item number (5), graduating interns complete the survey called Exit Reflections and Final Graduation Progress Self-Reflection Report. This survey is completed in the final semester of the GSC program and gathers student reflections on their experience and learnings in Pre-Practicum, Practicum, and Internship. Students also provide self-reflections on their personal and professional growth throughout the graduate program, post-degree career plans, and provides an opportunity for students to provide feedback to the GSC program for purposes of improvement. Data collected from this survey will be utilized for future evaluation of coursework and clinical requirements.

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### **Demonstration of Learning (DoL) Report**

Programmatic Assessment of Student Learning Outcomes AY 2019-2020

**Major/Minor/Program:** MAC Master of Clinical Mental Health Counseling (GSC Graduate Studies in Counseling)

**Department:** MAC Master of Clinical Mental Health Counseling (GSC Graduate Studies in Counseling)

**DoL Liaison:** Kyle Baldwin

#### **Department Overview:**

The Graduate Studies in Counseling (GSC) program, Master of Arts in Clinical Mental Health Counseling, is a 63-semester-hour program designed to prepare individuals to become mental health counselors. There are five full-time faculty and a full-time permanent Clinical Practice and Assessment Coordinator with teaching responsibilities (all licensed & National Certified Counselors). The Graduate Studies in Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and includes all courses, practica, and internships required by the State of Florida for licensure as a mental health counselor. This includes 1000 hours of clinical experience. In addition, the program contains the requirements and coursework for students to become licensed marriage and family therapists, if they elect to do so. The curricula include didactic courses, seminars, laboratory courses, and practical experiences necessary to pursue a counseling career in a wide array of community-based settings.

The GSC offers a Certificate Program in Family and Relationship Therapy and a Certificate Program in College and University Counseling for currently enrolled students. GSC is committed and very successful in providing a program that includes a personal growth component and operates with the philosophy that effectiveness as a professional counselor depends upon personal development, the ability to communicate effectively, commitment, and academic preparation. Thus, students are required to participate actively in growth experiences within the program that include: participation in a 10 session small group counseling experience in CPY 520; completion of 10 (minimum) therapeutic sessions with a licensed mental health professional in the first year of enrollment; 100 hours of experience in the Mental Health Counseling Pre-Practicum; 100 hours of experience in the Social Justice and Advocacy Pre-Practicum; and requirements such as development of a family genogram in CPY 550; and various course requirements involving journal-keeping, self-reflection papers, in-class role-play, practice demonstrations, and other activities that call for personal reflection and interpersonal exploration.

#### **Department Mission:**

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### **Results of Actions Planned in Last Assessment Cycle (Closing the Loop):**

During 2019-2020, the GSC Department began the 2<sup>nd</sup> year of a new sequence of courses for the Program of Study, first initiated in the Fall term 2018. This new sequence had been based on evaluations of the overall graduate program in 2017-2018. During this second year, due to the new sequence, changes were made to three courses. These changes were a one-time occurrence during the Summer term 2019 and Fall term 2019 to accommodate the new Program of Study.

In the Summer 2019, the course CPY 535, Career and Lifestyle Development was taught to both first-year students (Cohort #1) and second-year students (Cohort #2). Syllabi and assignments were the same for all students and each cohort was assigned to a specific class section to provide continuity in their Program of Study. The course CPY 540, Advanced Theory and Practice of Group Counseling, was not taught during the summer term 2019 due to the new sequence and will resume in the summer term 2020.

In the Fall 2019, the course CPY 520, Group Dynamics was taught to second-year students. Previously, this course was only taught to first-year students during their first semester and provided introductory lectures and activities. This course was evaluated in faculty meetings in the Spring 2020 and student course evaluations reviewed. It was determined that second-year students had a significantly stronger knowledge base pertaining to the counseling profession and development of counseling skills. Students also had stronger interpersonal relationships due to already completing the first year (3 semesters) of the program prior to taking this course. Based on this review, faculty discussed revisions to the syllabus and group activities for the following school year. Due to this course being taught by adjunct faculty, two core faculty members were assigned as mentors for the Fall term 2020 to assist with recommended course revisions.

In 2019-2020, ongoing program evaluation resulted in faculty re-evaluating several courses in faculty meetings and reviewing student course evaluations. The course CPY 538 – Multicultural and Social Justice Counseling, which had been moved to the first semester of the program for first-year students in the Fall 2018, was re-evaluated and received positive feedback and reviews. A course review for CPY 662 – College Counseling and Outreach, evaluated syllabus, assignments, and CACREP requirements. No revisions were recommended. Data collected on CPY 662 provided a comparison over two-years. Initial enrollment numbers were the same for both years (eight students); however, one student withdrew from the course in Spring 2020 [SP19 = 8; SP20 = 7]. Students in both years all successfully completed the expected Student Learning Outcomes (SLO) and Key Performance Indicators (KPI) required for CACREP. An update was provided on a new elective course, CPY 650, Special Topics Seminar: Neuroscience for Counselors (2 CR), that was offered during Summer term 2019. CPY 650 had a large enrollment and received positive feedback from students. This seminar will be offered on a rotating summer basis (next seminar will be in Summer 2021).

A review was conducted of an IRB-approved research project called Flourish, which pertains to the wellbeing of counselors in training (voluntary student participation). This research was implemented in 2018-2019 in CPY 510, Foundations in Mental Health Counseling. Over the course of two years, 25 students participated in the Flourish study. Students showed statistically significant improvements in the following wellness domains (as measure by the Five Factor Wellness Inventory): Total Wellness, Creative Self, Thinking, Emotions, Work, Positive Humor, Coping Self, Leisure, Stress Management, Self-Worth, Social Self, Friendship, Love, Essential Self, Spirituality, Gender Identity, Cultural Identity, and Self Care. There was no change in the following wellness domains: Exercise Habits, Nutrition Habits, Realistic Beliefs (perfectionism), and Control (beliefs about competence/mastery). The Flourish research will continue for future incoming cohorts.



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For the third year in a row, faculty evaluated a revision to the internship sequence with the addition of PSY 690 – Internship I in a Clinical Mental Health Setting, which allows for a transition period from Practicum (PSY 680) to Internship I (PSY 690) for intern reflection and debriefing (based on CACREP recommendations). The three-day transition period includes a “Practicum Reflection Day” for interns to meet for individual supervision with their Faculty Supervisor to discuss their progress in practicum based on both Faculty and Site Supervisor evaluations; a half-day Practicum Debriefing meeting and workshop; and a full-day “Master Therapist Series” workshop. Evaluations of this internship sequence continues to be positive and will continue to be utilized during the next school year (2020-2021).

The GSC Department continues to evaluate the assessment instruments utilizing Qualtrics Insight Platform for "My Theory of Counseling Paper", "Site Supervisor Final Evaluation", and "Faculty Supervisor Evaluation" assessment of student performance utilizing CACREP Standards and questions based on the Counselor Competencies Scale-Revised. These forms were updated in 2016 and have been reviewed and assessed yearly in order to improve student learning and outcomes. No changes were made to the assessment instruments.

In 2018-2019, the GSC Department had developed a position request for a faculty search for one full-time faculty member to fill the position of a core faculty member (who retired in May 2020). The faculty search resulted in the hiring of a new core faculty member, who will start in the Fall 2020. Faculty development will include GSC Department mentoring and Rollins College New Faculty development.

During 2019-2020, faculty reviews were conducted for a Mid-Course CEC Evaluation and the roles and responsibilities of the Clinical Practice and Assessment Coordinator. The GSC Department held the annual “All Faculty Meeting” and core faculty reviewed development opportunities for adjunct faculty, including on-going mentoring and notification of departmental updates. The GSC Department secured funding to purchase and install new recording equipment in the Cornell Counseling Clinic (CCC). The new equipment was necessary due to outdated recording equipment. CCC policies and procedures were updated and students received training on the new equipment. Department resources were allocated to provide student reimbursements for an out-of-state conference where students co-presented with faculty.

Sites for the mental health counseling pre-practicum (MHPP), social justice and advocacy pre-practicum (SJPP), and practicum/internship placement were evaluated via student site evaluations and site visits by clinical practice coordinator to monitor appropriateness for placement. New sites were added for the SJPP and practicum/internship. A few sites were removed from the site list due to inappropriateness for placement or a request from the site (generally done due to lack of staff at the site to effectively monitor student activities). There was a decrease in the number of MHPP sites due to recent liability policy changes at community mental health centers and hospital settings. Due to this decrease in available sites, a revision was made to the Pre-Practica requirement to allow students to complete both 100-hour pre-practicum requirements in a social justice and advocacy setting, if desired. In September 2019, a free workshop on the “Business of Counseling” was provided to graduate students and alumni, based on the expressed interests of students and alumni (26 attendees). The GSC Department continued developing the new CANVAS site for department storage of documentation and CACREP Reports.

In 2019-2020, interns in the GSC program participated in the application process for the National Certified Counselor credential and licensure examination (NCMHCE). The GSC program was approved in 2018 by the National Board for Certified Counselors and graduates have now participated in this process for three years (Spring term 2018; Spring term 2019; and Spring term 2020).

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In March 2020, COVID-19 resulted in campus closure and a move to virtual classrooms utilizing WebEx for the duration of the Spring term 2020. Faculty reviewed online platforms, such as Google Drive, participated in WebEx trainings, reviewed and made necessary changes to course assignments for online learning, and faculty members shared plans for successfully fulfilling course requirements. Due to COVID-19, students completing the pre-practicum requirements could not work on-site. Some students were able to complete their hours by working on projects that could be completed virtually. Students who were not provided assignments by their site were provided with faculty-approved online courses and webinars that could be taken for free. Interns who were working at their internship sites were also removed from their sites due to COVID-19 by the end of March. A limited number of interns were able to continue working with their sites virtually and/or given an option to work on-site if they desired. CACREP gave autonomy to Graduate Counseling Programs to provide accommodations to interns due to extenuating circumstances. Opportunities for direct and indirect hours were identified by Faculty Supervisors and provided to interns to complete their required hours virtually. Based on the fact that the majority of interns would have completed their internship requirement in a period of three to four weeks, the majority of interns had fulfilled their direct client contact hours and only needed indirect hours, which could be completed virtually. All interns successfully completed their internship requirements and graduated in May 2020. GSC Faculty provided a WebEx graduation party in order to celebrate graduates and Rollins College provided a virtual graduation commencement ceremony.

No changes were made in the assessment plan for this cycle and, thus, there were no changes to the results reported on the following outcomes: **Outcome 1: Students will successfully articulate their own integrated personal counseling theory based on their training and experience; Outcome 2: Students will demonstrate acceptable entry level counseling skills according to the standards of the profession; and Outcome 3: Students will demonstrate acceptable counseling skills, as well as ethical and professional behaviors.**

**Outcome 1: Students will successfully articulate their own integrated personal counseling theory based on their training and experience.**

**Ways of Demonstrating Learning 1:** My Theory of Counseling Paper Final Evaluation

**Criteria:** Faculty supervisors evaluate a final thesis for each student discussing their: (a) theory of personality development, (b) counseling theory, (c) social justice and advocacy, (d) theory analysis, and (e) graduate-level writing ability. Course: PSY 695 – Internship II

**Benchmark 1:** 85% of students will receive an overall score of 4 (Meets Expectations) or above, out of 5, on the My Theory of Counseling Paper Evaluation measure.

**Results 1:** 100% of students earned an overall rating of 4 or higher.  
(Results based on 26 student evaluations.) This is an increase of 4 percent from 2018-2019.

**Outcome 2: Students will demonstrate acceptable entry level counseling skills according to the standards of the profession.**

**Ways of Demonstrating Learning 2:** Site Supervisor Final Evaluation

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**Criteria:** Community site supervisors evaluate student interns' performance in the following areas: (a) professional performance, (b) professional attitude, adjustment, & relationships, (c) response to supervision, and (d) an overall rating of student performance. Course: PSY 695 – Internship II

**Benchmark 2:** 85% of students will receive an overall score of at least a 3 (“Average” rating) or above, out of 4, on the Site Supervisor Final Evaluation.

**Results 2:** 88% of students received a 3 or higher on the Site Supervisor Final Evaluation. (Results based on 26 student evaluations; three students scored lower than 3.) This is a decrease of 8 percent from 2018-2019.

**Outcome 3: Students will demonstrate acceptable counseling skills, as well as ethical and professional behaviors.**

**Ways of Demonstrating Learning 3:** Faculty Supervisor Final Evaluation of Intern; (CACREP Standards and questions based on Counselor Competencies Scale-Revised)

**Criteria:** Faculty supervisors evaluate student interns' abilities in the following areas: (a) primary counseling skills, (b) professional attitude, adjustment, & relationships, (c) response to supervision, and (d) an overall rating of student performance. Course: PSY 695 – Internship II

**Benchmark 3:** 85% of students will receive an overall score of 3 (Meets Expectations/Demonstrates Competencies) or above, out of 4, on the Faculty Supervisor Final Evaluation. Likert Scale with highest rating of 4 (Exceeds Expectations/Demonstrates Competencies) to Zero (Harmful).

**Results 3:** 100% of students received a score of 3 or higher on the Faculty Supervisor Final Evaluation. (Results based on 26 student evaluations.) This is a 4 percent increase from 2018-2019.

### **Actions Planned to Improve Learning Based on Results:**

The results from the 2019-2020 Demonstration of Learning Plan (Outcomes 1, 2, and 3) are favorable, with 100% of students earning the required minimum scores and meeting graduation expectations of the GSC Department. See attachment for all scores (no students identified) – [DoL Assessment 2019-2020 FINAL.pdf](#). The assessment instruments utilized via Qualtrics for Outcomes 1, 2, and 3 continue to be reviewed and assessed by faculty on an annual basis and will be revised if needed. At this time, no revisions are required. See attachment for three assessment instruments: [2020\(4\) Faculty Supervisor Evaluation of Intern - INTERNSHIP](#), [2020\(4\) Site Supervisor Evaluation of Intern – INTERNSHIP](#), and [Rubric-My Theory of Counseling Paper Evaluation](#).

The new sequence of courses for the Program of Study, based on the evaluations of the overall graduate program in 2017 - 2018, were monitored and evaluated by the GSC Department for CPY 535 - Career and Lifestyle Development (two cohorts); and CPY 520 -Group Dynamics and Process (second-year students). No course changes were recommended for CPY 535.

Assignment changes were recommended for CPY 520 and two faculty mentors assigned to work with adjunct faculty who will be teaching this course. All course changes and/or revisions to CPY 520 will be re-assessed after completion of the course by the GSC faculty and review of student course evaluations for Fall 2020.



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One new full-time, core faculty member was hired and will start in the Fall 2020. This faculty member will receive faculty development and mentoring provided by the GSC Department and Rollins College. GSC faculty and staff will continue to develop and utilize the CANVAS site for department storage of documentation and CACREP Reports. Beginning in the Fall term 2020, students will have the option to complete both of their 100-hour pre-practicum requirements in a social justice and advocacy setting. This new revision was reviewed utilizing student feedback during their pre-practicum experience and reviewing pre-practicum site evaluations and reflection papers at the completion of the 100-hours.

Due to COVID-19, faculty will continue to utilize WebEx and other online platforms for faculty meetings and courses. The summer term 2020 courses will be taught virtually via WebEx due to campus closure. Syllabi and assignments will need to be reviewed and revised for both the Summer term 2020 and the Fall term 2020; and possibly Spring term 2021. Faculty will need to consider multiple factors when designing their courses to plan for multiple scenarios, including international students who are unable to return to Florida; students who are sick or who test positive for COVID-19; face-to-face class meetings utilizing face masks, social distancing, and seating charts; and including one flex-week for hurricanes or other events that deter virtual or face-to-face instruction. Programming revisions and delivery will need to be made for annual student orientations, seminars, and workshops to address COVID-19 guidelines for large capacity events (15 or more people). Multiple events will be impacted, including Clinical Orientation for Internship; New Student Orientation; Master Therapists Series Workshops (3 events); Practicum Debriefing Workshop; Site Supervisors Workshop, First-Year Students End-of-Semester Debriefing Meeting; Pre-Practica Orientation; Clinical Placement Orientation; Practicum Workshop; Preparing to Launch Workshop; and GSC Information Sessions.

Due to social distancing requirements, procedures for the Cornell Counseling Clinic (CCC) will be reviewed by the GSC Department to assess the use of telehealth services and new technology. These telehealth services may be aligned with telehealth policies and procedures provided by the Rollins Wellness Center, as the CCC is a referral source for student counseling services.

Sites for the mental health counseling pre-practicum, social justice and advocacy pre-practicum, and practicum/internship placement will continue to be evaluated throughout the school year by the clinical practice coordinator to monitor appropriateness for placement due to COVID-19 concerns. The GSC department will develop additional guidelines for students to complete their pre-practica and practicum/internship requirements if they are not allowed to be on-site for short or long-term durations during 2020-2021 due to COVID-19. Guidelines developed for students completing their practicum/internship will follow policies and procedures based on professional practice standards provided by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Due to the proposed use of telehealth services at the majority of internship sites in 2020-2021, a telehealth orientation seminar will be developed and presented via WebEx during the summer term 2020 for students who will be starting practicum/internship in the Fall term 2020.

The Flourish research project will continue for future incoming cohorts (voluntary student participation). During the summer term 2020, IRB approval will be sought to adapt and research the Flourish photo journal assignment to reflect post-COVID 19 well-being considerations beginning in the Fall term 2020.

During 2020-2021, unforeseen changes may occur in pedagogy and course assignments to improve student learning and achievement due to COVID-19. Feedback provided from the 2019-2020 DoL Report review will be utilized to implement department/program changes in the future.

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