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# Western Seminary MA Counseling Program Report 2013-2014

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This report summarizes the findings from our 2013-2014 self-study assessment and describes action steps taken to address concerns raised by data and feedback. Sources of evaluation included student surveys, student work product, alumni response, evaluation by faculty members from three campuses, and surveys by case conference supervisors, clinical site supervisors, and employers of MA Counseling program alumni.

## **2013-2014 M.A. Counseling Program Report**

The past three years in the Portland MA Counseling program at Western Seminary have been a time of listening, reflecting, and responding to feedback from students, supervisors, employers, and faculty. Each survey response, evaluation rating, and comment has been read and considered, and in many cases prompted an action step. While feedback is not the only source of data considered, it is nevertheless of high importance in shaping the future of the program—all the way from scheduling to curriculum design and approaches to instruction in the classroom. We listen to and value the input from our students and our constituents.

We currently have 66 students in the Portland MA Counseling program after having graduated 19 students in 2012-2013 and 25 students in 2013-2014. For both school years, all students who took the Counselor Preparation Comprehensive Exam (CPCE) passed, with a mean greater than the national exit exam mean (21 out of 22 students passed on the first attempt.) All students who took the National Counselor Examination (NCE) on our campus passed the first time with an institutional mean score that exceeded the national average for CACREP accredited schools.

We have revised our mission statement, global counseling program outcomes, handbook, forms, and curriculum outcomes. Our clinical experience sequence has been revised to include a semester of practicum (requiring 40 client contact hours and 100 total hours) and four semesters of internship (requiring 240 client contact hours, 600 total hours, and experience leading a group in addition to other work with individuals and potentially couples, and families.)

We have become more intentional about faculty development, providing training in supervision, hiring the services of an instructional designer, holding networking meetings among faculty members and among adjuncts, encouraging increased involvement in professional activities by faculty, and creating greater connection with site supervisors. We have established mechanisms to receive feedback from students, site supervisors, and employers of our graduates. Our library system has been substantially upgraded with more online resources.

We have assessed all learning outcomes by having three faculty members review key assignments submitted by students to determine whether course goals are being achieved. Where performance was less than our threshold of 80% achievement, action steps toward change have been identified and implemented as described in the remainder of the report.

We are confident that this process has led to a stronger, more effective program. We have a scheduled CACREP site visit November 2-5, 2014, with the hopes of accreditation to follow. This is a wonderful time for the MA Counseling program at Western Seminary. We rejoice in the quality of our students and graduates and are thankful for the opportunity to have a part in shaping the future practice of counselors who are committed to honoring the Lord by providing competent, respectful, and effective counseling to those hurting and in need of support. We invite you to view a summary of the many positive changes as outlined in the pages to follow.

**Mission Statement:** The Western Seminary counseling program endeavors to prepare practitioners of personal integrity who will provide effective, ethical, culturally inclusive, professional counseling from a Christian worldview.

### Global Counseling Program Outcomes

<b>Spiritual Maturity</b>	a. Applies Biblical truth to life and ministry resulting in gospel-centered spiritual growth and transformation.
<b>Theological Discernment</b>	b. Employs advanced theological thinking that integrates a gospel-centered worldview with the biblical and social science studies
<b>Interpersonal Skills, Emotional Health</b>	c. Demonstrates social and emotional awareness, respect for others, inclusive of diversity, and effective in teamwork. Demonstrates self-awareness, self-expression, and ability to care for self.
<b>Counseling Skills</b>	d. Evidences adequate theoretical knowledge, application of theory, and clinical competence. Demonstrates ability to build an effective culturally inclusive therapeutic alliance with clients, with adequate breadth of clinical skill and technique.
<b>Professional Practice</b>	e. Demonstrates application of training to internship tasks, integrates supervisory input into clinical work, reflects on multicultural and contextual issues, and engages cooperatively in supervision relationship. Behavior is consistent and in accordance with professional ethical standards.

Outcome Data	Analysis	Action Steps
<p>1. Clinical Comprehensive Integrative Papers</p>	<p>SLO Goal Achievement ranges from 21%-100% with a mean of 84%.</p> <p><b>Strengths:</b> Critical thinking skills, self-awareness, cultural sensitivity, responsiveness to supervision, integration, understanding of biblical worldview, knowledge of good self-care strategy, awareness of helping relationship variables, and commitment to serving clients with integrity.</p> <p><b>Growing Edges:</b> Increased comfort with counseling theory, demonstration of CNS 508 outcomes, ability to describe client change in counseling, and spiritual assessment of clients.</p>	<ol style="list-style-type: none"> <li>1. Add assignment to CNS 508, including understanding of major world religions.</li> <li>2. Add more emphasis to theory in CNS 502.</li> <li>3. Add discussion of theory to case conference.</li> <li>4. Increase demonstration of integration across sections of the Clinical Comprehensive Integrative Paper.</li> </ol>

Outcome Data	Analysis	Action Steps
<p>2. CNS 505 Case study assessments</p>	<p>SLO Goal Achievement ranges from 0%-100% with a mean of 38%.</p> <p><b>Strengths:</b> Students were able to use the DSM, list symptoms, and arrive at a diagnosis.</p> <p><b>Growing Edges:</b> The assignment did not require expression of their knowledge of etiology, treatment, prevention, psychopharmacological medications, or need for medication referral.</p>	<p>Modify assignment instructions to include etiology, treatment, prevention, medications, and referral for medications.</p>

Outcome Data	Analysis	Action Steps
<p>3. CNS 507 Life Stage application project</p>	<p>SLO Goal Achievement ranges from 62%-93% with a mean of 70%.</p> <p><b>Strengths:</b> Papers evidenced a good understanding of human development and potential stage crises.</p> <p><b>Growing Edges:</b> More discussion is needed of neurological behavior, psychopathology leading to diagnosis, and appropriate treatment plans.</p>	<p>The final project will include summaries from all four project phases which will then give evidence of goal achievement.</p>

Outcome Data	Analysis	Action Steps
<p>4. CNS 512 Specialty Group Presentation</p>	<p>SLO Goal Achievement ranges from 97%-100% with a mean of 91%.</p> <p><b>Strengths:</b> Apparent understanding of group dynamics, various roles of group members, therapeutic factors, leadership styles, and appropriate methods and selection criteria.</p> <p><b>Growing Edges:</b> Somewhat less apparent was differentiating between various theoretical approaches and pertinent research.</p>	<p>Assignment instructions to include more extensive discussion of differentials of group theory and pertinent research.</p>

Outcome Data	Analysis	Action Steps
<p>5. CNS 516 Couples Counseling Treatment Plan</p>	<p>SLO Goal Achievement ranges from 0%-100% with a mean of 54%.</p> <p><b>Strengths:</b> Students were able to describe the goals and beginning skills involved in couple and family work in the clinical setting.</p> <p><b>Growing Edges:</b> There was not an adequate measurement of understanding of social, political, and cultural factors as well as students' own family of origin and marital status.</p> <p>.</p>	<ol style="list-style-type: none"> <li>1. Assignment instructions are to be modified to include demonstration of understanding of social, political, and cultural factors as well as student's own family of origin and personal marital status.</li> <li>2. Course content should be reviewed for adequate coverage of these aspects.</li> </ol>

Outcome Data	Analysis	Action Steps
6. CNS 518 Career Assessment Plan	<p>SLO Goal Achievement ranges from 85%-100% with a mean of 92%.</p> <p><b>Strengths:</b> All outcomes achieved at greater than 80%. Students seem to evidence genuine growth in knowledge and interest for the subject area.</p> <p><b>Growing Edges:</b> Increased demonstration of knowledge of program development and awareness of how culture impacts career assessment.</p>	<ol style="list-style-type: none"><li>1. Cultural relevance should be incorporated into course material.</li><li>2. Assignment instructions may include greater emphasis on program development and follow-up evaluation.</li></ol>

Outcome Data	Analysis	Action Steps
<p>7. CNS 519 Therapeutic Effectiveness</p>	<p>SLO Goal Achievement ranges from 33%-100% with a mean of 71%.</p> <p><b>Strengths:</b> Basic principles of program evaluation and methods for research and analysis</p> <p><b>Growing Edges:</b> Increased demonstration of knowledge pertaining to theories which inform evidence-based practice and public policies that affect the quality and accessibility of mental health services for a diversity of clientele.</p>	<p>Assignment instructions tailored to demonstration of theories informing evidence-based practices and knowledge of public policies that affect quality and accessibility of mental health services for a diversity of clientele.</p>

Outcome Data	Analysis	Action Steps
8. CNS 525 Passing score on final exam	<p>96% of students achieved a score of greater than 80% on the exam.</p> <p><b>Strengths:</b> The exam was reviewed for content and the passing scores of students demonstrate adequate content acquisition.</p> <p><b>Growing Edges:</b> None noted.</p>	No current action is indicated.

Outcome Data	Analysis	Action Steps
<p>9. CNS 529 Dual Diagnosis Case Write-up</p>	<p>SLO Goal Achievement were all assessed to be achieved at 100%.</p> <p><b>Strengths:</b> The assignment seemed to be a very solid fit with the outcome criteria and achieved stated goals.</p> <p><b>Growing Edges:</b> Some assignments seemed to be quite brief.</p>	<p>It is recommended a stated set minimum level of content be required for the assignment.</p>

Outcome Data	Analysis	Action Steps
<p>10. CNS 557-8 Case study with treatment plan and crisis intervention strategy</p>	<p>SLO Goal Achievement ranges from 83%-100% with a mean of 95%.</p> <p><b>Strengths:</b> It would appear that our suicide intervention training is resulting in strong demonstration of outcome achievement.</p> <p><b>Growing Edges:</b> There may need to be increased awareness of the importance of interdisciplinary roles in crisis intervention work. Emphasis on resiliency and trauma effects across age groups should also be highlighted.</p>	<p>Course content and instructions should be reviewed to ensure that interdisciplinary team work, resiliency, and trauma effects across age groups are adequately addressed.</p>

Outcome Data	Analysis	Action Steps
<p>11. CNS 544 Domestic Violence Plan Paper</p>	<p>SLO Goal Achievement ranges from 70%-100% with a mean of 89%.</p> <p><b>Strengths:</b> Students seemed to demonstrate a healthy theological view of abuse.</p> <p><b>Growing Edges:</b> Increased attention to understanding of clinically working with counter-transference issues regarding abuse. Mandated reporter requirements and knowing how to work with children were also areas of potential concern.</p>	<p>More information regarding working with counter-transference issues around abuse, mandated reporter requirements, and strategies for working with children will be included in content and assignment.</p>

Outcome Data	Analysis	Action Steps
<p>12. CNS 503 Map of Family Genogram</p>	<p>SLO Goal Achievement ranges from 56%-96% with a mean of 76%.</p> <p><b>Strengths:</b> Knowledge of systems theory was evidenced by inference.</p> <p><b>Growing Edges:</b> There was not a consistent demonstration of a defined family life cycle.</p>	<p>The assignment instructions will be altered to include an analysis of the family from an explicit family systems theory perspective. Instructions will also include the requirement to define the family life cycle over a progression of development and transition.</p>

Outcome Data	Analysis	Action Steps
<p>13. CNS 523 Personal sexual history</p>	<p>SLO Goal Achievement ranges from 64%-100% with a mean of 88%.</p> <p><b>Strengths:</b> All paper demonstrated awareness and increased comfort with one's personal sexuality. Papers also evidenced knowledge of sexual developmental stages.</p> <p><b>Growing Edges:</b> Papers were weak in the discussion of theological perspectives on sexuality.</p>	<ol style="list-style-type: none"> <li>1. Course objectives will be revised to include CACREP standards from the Marriage, Couple and Family section.</li> <li>2. Both course content and the assignment should include greater theological reflection.</li> </ol>

Outcome Data	Analysis	Action Steps
14. CNS 501 Passing Evaluations from Pre-Practicum	2013 – 96% pass rate	Create additional training of skills trainer/supervisors to develop greater uniformity.



Outcome Data	Analysis	Action Steps
<p>15. Site Supervisor Evaluations</p> <p>16. Case Conference Supervisor Evaluations</p> <p>17. Self-Evaluations by Students</p>	<p>These have consistently been reviewed as a part of the PAC Review process without attaching a pass/fail analysis</p>	<p>To give more weight to this assessment, a form will be required of case conference supervisors to officially note a pass/fail status to all three evaluations, which will then be added to PAC review data.</p>

Outcome Data	Analysis	Action Steps
<p>18. Supervisor Evaluations by Students</p>	<p><b>Strengths:</b> Most supervisors were given very positive ratings.</p> <p><b>Growing Edges:</b> A consistent point of feedback noted a lack of focus on the intern's theoretical development. Students also desire greater flexibility in the use of case conference time as well as increased focus on concrete goals.</p>	<ol style="list-style-type: none"> <li>1. Ensure that each case conference supervisor has received their student evaluations to individually address concerns raised.</li> <li>2. We will have an increased focus on theoretical approaches in case conference.</li> <li>3. Supervisors will consider how to flexibly use the time to utmost efficacy and help students to develop clear and concrete goals in treatment planning.</li> </ol>

Outcome Data	Analysis	Action Steps															
<p>19. Counselor Preparation Comprehensive Exam (CPCE)</p>	<p>July 2014 N=3 <math>\mu = 100.67</math></p> <p>Mar 2014 N=11 <math>\mu = 90.09</math></p> <p>Oct 2013 N=12 <math>\mu = 92.67</math></p> <p>April 2013 N=10 <math>\mu = 91.9</math></p> <table border="1" data-bbox="565 1016 841 1402"> <thead> <tr> <th>Date</th> <th>WS</th> <th>Exit Exam</th> </tr> </thead> <tbody> <tr> <td>07/14</td> <td>100.67</td> <td>89.88</td> </tr> <tr> <td>03/14</td> <td>90.09</td> <td>85.61</td> </tr> <tr> <td>10/13</td> <td>92.67</td> <td>87.32</td> </tr> <tr> <td>04/13</td> <td>91.9</td> <td>83.87</td> </tr> </tbody> </table> <p>All students in 2013 and 2014 to date have achieved a passing score.</p> <p>The institutional mean was greater than the national exit exam mean for each administration</p>	Date	WS	Exit Exam	07/14	100.67	89.88	03/14	90.09	85.61	10/13	92.67	87.32	04/13	91.9	83.87	<p>No current action is indicated.</p>
Date	WS	Exit Exam															
07/14	100.67	89.88															
03/14	90.09	85.61															
10/13	92.67	87.32															
04/13	91.9	83.87															

Outcome Data	Analysis	Action Steps
<p>20. CNS 506 Personal Reflection Paper</p>	<p>SLO Goal Achievement ranges from 71%-95% with a mean of 86%.</p> <p><b>Strengths:</b> The papers evidence strength regarding plans for self-care and appropriate use of supervision. Recognizing one's own limitations also seemed to be recognized.</p> <p><b>Growing Edges:</b> The importance of good teamwork, and discussion of cultural inclusion were somewhat lacking.</p>	<ol style="list-style-type: none"> <li>1. Course content regarding record-keeping to be updated.</li> <li>2. Remove GCPO c. as a course outcome.</li> <li>3. Continue to emphasize cultural inclusion in course content.</li> </ol>

Outcome Data	Analysis	Action Steps
20B. CNS 506 Video Viewing Quiz		New online presentations have been produced this fall to cover this material. Students will be taking the quiz in November, 2014 to confirm viewing.

Outcome Data	Analysis	Action Steps
<p>21. CNS 513 Social Advocacy Paper</p>	<p>SLO Goal Achievement ranges from 33%-100% with a mean of 80%.</p> <p><b>Strengths:</b> Projects reflected an understanding of diversity, identity development, and a good comprehension of overall foundational material.</p> <p><b>Growing Edges:</b> Papers seemed to lack discussion of the role and process of the professional counselor advocating on behalf of the profession.</p>	<p>Course content and the resulting assignment will include advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.</p>

Outcome Data	Analysis	Action Steps
<p>22. Site Evaluations by Students</p>	<p>The average rating of overall satisfaction with internship sites was 4.8 out of 5.</p> <p><b>Strengths:</b> Ratings were favorable for sites in all categories except for the site that closed.</p> <p><b>Growing Edges:</b> Two primary concerns were noted: at a couple of sites, client numbers were a challenge. At one site, one student desired more from the supervisor.</p>	<ol style="list-style-type: none"> <li>1. Current sites should be preserved.</li> <li>2. Continue to encourage supervisor training and effectiveness.</li> </ol>

Outcome Data	Analysis	Action Steps
<p>23. Graduate Surveys</p>	<p>Survey conducted in 2014 of 2013 graduates, N=10 (see next page)</p> <p><b>Strengths:</b> No items were rated as “poor.” Graduates viewed their preparation in basic helping skills as strong. Assessing clients and cross-cultural sensitivity were also rated positively.</p> <p><b>Growing Edges:</b> Treatment planning received the lowest ratings. Using test data with clients and knowledge of community resources were also viewed as weaker skills. Knowing about the licensure process was rated lower along with understanding family systems as applied to clients.</p>	<ol style="list-style-type: none"> <li>1. The Treatment Planning class is added as a required class.</li> <li>2. The CNS 525 class should be reviewed for relevance of tests.</li> <li>3. Community resources will need to be highlighted in CNS 506, 519, 557, and case conference.</li> <li>4. A paper has been added to CNS 506 to review the licensure process and an online presentation has been created.</li> <li>5. In case conference classes theoretical approaches should be emphasized.</li> </ol>

## 2014 Survey of Graduates

#	Fair	Good	Very Good	Excellent	
1			20%	80%	Preparation for basic helping skills
2			30%	70%	Assessing clients
3		30%	50%	20%	Diagnosing clients
4	30%	40%	30%		Treatment planning
5		20%	20%	60%	Ethical issues
6	10%	50%	10%	30%	Client records
7		10%	30%	60%	Use of supervision
8		20%	30%	40%	Independent work
9		20%	20%	50%	Team work
10	20%	20%	30%	40%	Work eclectically
11		10%	20%	70%	Cultural sensitivity
12	20%	30%	40%	10%	Community resources
13	10%	30%	50%		Using test data
14	10%	20%	50%	20%	Prep for licensure
15	20%	20%	20%	40%	Career and lifestyle
16	10%	40%	30%	20%	Understand family system

Outcome Data	Analysis	Action Steps
<p>24. Survey of Counseling Program by Students</p> <p>(See next two pages)</p>	<p><b>Strengths:</b> Students felt they had a quality academic experience from faculty and staff who acted professionally and ethically. Students were informed of their advisor and felt heard by the program director. Students felt strongly that they were growing in their counseling skills. Students believe they are learning about themselves and helped to be a person of integrity. Students believe the program helps them to know how to effectively build therapeutic relationships.</p> <p><b>Growing Edges:</b> The lowest ratings were given to library resources; it was the only item to be given a strongly disagree rating. Students wish faculty were more accessible. Class scheduling is viewed by some as problematic. Interdependency may not be adequately promoted. Students desire more training in how to deal with multicultural issues in counseling. Areas that may need to be strengthened include: diagnosis, treatment planning, and work with couples.</p>	<ol style="list-style-type: none"> <li>1. Western Seminary is collaborating with Corban University to create a joint online library collection that dramatically exceeds the previous holdings of either institution.</li> <li>2. Counseling faculty are encouraged to respond to student emails promptly and make scheduling time available.</li> <li>3. Course scheduling this year has been planned to give more substantive breaks throughout the day.</li> <li>4. Facilitating communication and interdependency continue to pose a challenge with no clear solution. One idea is to try to create an online community.</li> <li>5. Promoting cultural inclusivity in all coursework will continue to be an emphasis, with particular attention paid to the Comprehensive Clinical Integrative Paper.</li> </ol>

# Survey of Counseling Program by Students

2013-2014 Combined

N= 92

	Disagree	Agree	Strongly Agree
1 Academic experience	1%	14%	84%
2 Faculty accessible		41%	59%
3 Professional Staff	1%	18%	80%
4 Professional Faculty		11%	89%
5 Licensure info	5%	34%	60%
6 Integration		23%	77%
7 Licensure prep	1%	29%	70%
8 Internship info	1%	36%	62%
9 Campus supervision	2%	28%	69%
10 Site supervision	3%	29%	69%
11 Clerical support	3%	34%	62%
12 Classroom practical		34%	66%
13 Varied Orientations	2%	25%	73%
14 Program Advisors	1%	29%	70%
15 Student Relations		40%	60%
16 Class schedule	4%	45%	51%
17 Library Resources	* 6%	60%	34%
18 Feedback Opportunity	2%	21%	77%
19 Feedback Response	6%	30%	63%

20 Syllabi	1%	32%	67%
21 Director listens	1%	15%	84%
22 Informed of advisor		15%	85%
23 Growing in skills		10%	90%
24 Learning about self		12%	88%
25 Impart credibility		14%	86%
26 Interdependency	2%	38%	58%
27 Biblical history		35%	65%
28 Spirituality in counseling	1%	31%	68%
29 Assessment measures		35%	65%
30 Personal strengths and weaknesses	2%	20%	78%
31 Variety of theories	1%	26%	73%
32 Apply biblical texts	2%	35%	62%
33 Integrate understanding	2%	36%	62%
34 Intercultural issues	2%	45%	52%
35 Critical thinking	2%	33%	65%
36 Build therapeutic relationship		16%	84%
37 Diagnose and plan treatment	6%	41%	53%
38 Ethical dilemmas	1%	25%	74%
39 Work with couples	1%	41%	57%
40 Life long learner		26%	74%

Outcome Data	Analysis	Action Steps
<p>25. Employer Evaluations of Graduates</p> <p>N=9</p>	<p><b>Strengths:</b> All items were endorsed as good, very good, or excellent. Students use supervisory input and are able to work independently. Developing an effective helping relationship and recognizing ethical issues also appear to be strengths.</p> <p><b>Growing Edges:</b> Relatively weaker skills appear to be client record keeping, effective use of a variety of theories, and knowledge of resources.</p>	<ol style="list-style-type: none"> <li>1. Add greater emphasis on record keeping in CNS 506.</li> <li>2. Add more emphasis to theoretical case conceptualization in case conference classes.</li> <li>3. Community resources need to be highlighted in CNS 506, 519, 557, and case conference.</li> </ol>

	Good	Very Good	Excl
1 Helping relationship		44%	56%
2 Diagnose pathology		78%	22%
3 Treatment planning		78%	22%
4 Ethical issues		44%	56%
5 Client records	22%	44%	33%
6 Uses supervision	11%	22%	67%
7 Work independently		33%	67%
8 Team player	11%	33%	56%
9 Variety of theories	22%	56%	22%
10 Cultural sensitivity		56%	44%
11 Community resources	44%	22%	33%

Outcome Data	Analysis	Action Steps
29. National Counselor Exam (NCE)	<p><b>Strengths:</b> To our knowledge all of our 2013-2014 students have passed the first time. Total average scores for those who have taken it on campus are greater than national average scores for CACREP accredited schools.</p> <p><b>Growing Edges:</b> No significant weaknesses noted.</p>	No further action is indicated.

Date	Western Seminary	CACREP Schools
04/14	120.08	115.40
10/13	111.14	109.22
04/13	127.67	114.77

Outcome Data	Analysis	Action Steps
<p>30. Evaluation of Program by Site Supervisors</p>	<p><b>Strengths:</b> Interns seem to be very effective in developing healthy relationships with clients, and working from a culturally inclusive approach. Interns are also effective in assessing clients, recognizing ethical issues, responding to crises appropriately, and utilizing supervisory input.</p> <p><b>Growing Edges:</b> Though scores reflect an adequate level of functioning, improvement may be desired in treatment planning skills, diagnosing pathology, and community resources/referral.</p>	<ol style="list-style-type: none"> <li>1. Add the new CNS 519 Treatment Planning course.</li> <li>2. Add more emphasis to treatment planning in case conference classes.</li> <li>3. Add instructions regarding discussion of diagnosis to case conference.</li> <li>4. Community resources need to be highlighted in CNS 506, 519, 557, and case conference.</li> </ol>

## Conclusion

We have completed our two-year assessment of program outcomes, sampling every assignment designed to measure course objectives. All data has been analyzed for strengths, weaknesses, and action steps. Many corrections have been made to syllabi and course content. We have instituted a greater connection with site supervisors and case conference supervisors regarding evaluation at the beginning of the semester. A variety of trainings have been offered this year including counseling supervision for supervisors, training for Clinical Foundations skill trainers, and a DSM-5 workshop. We have created a webpage for adjuncts, hired an instructional designer to assist with creative course design, upgraded the library system, and made notifications of new requirements to students. Changes have also been made to case conference instructions, videos have been created regarding professional orientation issues, and the Marriage Counseling class has been revised with new CACREP outcomes and a corresponding assignment. There will be a concerted effort to develop greater knowledge of counseling theory with increased focus in the Psychotherapeutic Systems class, in case conference, and in the final integrative paper. The Introduction to Integration course will now include a new assignment to be used for assessment purposes. The Treatment Planning and Outcomes Assessment course has been revised to strengthen the treatment planning component, and the Social & Cultural Issues social advocacy assignment has been reconfigured. Student test results on the CPCE and the NCE reflect strengths of our program in terms of academic preparation. Supervisor and employer ratings suggest the strength of the program in teaching clinical skills, ethics, and multi-cultural sensitivity. It is our belief that conducting this two-year self-study assessment has resulted in a stronger program. We look forward to a November CACREP site visit with the hope of accreditation to follow in 2015. This is a wonderful time for the MA Counseling Program at Western Seminary! We pray for God's continued blessing.

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