



ANNUAL REPORT MA in Counseling
Submitted by Sara Martino, Professor, Director, MA in Counseling

A. PROGRAM GOALS

In last year's annual report the following goals were set for the coming year (progress indicated in italics):

1. To successfully submit and be reviewed by CACREP and to ultimately become an accredited institution.

We successfully submitted our self-study in the fall of 2020 and have received feedback from CACREP on that report. We will be working on the addendum this summer with a fall of 2021 submission deadline. We hope to have a site review and get the results of our accreditation application by the spring of 2022.

2. Recruit faculty to increase our faculty in the program and to allow for more students enrolled in the program

We were not granted any new faculty lines for this coming year so we have been unable to expand our program at this time.

3. To increase our community contacts and relationships to allow for student placements and to meet community needs.

We successfully partnered with Stockton's Center for Successful Aging (SCOSA). SCOSA has received a 4-year sub-contract from the Rowan School of Osteopathic Medicine, NJ Institute for Successful Aging (NJISA) to enhance screening and care for older adults living in affordable housing. We placed one first year student working with an interdisciplinary team to offer screenings and some counseling at area nursing homes. We will continue to build upon this partnership over the next four years.

In addition, we have broadened our community reach to several different agencies in South Jersey. We have also been working the Boys and Girls Club of Atlantic City to write a grant for an LPC to bring more counseling into the program and potentially place future counseling students there.

4. Hold at least one information session for students wanting to apply to the program.

We did hold a virtual open house session in the fall of 2020. We hope to hold information sessions again in person this coming fall, 2021.

B. ENROLLMENT AND TEACHING

1. student enrollment

In the 2021 admissions cycle, we admitted 21 students into the program. We did have some attrition after the admissions process which led to the slightly smaller cohort, likely due to COVID. Therefore, we had a total of 44 students in the fall term, with 23 students in the second year of the program. In the spring of 2021, we lost two more first year student but gained back a student who had previously taken a leave of absence for a total of 43 students enrolled in spring 2021.

In terms of demographics of our students in 2020-2021, we had a student body that was 72% Caucasian, 16% Latino/Hispanic, 5% multiracial, 5% African American, and 2% Asian. In terms of gender, we have a student body that is 74% female. Overall, our demographics are representative of the undergraduate population at Stockton and while we should strive for more diversity in our program, our program does not lack diversity.

2. course enrollment

In the 2020-2021, our course enrollment was consistently reflective of the numbers in each cohort (23 and 20 respectively) with the exception of elective courses. Our electives also had strong enrollments across the board such as 17 in COUN 5523 and 14 in COUN 5560.

3. faculty teaching patterns

All of courses are typically taught by our core faculty members with few exceptions. Across all courses offered in the fall and spring of this past year, only 17% were offered by faculty outside of the program. Those courses were solely offered by other full time faculty from the Psychology program. A listing of all courses offered by faculty is included below:

Courses taught 2020-2021 by faculty member

COUN 5110	MARTINO
COUN 5115	SAPPIO
COUN 5120	KALIBATSEVA (PSYCHOLOGY FACULTY)
COUN 5125	SAPPIO
COUN 5205	BATTLE
COUN 5215	LYKE (PSYCHOLOGY FACULTY) AND SAPPIO
COUN 5220	MARTINO
COUN 5523	CHELDER (PSYCHOLOGY FACULTY)
COUN 5560	SMITH
COUN 5901/5902	SMITH AND BATTLE
COUN 5135	SAPPIO
COUN 5140	SAPPIO
COUN 5210	BATTLE
COUN 5225	BATTLE
COUN 5230	MARTINO
COUN 5522	WHITE (PSYCHOLOGY FACULTY)
COUN 5525	SAPPIO
COUN 5900	SMITH AND MARTINO

C. STUDENT LEARNING OUTCOMES: Provide a list of program learning student outcomes (PLSOs).

1. Briefly summarize the program's overall Assessment Plan (include an assessment matrix or curriculum map only if curricular changes have occurred).

Because of accreditation requirements by CACREP, we have to include assessment on the eight core areas of instruction as outlined in the CACREP professional standards. A curriculum map is included for the 2020-2021 school year in **appendix A**.

2. Identify which PLSO or PLSOs were assessed this year

All program learning goals are assessed each year as required by CACREP. A copy of the rubric results from the 2019-2020 school year is included in **appendix B**. We will be working on the 2020-2021 data this summer.

3. Specify the measures or instruments used to conduct this assessment:

Direct (e.g., portfolio, common items on an exam, performances)

Our direct measures include our rubrics scores on relevant objectives per course. The scores are summarized in **appendix B** as mentioned above. Additionally, we give a comprehensive examination and we will be using the data to inform curricular changes in the future. For now, the breakdown of comprehensive scores, both the quantitative and qualitative results, may be found in **appendix C**. All names were removed from the data chart.

Indirect (e.g., surveys, focus groups, perceptions)

Our main method of indirect data collection on the curriculum may be found in the clinical skills evaluations. This provides students with the opportunity to assess their own knowledge and clinical skills based on their experiences in classes as well as Practicum and Internship.

We also collect data on the University supervision based on the perceptions of the students. They report on the preparation provided by faculty for their clinical experiences, which also informs supervision in addition to classroom instruction. The summary report from the University supervision survey may be found in **appendix D**.

4. Reflect on the results of this assessment and how they demonstrate successful completion of PLSOs (please provide example/s of successful application or challenges). Please include any relevant data, as well as a reflective summary.

For our first full year of the program, students made significant progress on program objectives in most of the required courses in the program. There is room for improvement, for example, the average score on objectives for the Psychopathology course was 2.975, where we would prefer scores to meet a minimum standard of 3 (3 =



Advanced Emerging Competence: competence beyond that expected for the level of training (i.e., 1st or 2nd year) but not yet complete mastery of the material/construct).

The application of CACREP standards to assignments/tasks in each class has been successful and it gives the program very concrete measures for reviewing curriculum. The biggest challenge to our data collection process is time; we need more data to find out (as in the case of Psychopathology) what changes need to be made in teaching or if the students are not meeting the standard set forth by the program.

5. Outline what action(s) the program plans to take based on results. Examples might include professional development, curricular re-sequencing, curricular additions or deletions, revision of student learning outcomes, selection of different assessment tool, etc.

Our main focus for 2021-2022 is to continue collecting data on both the course objectives and on the comprehensive examination before making any changes. While these scores will inform curricular changes in the future, at this time we are building the program and need to assess the students over a few years in order to determine a baseline and make changes accordingly.

D. CURRICULUM

Our program has not made any curricular changes, nor will we make any changes until after our accreditation process is finished. All of our faculty focus on core courses in our program, so we do not have any offerings for the General Studies curriculum with the exception of one course. GSS 2337 Gender and Aggressive Behavior was taught by Sara Martino in the summer of 2021.

Erin Sappio is our project lead on Interprofessional Education conference experience with Stockton University as well as leading the Afri-UIPE (Virtual Interprofessional Education) event in October 2020. Sara Martino and Elyssa Smith served as faculty facilitators for this event as well. Erin recently helped to facilitate an Interprofessional Education conference on June 4th with some members from the Stockton community as well as outside schools.

Scholarship activities over the past year:

Sappio, E., Barrows, M. & Smith, E. (submitted). School counselors' insights into meaningful SEL programming. *Journal of Education*.

Sappio, E., & Tominberg, J. (submitted). Cinematherapy: A creative intervention in counseling. *Journal of Creativity in Mental Health*.

Showstark, M., **Sappio, E.**, Schweickhardt, L., & Nyoni, C. (submitted). SP Role in Virtual IPE. *Journal of Interprofessional Education and Practice*.

Bellin, Z., **Sappio, E.**, Flinn, R.E., Srisupak, D., Miller, K., Castillo, Y.A., & Ross, A. (submitted). Counseling research as caring: Lessons from group contemplative practice. *Journal for Social Action in Counseling and Psychology*.

Sappio, E., Bellin, Z., & Castillo, Y.A. (Feb, 2021). *Unintentional Benefits of Contemplative-Reflexive Practice: Implications for School Psychologist Supervision and Mentorship*. Poster presented at the 2021 Annual Convention for the National Association of School Psychologists. Virtual.

Showstark, M., Ricks, E., Wiss, A., Pitout, H., Cavezza, R., & **Sappio, E.** (Jan 8, 2021). *Afri-UIPE a multi-country virtual interprofessional educational experience*. Paper presented at the 3rd European Conference of Health Workforce Education & Research Hosted by International Network of Health Workforce Education (INHWE). Virtual.

- *This presentation was chosen as the winner of the inaugural Lesley Diack Award by the INHWE Board*

Smith, E., & Mangin, J. (April 2021). Considering the Therapeutic Internalization Process in Counseling and Psychotherapy. American Counseling Association Virtual Conference.

Smith, E. B. & Luke, M. M. (In-press, June 2021). Constructing Identity and Meaning through Narrative. *Journal of Constructivist Psychology*.

Smith, E. B., & Luke, M. (July 2021- In press) A call for radical reflexivity in counseling qualitative research. *Counselor Education & Supervision*.

Smith, E. B., Carnes-Holt, K., Barrows, M. & McKim, C. (2021). Impact of play therapy on students in counselor preparation programs. *International Journal of Play Therapy*. Advance online publication. <https://doi.org/10.1037/pla0000143>

E. DIVERSITY, INCLUSION AND ANTI-RACISM

As mentioned in the student enrollment section of the report, while we are not the most diverse of programs, we do have a sample of students that is representative of the University overall. There are many ways to measure diversity, and there are ways that our program is diverse in comparison to other graduate programs in Counseling as well. We do have a fairly high percentage of first generation college students at Stockton and this was one of the features about our program that CACREP mentioned in terms of diversity of our student body.

We also have many parts of our training program that promote diversity awareness and anti-racism. We teach a course in both Multicultural Counseling and Counseling



Women, where we discuss issues of discrimination and racism/sexism, as well as teach students about identity development, such as feminist identity development and racial minority identity development.

We also strive as a program to grant our students exposure to diverse populations in the settings they choose for Practicum and Internship. We discuss issues of race and other differences in the clinical classes, as well as University supervision, to allow students to examine their own biases when working with clients.

F. PROGRAM GOALS

Our goals for the upcoming year include the following:

1. To bring to a close the CACREP accreditation process in the spring of 2022, and hopefully secure a multi-year accreditation. We will be focusing on this process throughout the coming year.
2. To continue to grow our community connections in order to attract a diverse pool of applicants to our program as well as to broaden Stockton's community reach.
3. To hold at least one in-person open house this coming year.

G. PROGRAM RESOURCES

Program requestor	Purpose	Amount	Comments, if any
COUN-Martino	Ellis Trip	\$1270	Students to buy tix
COUN-Martino	Accreditation site visit	\$1200 (\$4000 grant money)	Additional funds if needed
COUN-Martino	Supervision	2 TCH per supervisor	5 supervisors needed
COUN-Martino	Food for open house event	\$500	
COUN-Martino	End of year celebration event	\$600	Food for students/staff

Appendix A

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE	
a. history and philosophy of the counseling profession and its specialty areas	
Course	COUN 5125: Legal and Ethical Issues
Course (CMHC)	COUN 5205: Foundations of Mental Health Counseling
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation.	
Course	COUN 5125: Legal and Ethical Issues
Course (CMHC)	COUN 5205: Foundations of Mental Health Counseling
c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team	
Course	COUN 5320: Substance Abuse Counseling
d. the role and process of the professional counselor advocating on behalf of the profession	
Course	COUN 5125: Legal and Ethical Issues COUN 5210: Multicultural Counseling COUN 5310: Lifespan Development
Course (CMHC)	COUN 5205: Foundations of Mental Health Counseling
e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	
Course	COUN 5125: Legal and Ethical Issues COUN 5210: Multicultural Counseling COUN 5310: Lifespan Development
Course (CMHC)	COUN 5205: Foundations of Mental Health Counseling
f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	
Course	COUN 5125: Legal and Ethical Issues
Course (CMHC)	COUN 5205: Foundations of Mental Health Counseling
g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	
Course	COUN 5125: Legal and Ethical Issues
Course (CMHC)	COUN 5205: Foundations of Mental Health Counseling
h. current labor market information relevant to opportunities for practice within the counseling profession	
Course	COUN 5125: Legal and Ethical Issues
i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	

Course	COUN 5125: Legal and Ethical Issues COUN 5210: Multicultural Counseling COUN 5310: Lifespan Development
Course (CMHC)	COUN 5205: Foundations of Mental Health Counseling
j. technology's impact on the counseling profession	
Course	COUN 5125: Legal and Ethical Issues
k. strategies for personal and professional self-evaluation and implications for practice	
Course	COUN 5125: Legal and Ethical Issues
l. self-care strategies appropriate to the counselor role	
Course	COUN 5125: Legal and Ethical Issues
m. the role of counseling supervision in the profession	
Course	COUN 5110: Prepracticum

2. SOCIAL AND CULTURAL DIVERSITY	
a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	
Course	COUN 5210: Multicultural Counseling
b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	
Course	COUN 5210: Multicultural Counseling
c. multicultural counseling competencies	
Course	COUN 5125: Legal and Ethical Issues COUN 5210: Multicultural Counseling COUN 5310: Lifespan Development
Course (CMHC)	COUN 5205: Foundations of Mental Health Counseling
d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others	
Course	COUN 5210: Multicultural Counseling COUN 5524: Counseling Women
e. the effects of power and privilege for counselors and clients	
Course	COUN 5210: Multicultural Counseling COUN 5524: Counseling Women
f. help-seeking behaviors of diverse clients	
Course	COUN 5210: Multicultural Counseling COUN 5524: Counseling Women
g. the impact of spiritual beliefs	
Course	COUN 5210: Multicultural Counseling
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	

Course	COUN 5125: Legal and Ethical Issues COUN 5210: Multicultural Counseling COUN 5310: Lifespan Development COUN 5205: Foundations of Mental Health Counseling
Course (CMHC)	

3. HUMAN GROWTH AND DEVELOPMENT	
a. theories of individual and family development across the lifespan	
Course	COUN 5310: Lifespan Development
b. theories of learning	
Course	COUN 5310: Lifespan Development
c. theories of normal and abnormal personality development	
Course	COUN 5310: Lifespan Development
d. theories and etiology of addictions and addictive behavior	
Course	COUN 5230: Substance Abuse Counseling
e. biological, neurological, and physiological factors that affect human development, functioning, and behavior	
Course	COUN 5310: Lifespan Development
f. systemic and environmental factors that affect human development, functioning, and behavior	
Course	COUN 5310: Lifespan Development
g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan	
Course	COUN 5230: Substance Abuse Counseling
h. a general framework for understanding differing abilities and strategies for differentiated interventions	
Course	COUN 5110: Prepracticum
Course (CMHC)	COUN 5220: Couples and Family Counseling
i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	
Course	COUN 5310: Lifespan Development

4. CAREER DEVELOPMENT	
a. theories and models of career development, counseling, and decision making	
Course	COUN 5225: Career Counseling
b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	
Course	COUN 5225: Career Counseling

c. processes for identifying and using career, avocational, educational, occupational, and labor market information resources, technology, and information systems	
Course	COUN 5225: Career Counseling
d. approaches for assessing the conditions of the work environment on clients' life experiences	
Course	COUN 5225: Career Counseling
e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development	
Course	COUN 5225: Career Counseling
f. strategies for career development program planning, organization, implementation, administration, and evaluation	
Course	COUN 5225: Career Counseling
g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global community	
Course	COUN 5225: Career Counseling
h. strategies for facilitating client skill development for career, educational, and life-work planning and management	
Course	COUN 5225: Career Counseling
i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making	
Course	COUN 5225: Career Counseling
j. ethical and culturally relevant strategies for addressing career development	
Course	COUN 5225: Career Counseling

5. COUNSELING AND HELPING RELATIONSHIPS	
a. theories and models of counseling	
Course	COUN 5110: Prepracticum
Course (CMHC)	COUN 5220: Couples and Family Counseling
b. a systems approach to conceptualizing clients	
Course	COUN 5110: Prepracticum COUN 5115: Theories of Counseling COUN 5220: Couples and Family Counseling
c. theories, models, and strategies for understanding and practicing consultation	
Course	COUN 5225: Career Counseling COUN 5205: Foundations of Mental Health Counseling
d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	

Course	COUN 5125: Legal and Ethical Issues COUN 5210: Multicultural Counseling COUN 5205: Foundations of Mental Health Counseling
Course (CMHC)	
e. the impact of technology on the counseling process	
Course	COUN 5125: Legal and Ethical Issues
f. counselor characteristics and behaviors that influence the counseling process	
Course	COUN 5110: Prepracticum COUN 5115: Theories of Counseling COUN 5220: Couples and Family Counseling
Course (CMHC)	
g. essential interviewing counseling, and case conceptualization skills	
Course	COUN 5110: Prepracticum COUN 5115: Theories of Counseling COUN 5220: Couples and Family Counseling
Course (CMHC)	
h. developmentally relevant counseling treatment or intervention plans	
Course	COUN 5135: Assessment and Testing COUN 5140: Statistics and Research COUN 5205: Foundations of Mental Health Counseling COUN 5120: Psychopathology
Course (CMHC)	
i. development of measurable outcomes for clients	
Course	COUN 5135: Assessment and Testing COUN 5140: Statistics and Research COUN 5205: Foundations of Mental Health Counseling COUN 5120: Psychopathology
Course (CMHC)	
j. evidence-based counseling strategies and techniques for prevention and intervention	
Course	COUN 5110: Prepracticum COUN 5115: Theories of Counseling COUN 5220: Couples and Family Counseling
Course (CMHC)	
k. strategies to promote client understanding of and access to a variety of community-based resources	
Course	COUN 5125: Legal and Ethical Issues
l. suicide prevention models and strategies	
Course	COUN 5110: Prepracticum COUN 5230: Substance Abuse Counseling
m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	
Course	COUN 5230: Substance Abuse Counseling

n. processes for aiding students in developing a personal model of counseling	
Course	COUN 5110: Prepracticum COUN 5115: Theories of Counseling
Course (CMHC)	COUN 5220: Couples and Family Counseling

6. GROUP COUNSELING AND GROUP WORK	
a. theoretical Foundations of Mental Health Counseling of group counseling and group work	
Course	COUN 5125: Group Counseling
b. dynamics associated with group process and development	
Course	COUN 5125: Group Counseling
c. therapeutic factors and how they contribute to group effectiveness	
Course	COUN 5125: Group Counseling
d. characteristics and functions of effective group leaders	
Course	COUN 5125: Group Counseling
e. approaches to group formation, including recruiting, screening, and selecting members	
Course	COUN 5125: Group Counseling
f. types of groups and other considerations that affect conducting groups in varied settings	
Course	COUN 5125: Group Counseling
g. ethical and culturally relevant strategies for designing and facilitating groups	
Course	COUN 5125: Group Counseling
h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term	
Course	COUN 5125: Group Counseling

7. ASSESSMENT AND TESTING	
a. historical perspectives concerning the nature and meaning of assessment and testing in counseling	
Course	COUN 5135: Assessment and Testing
b. methods of effectively preparing for and conducting initial assessment meetings	
Course	COUN 5135: Assessment and Testing
c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	
Course	COUN 5135: Assessment and Testing
d. procedures for identifying trauma and abuse and for reporting abuse	

Course	COUN 5125: Legal and Ethical Issues COUN 5230: Substance Abuse Counseling
e. use of assessments for diagnostic and intervention planning purposes	
Course Course (CMHC)	COUN 5135: Assessment and Testing COUN 5140: Statistics and Research COUN 5205: Foundations of Mental Health Counseling COUN 5120: Psychopathology
f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments	
Course	COUN 5135: Assessment and Testing
g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations	
Course	COUN 5135: Assessment and Testing
h. reliability and validity in the use of assessments	
Course	COUN 5135: Assessment and Testing
i. use of assessments relevant to academic/educational, career, personal, and social development	
Course	COUN 5135: Assessment and Testing
j. use of environmental assessments and systematic behavioral observations	
Course	COUN 5135: Assessment and Testing
k. use of symptom checklists, and personality and psychological testing	
Course	COUN 5135: Assessment and Testing
l. use of assessment results to diagnose developmental, behavioral, and mental disorders	
Course Course (CMHC)	COUN 5135: Assessment and Testing COUN 5140: Statistics and Research COUN 5205: Foundations of Mental Health Counseling COUN 5120: Psychopathology
m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results	
Course	COUN 5135: Assessment and Testing

8. RESEARCH AND PROGRAM EVALUATION	
a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	
Course	COUN 5135: Assessment and Testing
	COUN 5140: Statistics and Research
Course (CMHC)	COUN 5205: Foundations of Mental Health
	Counseling
	COUN 5120: Psychopathology
b. identification of evidence-based counseling practices	
Course	COUN 5140: Statistics and Research
c. needs assessments	
Course	COUN 5140: Statistics and Research
d. development of outcome measures for counseling programs	
Course	COUN 5140: Statistics and Research
e. evaluation of counseling interventions and programs	
Course	COUN 5140: Statistics and Research
f. qualitative, quantitative, and mixed research methods	
Course	COUN 5140: Statistics and Research
g. designs used in research and program evaluation	
Course	COUN 5140: Statistics and Research
h. statistical methods used in conducting research and program evaluation	
Course	COUN 5135: Assessment and Testing
	COUN 5140: Statistics and Research
Course (CMHC)	COUN 5205: Foundations of Mental Health
	Counseling
	COUN 5120: Psychopathology
i. analysis and use of data in counseling	
Course	COUN 5140: Statistics and Research
j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation	
Course	COUN 5140: Statistics and Research



Appendix B

Course Rubrics summary by course offered 2019-2020

<https://drive.google.com/file/d/1nhkx2ccKfPwIqxlGjDlKGLKiIcqXJhG/view?usp=sharing>

Appendix C: Rubric scores for the comprehensive examination

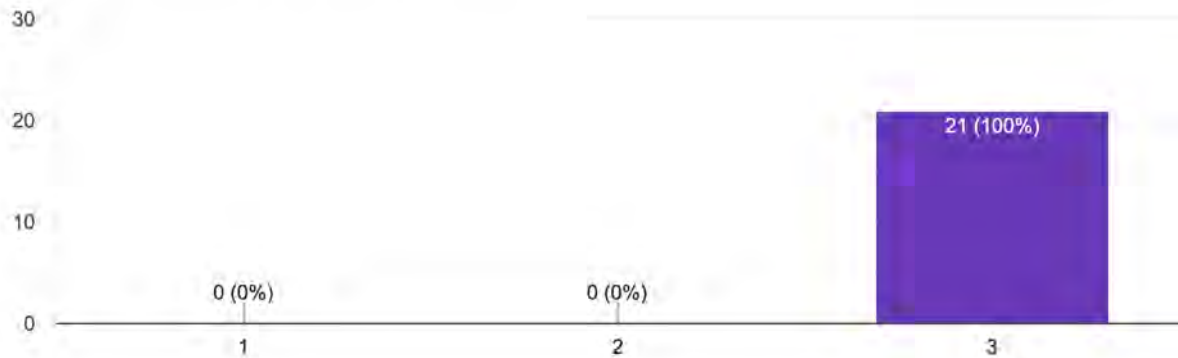
Battle/ Case	Battle/ L&E	Martino/ Case	Martino/ L&E	Sappio/ Case	Sappio/ L&E	Smith/ Case	Smith/ L&E	Final/C ase	Final/L &E	MC
9-IS	5-S	9-IS	5-S	8-IS	5-S	9-IS	5-S	Insuffi cient	Sufficie nt	Pass ed
15-S	6-S	15-S	6-S	15-S	5-S	15-S	6-S	Sufficie nt	Sufficie nt	Pass ed
12-S	4-?	15-S	5-S	13-S	4-?	15-S	5-S	Sufficie nt	Sufficie nt	Pass ed
11	4-?	13-S	4-S	9-IS	4-?	13-S	4-?	Sufficie nt	Sufficie nt	Pass ed
11-S	4	11-S	4-S	8-IS	4-?	12-S	4-?	Sufficie nt	Sufficie nt	Pass ed
10-S	5-S	11-S	5-S	11-S	5-S	10-?	5-S	Sufficie nt	Sufficie nt	Faile d
15-S	5-S	15-S	5-S	15-S	4-?	15-S	6-S	Sufficie nt	Sufficie nt	Pass ed
13-S	3-IS	13-S	3-IS	13-S	3-IS	13-S	3-IS	Sufficie nt	Insuffici ent	Faile d
14-S	5-S	14-S	5-S	14-S	5-S	14-S	5-S	Sufficie nt	Sufficie nt	Pass ed
15-S	6-S	15-S	6-S	15-S	6-S	15-S	6-S	Sufficie nt	Sufficie nt	Pass ed
12-S	3-S	12-S	3-IS	12-S	3-IS	12.25-S	3-IS	Sufficie nt	Insuffici ent	Faile d
13-S	4-IS	13-S	4-S	14-S	4-?	13-S	4-?	Sufficie nt	Sufficie nt	Pass ed
12-S	5-S	14-S	5-S	14-S	5-S	12-S	5-S	Sufficie nt	Sufficie nt	Faile d
14-S	6-S	15-S	6-S	15-S	6-S	14-S	6-S	Sufficie nt	Sufficie nt	Faile d
15-S	5-S	15-S	5-S	15-S	5-S	15-S	5-S	Sufficie nt	Sufficie nt	Pass ed
13-3	5-S	14-S	5-S	13-S	5-S	14-S	5-S	Sufficie nt	Sufficie nt	Pass ed
13-S	3-IS	14-S	3-IS	14-S	3-IS	13-S	3-IS	Sufficie nt	Insuffici ent	Faile d
15-S	6-S	15-S	6-S	15-S	6-S	15-S	6-S	Sufficie nt	Sufficie nt	Pass ed
13-S	5-S	13-S	5-S	13-S	5-S	13-S	5-S	Sufficie nt	Sufficie nt	Faile d
13-S	5-S	13-S	5-S	13-S	5-S	13-S	5-S	Sufficie nt	Sufficie nt	Faile d

14-S	6-S	15-S	6-S	14-S	5-S	15-S	6-S	Sufficie nt	Sufficie nt	Pass ed
13-S	6-S	14-S	6-S	14-S	6-S	13-S	6-S	Sufficie nt	Sufficie nt	Pass ed
14-S	3-IS	14-S	3-IS	14-S	4-?	14-S	3-IS	Sufficie nt	Insuffici ent	Pass ed

Appendix D Supervision Survey

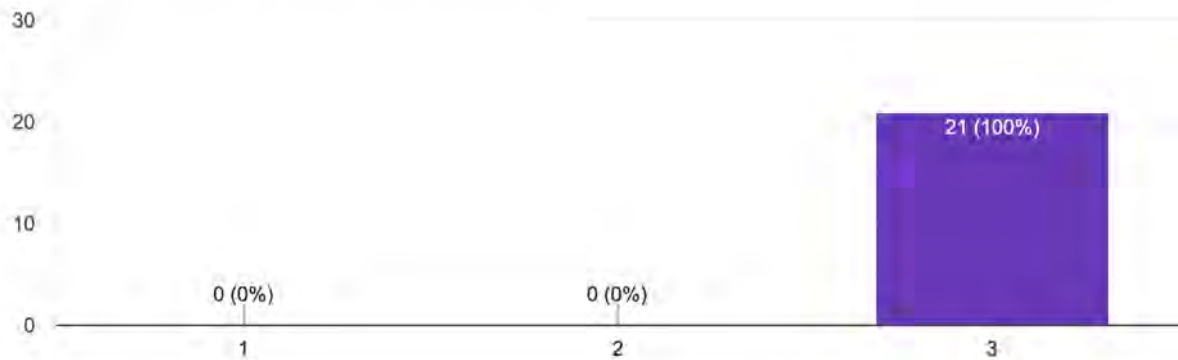
My supervisor was multiculturally responsive

21 responses



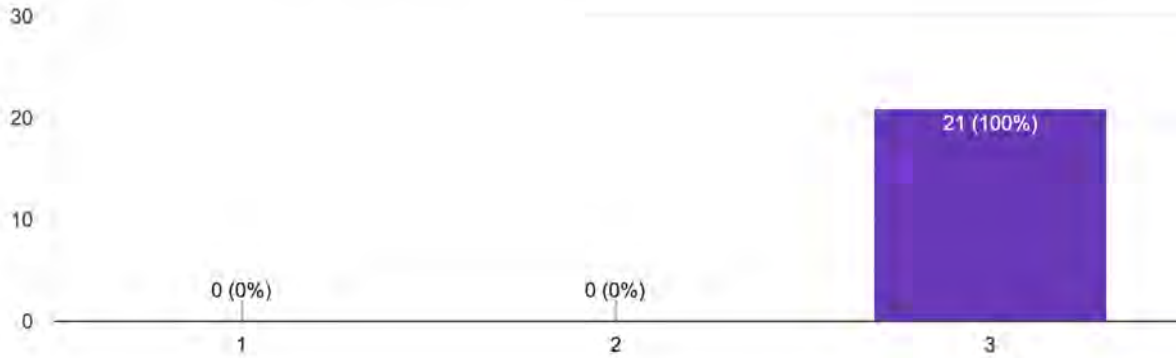
My supervisor invited self-reflection / evaluation

21 responses



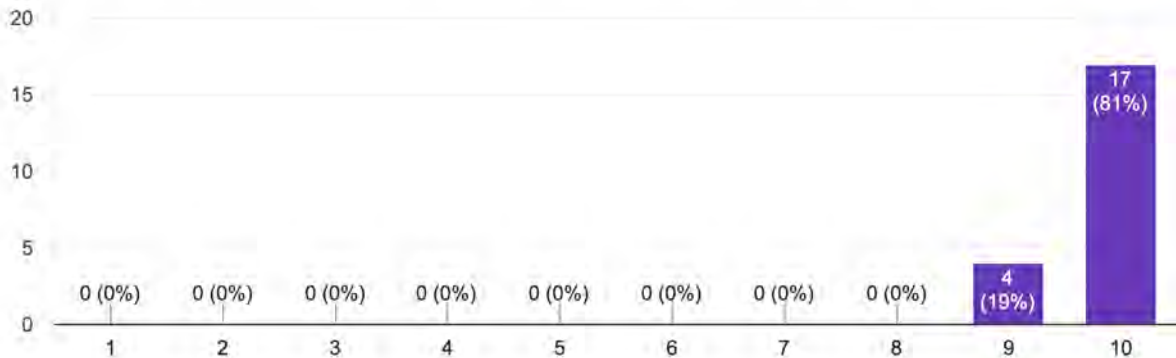
My supervisor sought out my ideas and input

21 responses



On a scale from 1 - 10, (1= very poor, 10=excellent), circle the number that reflects your perception of this supervisor's work with you (their support of your clinical work and growth).

21 responses



My supervisor helped me address ethical issues

21 responses

