Professional Counseling Strategic Plan

Approved April 25, 2018

Mission

The Department of Professional Counseling strives to develop competent and engaged counseling professionals. Our caring faculty and staff are dedicated to innovative teaching, research, professional service, and providing students with opportunities for service learning, study abroad, and community partnerships.

Vision

The Department of Professional Counseling will be a fully professional, graduate training program that engages students in acquiring a solid foundation in specialized knowledge, competent skill development, experiential learning and involvement, and meaningful personal and professional growth to generate leaders for professional roles in clinical settings, schools, and higher education.

Philosophy

The Department of Professional Counseling fundamentally focuses on the formation of competent professional identities in our students. This is a result of both high quality instruction and a variety of experiential learning opportunities. Our department is knowledgeable of and responsive to the changing practices, policies and trends within the counseling profession.

1. Values

Brain Storm

Life-long Learning

Research Based Counseling

Culturally Responsive Practice

Self-Care

Service

Leadership

Professional Integrity

Resilience

Department of Professional Counseling

Strategic Priorities

1. Professional Competence (University Priority A & B; COEHS Priority 1 & 4)
	1. Provide students the courses and field experiences needed to provide a foundation for developing competence.
		1. Engage in continuous improvement of programs and courses, informed by data and information from the field. *Evidence of Success: Annual department report, Program Review reflect continuous improvement processes, Curricular Planning Meeting Minutes.*
		2. Prepare students to meet the standards of professional organizations, accreditation agencies, and licensing institutions. *Evidence of success: 95% of students pass required exams (Comprehensive Exam, NCE/NCMHCE, and Praxis II) on the first attempt and 100% pass on second attempt.*
		3. Develop and/or maintain a reputation as the program of choice for clinical mental health, school, and student affairs counselors. *Evidence of success: 70% of students accepted into the Department of Professional Counseling indicate that UWO was their first choice.*
2. Professional Identity (University Priority A & B; COEHS Priority 1 & 4)
	1. Increase students’ connection with the professional standards, laws and ethics, and organizations that represent their respective professional identities.
		1. Integrate relevant content into program courses and clinical experiences. *Evidence of Success: 100% of Syllabi integrate appropriate professional standards (DPI and CACREP)*
		2. Crosswalk all courses to ensure we are meeting all appropriate standards. *Evidence of Success: Completed crosswalk of all courses.*
	2. Increase students’ competence as skilled, visionary professional leaders, collaborators, advocates, and agents of systemic change.
		1. Integrate relevant content into courses and clinical experiences. *Evidence of Success: 100% of applicable Syllabi reflect relevant leadership curriculum; Practicum and Internship Evaluations.*
	3. Increase opportunities for students to experience, examine, and refine the transition between their personal and professional roles.
		1. Integrate relevant content into courses and clinical experiences. *Evidence of Success: Syllabi reflect relevant transition curriculum; Practicum and Internship Evaluations.; 100% of service learning experiences are tied to course outcomes; All of our service learning experiences have opportunities for reflection on the convergence of students’ personal and professional roles; Minutes of Curricular Planning.*
3. Helping Skills (University Priority A, B, & C; COEHS Priority 3)
	1. Provide consistent, ongoing, and progressive opportunities for student interpersonal and intrapersonal development. In addition, continue to enhance requisite skills and knowledge for careers as future counseling professionals.
		1. Support the progress of each student in regard to skill

development and ability to apply appropriate skills and

knowledge to diverse and complex situations. *Evidence of*

*success: 94% of admitted students matriculate through clinical coursework in the program and receive intervention/ remediation support as needed; 100% of our graduates who are actively seeking employment are employed as counselors in various settings within 1 year of graduation.*

1. Develop methods of assessing skills as students matriculate through the program. *Evidence of success: Revise all Clinical Course student evaluations for clinical courses and service learning, Revise evaluations of site supervisor, Revise evaluations of faculty.*
2. Leadership and Advocacy (University Priority C & D; COEHS Priority 2 & 4)
	1. Respond to needs of community groups who have been underserved.
		1. Support and expand curriculum and experiences around areas such as inclusion, cultural competence, and diversity. *Evidence of Success: Curricular Committee Meeting Minutes, Review of Syllabi for curriculum inclusion and experiential learning opportunities.*
		2. Continually update curriculum to represent current local, state, regional, and national trends that would affect students and clients. *Evidence of success: Curricular Meeting minutes indicate a discussion covering current events and/or trends that affect the positions and roles our students will have in the community. Changes will be noted in syllabi.*
		3. Continue to develop and modify our current service learning sites. *Evidence of success: Annual data retreat minutes indicate a discussion covering feedback from service learning and any action items developed to enhance the experiences. Create a means of assessing student learning in Service Learning Experiences. Changes will be noted in syllabi.*
	2. Include content throughout the curricular experience regarding leadership and advocacy related to privilege and oppression.
		1. Educate students regarding the socio-political environment and interpersonal skills necessary to facilitate advocacy and leadership in their future careers. *Evidence of success: Areas for growth are identified by faculty during curricular planning meetings. Changes will be noted in syllabi. Faculty review and assess student portfolio reflections.*