

Program and Course-Level Assessment Review (PCLAR)

Division	Allied Health
Department/Program	Human Services
Years (should mirror PMP years)	2018-2021
Date Submitted	09-10-2019
Department Head	Victoria Schultz
Division Chair	Carol Derkowski

PCLAR will be submitted annually to the Coordinator of Assessment and the Division Chair and attached to the PMP.

Part I. Description of the Course-Level Assessment Timeline

In the space below, note the assessment rotation for the course or SLO to be assessed and the semester in which the assessment is planned. Each course in the department must have the student learning outcomes (SLO) on the approved Administrative Master Syllabus (AMS) assessed at least once every three years.

Course or Course/SLO	Semester Assessed
CHLT 1309 Community Ethics	Fall 2018
PSYT 1329 Interviewing and Communication Skills	Fall 2018
SCWK 1321 Orientation to Social Services	Fall 2018
CHLT 1340 Community Health Advocacy	Spring 2019
PSYT 2321 Crisis Intervention	Spring 2019
DAAC 1317 Basic Counseling Skills	Spring 2019
CHLT 1302 Wellness and Health Promotion	Fall 2019
PSYT 2164 Clinical Psychology – Practicum Field Experience	Fall 2019
PSYT 2345 Behavior Management and Modification	Fall 2019
DAAC 1319 Substance Use Disorders	Spring 2020
PSYT 2335 Family Systems	Spring 2020
GERS 1342 Aging and Mental Health	Spring 2020
CMSW 1309 Problems of Children and Adolescents	Fall 2020 (moved to Spring 2021)
CHLT 2166 Practicum Field Experience	Spring 2021
PMHS 2260 Practicum Field Experience (Certificate)	Spring 2021 (no enrollment)

Part II. Program Learning Outcomes

1. Effective verbal, nonverbal, and written communication skills.
2. Problem-solving techniques/strategies, preparation of implementation and evaluation of treatment plans, awareness of interventions strategies, and an awareness of crisis intervention strategies when warranted.
3. Proper case management from a theoretical perspective and application based.
4. Knowledge of diverse community-based resources and referral protocol.
5. Demonstrate a strong knowledge base relative to ethical/legal based issues and privacy issues relative to the classroom setting and/or working in human service environments.
6. Be aware of one's limitations, boundaries between fellow students, instructors, clients, supervisors, and other individuals whether in a classroom or practicum setting and seek a higher level of authority when warranted.
7. Demonstrate critical thinking skills and an ability to apply skills learned in the academic setting to a human services setting and adapt when necessary.
8. Develop an understanding and practice of self-care, professional and personal growth, and a healthy life style.
9. Develop an awareness/understanding of the sociocultural diversity and uniqueness of service populations.
10. Demonstrate a clear understanding of one's values reflective of one's consistent behavior relative to professionalism and engagement with clients, agencies, organizations, and the profession.

Part III. Assessment Process, Results, and Activities

Semester Assessed: Fall 2018

Course(s): CHLT 1309 Community Ethics

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1.Exhibit cultural sensitivity	5	Examination/Assignment- create additional scenarios for enrichment	75% of students will acquire 70% or above on examination and assignments	85% of students acquired a grade of 70% or above	Utilization of the clinical scenarios quite beneficial with application of concepts, principles, and confidence in knowledge realm of students, will continue use
2. Inform clients of legal rights regarding state agencies	5, 10	Examination, Assignment	75% of students will acquire 70% or above on the examination, assignment	82% of students acquired a grade of 70% or above	Continue building skills of networking of community services, client rights in clinical scenarios
3. Apply ethical principles and standards to advocacy, privacy, confidentiality, and personal boundaries	5	Examination, Term Paper, additional clinical scenarios reflecting these areas, Article Critiques	75% of students will acquire 70% or above on the examination, clinical scenarios, Term Paper, Article Critiques	90% of students acquired a grade of 70% or above on examination, clinical scenarios, Term Paper, Article Critiques	Additional clinical scenarios enhanced learning and application of critical elements in this SLO. Will continue and enrich clinical scenarios

Semester Assessed: Fall 2018

Course(s): PSYT 1329 – Interviewing and Communication Skills

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Identify basic communication skills; describe professional ethical standards (ethical codes, client rights, confidentiality) related to interviewing and communicating with clients	1,5	Examination/In-class practice assignments, additional intake skill practice	75% of students will acquire 70% or above on the examination and completion of in-class practice assignments	80% of students acquired a grade of 70% or above	Create additional clinical scenarios for application of skills
2. Practice and demonstrate attending, paraphrasing, summarizing, interviewing, counselor disclosure skills, and an understanding of both verbal and nonverbal communication	1,7	In-class demonstrations and examination – enhance nonverbal communication abilities via in and out-of-class assignments	75% of students will acquire 70% or above on the examination and completion of in-class practice assignments	78% of students acquired a grade of 70% or above	Incorporate additional sessions to practice utilizing skills and out-of-classroom assignments
3. Exhibit the ability to use each skill and to integrate all skills appropriately and effectively in a simulated interviewing and counseling situation	1,8	Interviewing videotape, in-class practice assignments, peer critiques and self-evaluation via Blackboard Collaborate	75% of students will acquire 70% or above on the interviewing videotape, in-class practice assignments, peer critiques, and self-evaluation	82% of students acquired a grade of 70% or above	Review goals of videotape and peer critiques in order for students to complete goals more efficiently and effectively

Semester Assessed: Fall 2018

Course(s): SCWK 1321: Orientation to Social Services

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Describe the historical development of social services, identify and describe the basic role functions of human service workers, cultural diversity of populations served; and utilized ethical principles regarding issues unique to service populations	9	Examination, in-class exercises, incorporate the Kings Park, Stories of an American Mental Institution” which assists in portraying the history of treatment of mental disorders	75% of students will acquire 70% or above on the examination and completion of in-class exercises	85%of students acquired 70% or above in the course	Kings Park video effective in depicting the hx of mental health in America continue viewing as well as in-class exercises
2. Discuss terminology used by social service providers, Assess client needs to determine eligibility for social service programs and compare/contrast populations served including treatment and resources.	1,4	Examination, in-class exercises, discussions of case studies	75% of students will acquire 70% or above on the examination and completion of in-class exercises	78% of students acquired 70% or above	Provide more discussion and in-class exercises reflecting opportunities for learning more about the importance of networking in meeting community needs
3. Identify and describe the basic role functions for human service workers, cultural diversity of populations served, and utilize ethical principles regarding issues unique to service populations	5,9	Examination, in-class exercises, Individual Project/Presentation, Community Resources/Agency assignment	75% of students will acquire 70% or above on the examination and on the individualized project/presentation	85% of students acquired 70% or above	Provide more direction on the individualized project/presentation

Semester Assessed: Spring 2019

Course(s): CHLT 1340 – Community Health Advocacy

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Identify various local health-related resources and their eligibility requirements	3,4	Examination, External Assignment	75% of students will acquire 70% or above on the examination and the outside assignment	86% acquired a 70% or above	Continue to utilize the external assignment as it relates to community resources,...
2. Develop/define methods used for client eligibility and referral, and assist clients in meeting eligibility requirements and accessing needed services and benefits, and what constitutes a healthy community	3,4	Examination, Term Paper/Project/Presentation, Group Assessment	75% of students will acquire 70% or above on the examination and the term paper/project	83% acquired a 70% or above	Continue incorporating the community networking concepts, teamwork approach, and indicators of a healthy community with the group project
3. Identify the levels and settings of health care and roles of various occupations within the community	3,4	Examination, Term Paper/Project/Presentation, Group Assessment	75% of students will acquire 70% or above on the examination and the term paper/project	85% acquired a 70% or above	Continue to create connections between the various levels of health care settings and the different types of roles found within them among different community environments and populations

Semester Assessed: Spring 2019

Course(s): PSYT 2321 – Crisis Intervention

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Summarize and apply principles and theories of crisis intervention	2	Examination, Special Assignment with application of principles/theories, Term Paper	75% of students will acquire 70% or above on the examination, special assignment, and term paper	82% of students acquired 70% or above	Incorporate more clinical/real life scenarios when teaching theoretical content.
2. Utilize/demonstrate crisis intervention skills in a practice environment	2,6,7	Examination, Special Assignment for practicing an intake interview with individual presenting in a crisis state, Term Paper	75% of students will acquire 70% or above on the examination, special assignment, and term paper	80% of students acquired 70% or above	Create mock scenarios allowing students to practice skills and continue use of scenarios and applications of skills; incorporate practice with peers
3. Become more familiar with aspects related to suicide, domestic violence, child abuse, and other issues	3,5,7	Examination, Exercises reflecting specific areas, knowing limitations, role as helpers – do not harm, Term Paper	75% of students will acquire 70% or above on the examination and term paper	85% of students acquired 70% or above	Continue current teaching modalities and relate to community services available for these service populations

Semester Assessed: Spring 2019

Course(s): DAAC 1317 – Basic Counseling Skills

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Identify basic counseling skills and techniques	1,7	Specific application items on examinations, in-class practice exercises, video-recording continued practice for feedback/feedforward	75% of students will acquire 70% or above on the specific applied examination items and in-class practice exercises	82% of students acquired 70% or above	Incorporate more clinical/real life scenarios when teaching theoretical/skills content. Video regarding identification of inappropriate counseling skills
2. Practice various counseling techniques in an assigned setting	7	Specific application items on examinations, video-recording practice for feedback/feedforward	75% of students will acquire 70% or above on the examination, special assignment, and term paper	80% of students acquired 70% or above	Allow students to practice skills and continue use of scenarios/practice with peers with applications of skills
3. Become more familiar and able to develop and implement group facilitation/ethical standards	1,6,7	Video-record group facilitation sessions of project, peer critiques, instructor critiques, self-evaluation	75% of students will acquire 70% or above on group facilitation project	83% of students acquired 70% or above	Continue current teaching modalities regarding group facilitation skills project and relate ethical standards involved in group process

Semester Assessed: Fall 2019

Course(s): **CHLT 1302 – Wellness and Health Promotion**

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Define wellness/health promotion, correlate concepts of wellness and healthy lifestyle	8,9	Special Assignments regarding elements of wellness and healthy lifestyles, class discussions on dimensions of wellness	75% of students will acquire 70% or above on the special assignments, discussions	82% of students acquired 70% or above	Incorporate more correlates of wellness/healthy lifestyles with current client behaviors in clinical scenarios
2. Explain personal, social, cultural, nutritional and environmental components of wellness; recognize and appropriately respond to beliefs, values, culture, and languages of the populations served	2,8	Class activities addressing components of wellness and influences of values, beliefs, culture,...., with regard to populations served in surrounding communities	75% of students will acquire 70% or above on the examination, special assignment, and term paper	80% of students acquired 70% or above	Classroom activities assisted students in acquiring knowledge regarding areas identified as influencing the health/wellness of clientele
3. Develop specific health promotion strategies for various populations, including primary, secondary, and tertiary prevention strategies; evaluate the success of existing and newly developed health promotion strategies	5,9	Project reflects introduction to behavior modification as well as prevention strategies and success of health promotion strategies	75% of students will acquire 70% or above on group facilitation project	83% of students acquired 70% or above	Continue current teaching modalities introductory behavior modification project, prevention strategies to create newly developed health promotion strategies which reflect elements of SMART (formula for implementing Change)

Semester Assessed: Fall 2019

Course(s): PSYT 2164 – Practicum – Clinical Psychology – Field Experience (Capstone Course)

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry	1,5,10	Initial Expectation Paper of Practicum Experience, Case Management, Staffing Assignments, Weekly Critiques of specific articles reflecting ethics and skills, Documentation in Daily Journal of Practicum Experiences, Pretest/Exit Examination	75% of students will acquire 70% or above on the pretest/exit examination and in-class and practicum site assignments	100% of students acquired 70% or above	Reinforce current curriculum standards, practicum experiences, and emphasize the importance of the review of program content for pretest/exit examinations
2. Will demonstrate legal and ethical behavior, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of occupation and the business/industry	1,5,10	Interview with Practicum Site Administrators, Final Reflection Paper of Practicum Experience, Self-Evaluation, Clinical/Administrative Supervisor Evaluation	75% of students will acquire 70% or above on the examination, special assignment, and term paper	100% of students acquired 70% or above	Continued emphasis on ethical standards, professionalism at Practicum Sites, teamwork with staff, and continued practice of written and verbal communication skills

Semester Assessed: Fall 2019

Course(s): PSYT 2345 – Principles of Behavior Management and Modification

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Apply behavioral management and cognitive therapies to formulate various behavioral management plans	1,2,7	Specific application items on the examinations, in-class exercises, creation of treatment plans for clinical scenarios	75% of students will acquire 70% or above on the specific examination items and completion of exercises/tx plans	85% of students acquired 70% or above	Continue instruction of curriculum as is with additional application of scenarios requiring tx plans
2. Develop an understanding of different theories of behavioral change (historical to present), become familiar with the terms/usage of behavior management principles, and utilize behavioral techniques and strategies	1	Specific application items on the examinations, identification of excesses/deficits, writing objectives in measurable terms, understanding the 3 major learning theories, CBT, DBT,...., via discussions and assignments	75% of students will acquire 70% or above on the specific examination items on the and in-class exercises	87% of students acquired 70% or above	Students excelled quite well with objectives, will continue current curriculum
3. Utilize behavior management principles, techniques, and strategies to modify a self-identified inappropriate behavior	1,7,8	Specific application items on the examinations, in-class exercises, Individual Semester Behavioral Change Project and Presentation	75% of students will acquire 70% or above on the specific examination items, in-class exercises, and Individual Semester Project, Presentation	92% of students acquired 70% or above	Students performed well with the requirements of their Semester Project and Presentation. Will re-emphasize importance of in-class exercises and applications to the project

Semester Assessed: Spring 2020

Course(s): Course DAAC 1319: Substance-Related and Addictive Disorders

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Explain the drug classification system and define psychoactive substances	7,8,9	Specific application items on examination, external assignment(s), class discussions	75% of students will acquire 70% or above on the specific examination items combined with external assignment(s), class discussions	78% of students acquired 70% or above	COVID19 Conditions, but able to assess: Will incorporate addition information regarding the classifications of drugs with clinical scenarios exhibiting the effects of the different drugs within the classifications
2. Identify the stages of addiction; diversity issues; addiction services	4,3,5,9	Specific application items on examination, Term Paper and Presentation, Learn Case Management strategies	75% of students will acquire 70% or above on the specific examination items which incorporates case management strategies, Term Paper and Presentation	82% of students acquired 70% or above	COVID19 Conditions, but able to assess: More explanations and applications of case management strategies
3. List concepts of types of treatment and treatment planning; and ethical standards/licensing of the addiction counselor	2,3	Casebook studies, Genograms, and creation of treatment plans incorporating ethical standards, and awareness of requirements of professional	75% of students will acquire 75% or above of the casebook and treatment plans creations	81% of students acquired 70% or above	COVID19 Conditions, but was able to assess: Will incorporate more case studies impacting families versus the individual alone

Semester Assessed: Spring 2020

Course(s): Course PSYT 2335 – Family Systems

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Compare and Contrast historical and modern family patterns	9	Specific application examination items, external assignments, class discussions	75% of students will acquire 70% or above on specific examination items, external assignments, class discussions	79% of students acquired 70% or above	COVID19 Conditions, but was able to assess: Incorporate more class discussion around topical areas in relation to historical and current family patterns and then application to families of different generations
2. Distinguish between the various family systems and areas of social change to include a multicultural perspective	9	Specific application examination items, Special Assignments, Discussions, Term Paper and Presentation reflective of multicultural perspective of diverse familial populations	75% of students will acquire 70% or above on specific examination items, discussions, special assignments, and term paper	81% of students acquired 70% or above	COVID Conditions, but was able to assess: Incorporate additional guidelines for Term Paper which provides more written details relative to multicultural perspective and elements of diversity
3. Identify and evaluate the role of diversity in the structure of family	9	Specific application examination items, Term Paper, use of Genograms	75% of students will acquire 70% or above on specific examination items, term paper, and Genograms	83% students acquired 70% or above	COVID19 Conditions, but was able to assess: Continue current curriculum, however form more links with historical to modern day family patterns along with changes in diversity/family structure

Semester Assessed: Spring 2020

Course(s): Course GERS 1342 – Aging and Mental Health

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Describe the impact of mental health on the quality of life of older persons, develop an appreciation and respect for older persons while identifying contributions the older person brings to the caregiving partnership	9	Specific application examination items, special assignments, class discussions regarding additional experiential exercises/discussion on positive aspects of aging, outside readings	75% of students will acquire 70% or above on specific examination items, special assignments and exercises, class discussions	78% of students acquired 70% or above	COVID19 Conditions, but was able to assess: Incorporate more class discussion around areas in relation to overall aspects of aging as well as mental health and aging along with implications for caregiving and caregiving environments
2. Assess mental health of older persons and identify the appropriate assessment and implement intervention techniques	3,7	Specific application examination items, Review of Assessment Tools for Assessment Report, Report Writing	75% of students will acquire 70% or above on specific examination items, discussions, special assignments, and term paper	81% of students acquired 70% or above	COVID19 Conditions, but was able to assess: Incorporate additional guidelines regarding the Assessment Tools and Report Writing
3. Learn case management models and client referral process and apply to clinical situations	3,7	Case Management styles and applications, Client referral process assignment	75% of students will acquire 70% or above on Case Management and referral mechanisms within communities	84% students acquired 70% or above	COVID19 Conditions, but was able to assess: Continue current curriculum, however form additional connections with assessment, the role of Case Management, role of least restrictive environment, role of ethics among an older population, additional clinical situations

Semester Assessed: Fall 2020 – was not able to assess due to COVID19 and no Instructor. Assessed Spring 2021

Course(s): Course CMSW 1309 – Problems of Children and Adolescents

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Articulate common problems and characteristics of at-risk children and youth in the social, family, developmental, psychological, and educational systems	2	Specific items of theory and application on examination, written assignments, ability to identify at-risk symptomology in application scenarios	75% of students will acquire 70% or above	77% of students acquired a 70% or above	Incorporate additional application scenarios in order to develop a better understanding of the multidimensional implications of at-risk youth
2. Investigate prevention and intervention models and resources for referral and describe juvenile law	2,3	Specific items of models and their application on examination, case management scenarios relative to prevention, intervention models in conjunction with juvenile laws	75% of students will acquire 70% or above	81% of students acquired a 70% or above	Continue current curriculum yet increase lecture regarding case management models and mechanisms with community resources and how juvenile law impacts these
3. Describe typical child development beginning with infancy through adolescence	8,9	Correlations between “typical” development and current level of development of juveniles in case scenarios to determine strengths and challenges	75% of students will acquire 70% or above	83% of students acquired a 70% or above	Enhance correlations between developing an understanding of typical child development and at-risk youth; assist in developing an understanding of a Strengths-Based Approach

Semester Assessed: Spring 2021

Course(s): Course CHLT 2166 – Practicum/Field Experience – Community Health Services/Liaison/Counseling

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry	1,5,10	Initial Expectation Paper of Practicum Experience, Case Management, Staffing Assignments, Weekly Critiques of specific articles reflecting ethics and skills, Documentation in Daily Journal of Practicum Experiences, Pretest/Exit Examination	75% of students will acquire 70% or above on the pretest/exit examination and in-class and practicum site assignments	100% acquired the completion of in-class and practicum site assignments and pretest/exit examination	Reinforce current curriculum standards, practicum experiences, and emphasize the importance of the review of program content for pretest/exit examinations
2. Will demonstrate legal and ethical behavior, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of occupation and the business/industry	1,5,10	Interview with Practicum Site Administrators, Final Reflection Paper of Practicum Experience, Self-Evaluation, Clinical/Administrative Supervisor Evaluation	75% of students will acquire 70% or above on the examination, special assignment, and term paper	100% of students acquired 70% or above	Continued emphasis on ethical standards, professionalism at Practicum Sites, teamwork with staff, and continued practice of written and verbal communication skills

Semester Assessed: Spring 2021 – Was not able to assess due to no enrollment of students in Certificate Program. This is a Certificate Only Field Experience. Will assess the next semester when enrollment occurs.

Course(s): Course PMHS 2260 Clinical/Psychiatric/Mental Health Services Technician

SLO (# & text)	PLO #	Means of Assessment	Criteria for Success	Summary of Findings	Activities as a Result of Assessment
1. Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry	1,5,10	Initial Expectation Paper of Practicum Experience, Case Management, Staffing Assignments, Weekly Critiques of specific articles reflecting ethics and skills, Documentation in Daily Journal of Practicum Experiences, Pretest/Exit Examination	75% of students will acquire 70% or above on the pretest/exit examination and in-class and practicum site assignments	100% acquired the completion of in-class and practicum site assignments and pretest/exit examination	Reinforce current curriculum standards, practicum experiences, and emphasize the importance of the review of program content for pretest/exit examinations
2. Will demonstrate legal and ethical behavior, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of occupation and the business/industry	1,5,10	Interview with Practicum Site Administrators, Final Reflection Paper of Practicum Experience, Self-Evaluation, Clinical/Administrative Supervisor Evaluation	75% of students will acquire 70% or above on the examination, special assignment, and term paper	100%% of students acquired 70% or above	Continued emphasis on ethical standards, professionalism at Practicum Sites, teamwork with staff, and continued practice of written and verbal communication skills

Part IV. Data Collection

Provide a brief description of how course-level assessment data is collected from instructors in the department. (It is suggested that a data reporting form(s) be generated to assist in the uniform collection of this data from each instructor for each SLO assessed. If used, please attach a copy of the form(s) to this plan.)

The curriculum is assessed and data collected by full-time and part-time faculty in accordance to the identified means of assessment of the SLOs designated for each semester. Each course is assessed at the conclusion of each semester through compiling the special application examination items, class discussions, case scenarios, article critiques, case management reports, case scenario assessment reports, peer assessment reports, term papers, treatment plans, self-case study behavior management project, community health advocacy group project, group facilitation project, intake screening project, and specific topical essays. These have a rubric attached to each which informs students well in advance what is expected of them with each assignment. The rubrics, special application examination items, and student self-evaluations assist in the compilation of data for each SLO.

The awareness, knowledge, and skills acquired via the curriculum culminate in the Practicum Field Experiences. The practicum evaluation forms for the practicum students have been modified throughout the years to better reflect the curriculum in order to better assess not only their performance at the practicum site, but also in meeting the requirements of the national accreditation board, the Council for Standards in Human Service Education (CSHSE) and reflective of the education required for the AAS Degree according to their standards as well as Wharton County Junior College.

The Practicum Courses PSYT 2164, CHLT 2166, and PMHS 2260 meet the above criteria for assessment, yet on a grander scale for practicum students' performance is evaluated by the Practicum Coordinator, the Practicum Site Supervisor, and the practicum student relative to criteria on a detailed evaluation form which reflects awareness, knowledge, skills, professionalism, ethical behavior, adherence to policies and procedures of practicum and Practicum Sites, and interpersonal engagement with diverse client populations and clinical supervisor/staff of the Practicum Sites.