

Slippery Rock University
Department of Counseling & Development
Clinical Mental Health Counseling
Annual Program Evaluation Report
2020 AY

Please Note: CMHC MA Program is currently seeking accreditation (not currently accredited) under CACREP's 2016 Standards.

Update: We submitted our Application and Self-Study January 30, 2020.

CMHC Program Mission

The mission of SRU's Clinical Mental Health Counseling Program (CMHC) is to prepare competent counseling professionals who respect human dignity and diversity, demonstrate the dispositions of a helping professional, and are grounded in their identity as a professional counselor.

CMHC Program Objectives

- Students will be able to show competence as a counselor in (a) knowledge, (b) skills, and (c) dispositions.
- Students will promote respect for human dignity and diversity.
- Students will demonstrate a professional identity in the counseling field.

Report Overview

Our program evaluation report is the culmination of our systematic review of program objectives and performance measures. Assessment of students' knowledge, skills, and professional dispositions is an integral piece of our program evaluation plan. The evaluation process helps our program reflect on our strengths and target areas of growth and informs programmatic and curricular decisions. Faculty, administrators, students, site supervisors, employers, and other interested parties are invited to review this self-assessment of our intended program outcomes. The purpose of this report is not only to inform students and other stakeholders, but also to solicit feedback and suggestions around the results of this report.

Program Statistics

Our vital statistics are easily accessed within the Clinical Mental Health Counseling (CMHC) Program areas of our department webpage and appear here for easy reference.

- Number of program graduates from the past year: 23
- Program completion rate for full time degree candidates: 100%
- Licensure or certification pass rate: Not Received from NBCC
- Job Placement Rate: 86% (Collected on 3-year cycle-Due 2021)

2020 Programmatic Goals & Outcomes

This section identifies the programmatic changes, curriculum decisions, and improvements in our program design, delivery, evaluation, and student assessment processes resulting from (1) the priorities and goals identified in our last self-evaluation, (2) feedback from accreditation-related* reviews, (3) evaluative feedback and input collected from stakeholders (community agencies, employers of graduates, program alumni, site-supervisors, students, department members, SRU partners, and other interested parties.)

2020 Programmatic Goals, Progress, Changes & Curricular Decisions

Data	Formalize process for collecting & using stakeholder input-particularly related to program objectives/ability to meet needs of multicultural society.
Planned Action:	Invite input related to objectives from stakeholders using feedback form/mechanism. Program area will collaborate and consult with CDev Assessment Committee and University Assessment Office.
Resultant:	This spring, we drafted a feedback form to use with site supervisors. We piloted this new input-collection method at the end of the current semester. Secondly, we planned an on-campus Focus Group for our current site supervisors. We intended to hold the group (consisting of site supervisors, current students, and former students) in April of 2020. Due to campus closure, we reformatted our focus group design for an online venue and rescheduled for May 18, 2020. Unfortunately, we only received 2 confirmations to attend the group, one of those later cancelled and the other did not show. While disappointed, we know that our site supervisors, students, and recent graduates are struggling with COVID-related circumstances that have complicated their schedules and changed their priorities. We hope to reschedule when we know more about our institution's plans for Fall of 2020. Finally, we forwarded issues related to moving data collection (specifically input from constituents) to the assessment committee with a request to help us schedule systematic reviews of such data.
Outcome:	In process---Will review, summarize, report, and analyze data and incorporate input into 2021 program planning.
Data:	Need to evaluate Objective 1 (Knowledge & Skills) across time.
Planned Action:	Identify indicators and measurement points
Resultants:	Instrument identified. CPCE Proposed—in discussion awaiting approval
Outcome:	In process
Data:	Need to collect data on program applicants
Planned Action:	Add additional disposition measurement at the at the application and interview phases of admission to the program
Resultants:	Proposed changes were approved by Grad Coordinator/Graduate Admissions and data will be collected in next application cycle.
Outcome:	Met/In process
Data:	Improve students' understanding of professional and dispositional expectations.
Planned Action:	Provide students with dispositional expectations earlier in the program.
Resultants:	Updated handbook with additional resources; Added into orientation agenda.
Outcome:	Met/Ongoing
Data:	Need to harness alumni as participants in program evaluation process
Planned Action:	Improve response rate for alumni surveys; increase contact with program alum.
Resultants:	Began social media campaigns; Developed alumni database/updated contact info
Outcome:	Met/ongoing

Data:	Clarify and confirm Student-Faculty Ratios
Planned Action:	Synthesize institutional policy, Faculty CBA, and CACREP's A Reasoned Approach to FTE Faculty and Guiding Principles for the 2016 Faculty Standards—and use as guide for determining FTE's.
Resultants:	Used synthesized guidelines to calculate ratios. Total number of CMHC students enrolled in each CMHC course divided by institution's definition of full-time graduate study. Referred to SRU's Accreditation Officer for clarification and calculation.
Outcome:	Met
Data:	Written job description for coordinator needed.
Planned Action:	Make CMHC Roles & responsibilities accessible.
Resultants:	CMHC Practicum and Internship Coordinator/s Responsibilities: 1) Coordinates practicum and internship experiences for CMHC students 2) Develops and maintains relationships with sites 3) Responds to inquiries regarding practicum and internship (from students, supervisors, others) 4) Disseminates information/advises CMHC students about issues that pertain to fieldwork 5) Maintains records related to fieldwork <i>(Excerpted from CDEV-CMHC Coordinator Roles & Responsibilities)</i>
Outcome:	Met
Data:	Syllabi do not include consistent disability statement.
Planned Action:	Develop and implement consistent disability statement.
Resultants:	Contacted Office of Disability Services for guidance in developing clear and accurate statement; Added statement review and approval to faculty retreat/fall planning agenda.
Outcome:	In progress...Once approved, CMHC coordinator will share with all faculty and monitor consistent use.
Data	Research used to teach standards not easily identifiable.
Planned Action:	Identify discrepancies between syllabi and course content in D2L shells; Discuss ways to assist faculty in recognizing and using required syllabi elements.
Resultants:	Identified discrepancies between syllabi and course content in D2L shells-course shells list recent, relevant and specific research while syllabi do not. Developed guidelines for syllabi construction. Scheduled to train all faculty on guidelines. Guidelines to be implemented in all Fall 2020 courses.
Outcome:	Met/ongoing
Data	Content standards are not consistently listed across instructor syllabi.
Planned Action:	Develop mechanism to improve syllabi construction and measures to confirm all standards are covered.
Resultants:	Developed Guide for Constructing CMHC Syllabi; Created D2L Module for Faculty—included matrix/standards assigned to each course, Guide to Constructing Syllabi, and other resources; Developed Quality Checklist to use as quality assurance measure. Forwarded to committee and chair for approval and implementation.

Outcome:	Met/ongoing
Data	Group Counseling (fieldwork) requirements are inconsistent.
Planned Action:	Check documents, handbook, other materials for consistency. our Fieldwork Information Sequence. This requirement is communicated to students prior to beginning fieldwork and is written as policy in the Counselor Trainee Fieldwork Responsibilities, which is reviewed at program entry and revisited easily and often via our online handbook. Students review, sign, and seek Site and University signatures on Site Agreements at the beginning of Practicum and Internship. The agreements are also easily accessible on D2L and can be revisited if clarification is necessary. At the end of the advanced counseling classes, faculty verbally share fieldwork requirements with students and allow for questions and answers- both here and at the first fieldwork meeting with University supervisors,
Resultants:	Verified consistency in Group requirements; Revised Fieldwork Hours Log to delineate Group Counseling hours. Revised form approved and ready for implementation summer/fall fieldwork courses.
Outcome:	Met
Data	Continue (and document) efforts at attracting and retaining a diverse faculty
Planned Action:	Review HR's Faculty Search Procedures including recruitment efforts aimed at attracting diverse applicants for faculty positions. Faculty participating in searches will attend anti-bias HR training
Resultants:	Confirmed University's Faculty Search Procedures include strategically posting position announcements and mandatory bias training for faculty search committee members. Reviewed Search Committee Training Materials including strategies to recruit a diverse applicant pool, steps in fair selection process, and having screening tools and interview protocols approved by Diversity office.
Outcome:	Met/Ongoing: Self-Assessment and input from HR and stakeholders (including Counseling Center and Health Services) evidence systematic and continuous efforts made to recruit and employ a diverse faculty. Will continue systematic procedures in future searches.

CMHC 2020 Program Evaluation Summary

Knowledge and Skills

Phase 1 yearly completions show evidence of student knowledge and skills (key performance indicator) in 9 different course content areas over time. (Criterion ≥ 3.6)

AY 18-19: Exceeded 3.6 except for Career (3.37), Human Growth and Development (3.17) and Ethics (3.48).

AY 19-20: Criteria met or exceeded except for Assessment & Testing (3.47), Helping Relationships (3.41), and Human Growth & Dev/Life Span (3.56).

18-19 to 19-20 Comparison: From the 18-19 to 19-20 AYs,

- Increases indicated on specific standards assigned to Ethics, Social & Cultural, Career, Group Counseling, Lifespan, and Models courses.
- KPIs in Intro to Research continue to exceeded the criteria.

- KPI's in Assessment course decreased from meeting the standard (3.83) in 18-19 to just below (3.47) in AY 19-20.
- Student performance in Lifespan increased in the comparison years, but was still slightly below the 3.6 criterion (3.56).

2020 Aggregate Student Assessment Data (Knowledge & Skills)				
<i>Students will be able to show competence as a counselor in (a) <u>knowledge</u>, (b) <u>skills</u>, and (c) <u>dispositions</u>.</i>				
Key Performance Indicator	Semester	Measures S-Skill K-Knowledge	Benchmark	Data 2019/2020 (Student Avg.)
Students will use ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP F.1-i)	3 rd	CDEV 628-Case Analyses/Online Discussion/Reflection Assignment (K/S)	> 3.6	3.72 Met
Students will be able to identify the effects of power and privilege for counselors and clients. (CACREP F.2-e)	2 nd	CDEV 621-Critical incident media presentations (K) STUDENT ASSESSMENT rel to div objective	Rubric >3.6	4.00 <u>Met</u>
Students will understand theories of individual and family development across the lifespan (CACREP F.3-j)	2 nd	CDEV 610-Assessment Papers (K)	≥ 3.6	3.56 <u>Not Met</u>
Students will learn theories and models of career development and decision making (CACREP F.4-a)	2 nd	CDEV 603-Exam (K)	> 3.6	3.94 <u>Met</u>
Students will use essential interviewing, counseling, and case conceptualization skills (CACREP F.5-g)	2 nd	CDEV 614-Final Video (S)	> 3.6	3.41 <u>Not Met</u>
Students will demonstrate competence in leadership role/skills as participates in small group activities (CACREP F.6-h)	3 rd	CDEV 612-Leadership Role Assignment (S) Grades from leadership role (skills evaluation rubric)	≥ 3.6	4.0 <u>Met</u>
Students will understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations (CACREP F.7-g)	2 nd	Exam (K)	≥3.6	3.47 <u>Not Met</u>
Students will use ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation (CACREP F.8-j)	1 st	CITI Completion/Pass	=100	<u>100%</u> <u>Met</u>
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 1.c)	4 th	CDEV 607-Case Analysis (K/S)	≥3.6	3.71 <u>Met</u>

National Counseling Exam Data

NCE content area scores (and subscores) provide a secondary measure of knowledge and inform our evaluation of our program objective #1, but the requested score reports have not been made available to date. We will update this report when NBCC provides the data.

Supervisor Evaluation Data

Our program's ability to students' competence in counseling and consulting skills is assessed through in aggregated student assessment (KPI-skills) and by site-supervisor evaluation. Site supervisors asked to evaluate students' counselling and related skills (on a scale of unacceptable to superior) on 10 items. Data was analyzed according to our pre-determined criterion for success—that by end of internship, site supervisor ratings will meet or exceed the "acceptable" rating of 4.

Skill Area Assessed by Site Supervisor	End of Program Average	Criterion Score >4	Comparison Data 2019	Remark
Conveying Genuineness	6.4	MET	6.4	Consistently High

Conducing Conditions	6.4	MET	6.1	Improvement
Acceptance	6.3	MET	6.6	Decrease Noted
Clarity	6.2	MET	6.3	
Intentional use of theory/technique	6.2	MET	6.0	
Group Counseling Skills	6.3	MET	6.0	Improvement
Integration of theory/practice	6.1	MET	6.0	
Treatment planning/record keeping	6.4	MET	6.0	Significant Improvement
Consultation-Professionals	6.4	MET	6.3	
Consultation-Others	6.3	MET	6.0	Improvement

The 2020 site supervisor evaluations of students' skills demonstrated all criteria were met and showed improvement in 7 of the 10 skill assessment areas.

Site supervisors evaluated students' counseling skills at the end of 600 hours of internship. The average score across students and skill area was 6.3 on a scale of 0-7 where 0 indicates 'unacceptable' and 7 indicates "superior" counseling/consulting skill demonstration. All scores were in the acceptable range or higher and exceeded our criterion of success, indicating that our CMHC program prepares students to demonstrate competence in counseling skills. The strongest ratings for the May 2020 graduating cohort were in demonstrating acceptance and conveying genuineness, and in treatment planning/record keeping, consultation skills with other professionals and supervisors. While evaluations of students' skills in integrating theory and practice exceeded our criterion, the program area noted that this skill area was lower in comparison to other skill areas assessed. The resulting action will be communicating findings with the program area and collecting input from stakeholders regarding treatment planning and record keeping.

Measures of Disposition

Aggregate dispositional data is compiled annually by the Assessment Committee and used to evaluate program effectiveness around this component of objective 1. Professional disposition data on 8 key indicators is collected at three points in the students' program: upon completion of 9 credits (Degree Candidacy Review,) just prior to entry into fieldwork (Pre-Fieldwork Review,) and at program completion. Dispositional data for the May 2020 Graduating cohort is reported below. available for analysis at this time is reported below.

Professional Dispositions (Aggregate Data for Program Evaluation)		
Data Point	May 20 Data	Criteria Met?
Degree Candidacy	2.41	Exceeded
Pre-Fieldwork	3.03	Exceeded
End of Program	3.85	Exceeded
Criteria: Avg. Indicator > 1 at Degree Candidacy; ≥ 2 at Pre-Fieldwork; ≥ 3 at End of Fieldwork		
Rating Scale: 1-absent; 2=somewhat emerging; 3=emerging; 4=somewhat evident; 5=evident		

The CMHC grading in May of 2020 demonstrate the dispositions of a professional counselor. Students were evaluated specifically on the dispositional measure twice since they began the program: (1) Upon successfully completing 9 credits and applying for degree candidacy; just before beginning fieldwork. Students' scores on dispositional measurements improved from degree candidacy to graduation.

Program Evaluation-Objective 2 (Cultural Competence)

Data related to our program’s ability to produce counselors who can provide culturally competent and effective services in an increasingly diverse society were collected (1) as part of our Student Review process and (2) from KPIs in the Social and Cultural Diversity Course. NCE Diversity subscale data is unavailable-but has been requested.

Diversity/Cultural Competence (Aggregate Data for Program Evaluation)				
Student Review Evaluation	Degree Candidacy	Pre-Fieldwork	End of Program	Outcome
	2.24	2.91	3.85	MET
Criteria: Avg. Indicator > 1 at Degree Candidacy; ≥ 2 at Pre-Fieldwork; ≥ 3 at End of Fieldwork				
Rating Scale: 1-absent; 2=somewhat emerging; 3=emerging; 4=somewhat evident; 5=evident				
NCE-Diversity Subscale	CMHC Fall	National Average/SD	CMHC Spring	National Average/SD
	<i>unavailable</i>			
Criteria: Students mean score will be within 1 standard deviation of the National Mean				MET
Key Performance Indicator (CDEV 621)	Average Score on KPI (now 2 nd semester)= 4.0			MET
Criteria: Score ≥ 3.5 (between emerging & evident)				

In the past, dispositional data were gathered two key points in the program; upon the students’ completion of 9 credits/degree candidacy and just prior to beginning fieldwork. In 2020, a measure of disposition was added at the end of the program. According to the criterion of assessment, the expected outcome was achieved at each data point. The results indicate an increase in average competency from DC to end-of-program. These results suggest this program was effective in moving students from emerging cultural competence to somewhat evident cultural competency between start of program and end-of-program.

Program Evaluation-Objective 3 (Professional Identity)

Indicators related to Objective 3, professional counselor identity, were designated in May of 2019. Job placement rates are assessed on a 3 year cycle, with the next reporting due by 2022. The first cohort to provide evidence of steps toward licensure graduated this May. In May of 2021, graduates will be surveyed on job placement status, NCE completion, and professional memberships and affiliations.

Professional Identity Indicator		2019 Data
Job Placement Rate	Percentage of program graduates working in professional counseling-related field Alumni Surveyed every 3 years.	Job Placement Rate (Avg. 3 yrs) =86% <i>Criteria-yet to be determined</i>

Steps toward Licensure	Percentage of students taking the NCE prior to or within 1 year of program completion.	<i>In process-data collection will conclude for first cohort May of 22...</i>
Professional Affiliations	Membership in professional organizations & honor society (<i>Beginning Spring 2021</i>).	<i>In process</i>

Report Summary & Conclusions

This evaluation report is the culmination of our systematic review of program objectives and performance measures. The conclusions from our previous reporting period and feedback from stakeholders informed programmatic changes implemented in this period. While we successfully implemented many of the improvements we hoped to make, the global pandemic certainly slowed our progress and changed our priorities. Several of the shifts we navigated are listed below. Our priorities became shepherding our soon-to-be graduates through fieldwork and to graduation while attending to the needs of our current and newest students who were also navigating uncharted waters. We conclude this report by thanking you for your commitment, as students, supervisors, employers, and stakeholders in our program. Your commitment to learning, quality work, and caring for your clients was remarkable. As always, we invite faculty, administrators, students, site supervisors, employers, and other interested parties to offer feedback and suggestions as we move into the 2020/2021 academic year.

COVID-Related Updates, Shifts and Adaptations

- Students and faculty have been provided with support for the technology required for online instruction.
- Students have the option to be 100% online if they do not feel comfortable face to face—all multimodal courses can be taken online.
- CMHC Program faculty provided the full semester courses as scheduled and are teaching primarily online using both synchronous and asynchronous modalities. Content standards for CMHC courses have not/are not being altered.
- All sites and supervisors are communicating with university supervisors via phone, email and zoom.
- Student services including our counseling center, health center, off site counseling agencies continue to operate to every extent possible-and are employing tele-health when possible.
- COVID cases are monitored on campus in conjunction with the Allegheny Health Network and buildings are temporarily shut down if indicated.
- SRU's plans for Fall 2020 tbd

Date	Shift per President's Office
3/11/2020	<p>University has made the decision to extend our current spring break, originally scheduled from March 8-15, until March 29. During the extended break period for on-campus students, faculty and staff will be preparing for the contingency that all classes will be provided through a distance learning modality beginning March 30 and until further notice. This means that there will be NO face-to-face instruction via lectures, seminars or any other similar classroom setting until further notice. As such, residential and commuter students SHOULD NOT need to return to campus until they have been advised to do so. If the semester should need to be completed fully through distance learning, additional instruction to students on the particulars of this change will be communicated by March 25.</p> <p>Please be aware that this extension of the break will come to represent a condensed semester, not an extension. Classes for 12-week courses will still conclude April 20 and 16-week courses will follow suit May 4. Final exam week will remain May 5-9. Further details will follow.</p> <p>Students who are currently engaged in clinical, internship and student teaching placements will continue unless/until the host organization changes operations such that they cannot continue. In the</p>

	<p>event that students cannot continue these experiential learning activities, we will seek to provide alternative learning opportunities that will fulfill course objectives by the end of the spring semester or as soon as possible thereafter.</p>
3/15/20	<p>Face-to-face classes are cancelled for the rest of the semester. We will be completing the spring semester through distance formats beginning March 30, 2020.</p> <p>I fully expect that our transition will hit speed bumps along the way. With such a massive change, this is inevitable. I ask for your patience as we work through any situations that may arise. We are all in uncharted territory and we are all doing our best. Now, more than ever, we should extend goodwill and grace to our colleagues.</p> <p>I also ask that you extend similar grace to your students. Remember, they did not sign up for this either. The vast majority of them chose SRU because of the strong face-to-face relationships that they develop with faculty and staff. They chose to be in your class and on our campus. As such, this change is likely to be disconcerting for them as well.</p> <p>We are in the process of building distance engagement and support structures to help students facilitate their transition. As we do this, if concerns about individual students emerge, please continue our current care report process, available by clicking here. If you discover any students who lack access to the technology needed to engage in your classes, please email president@sru.edu. My staff regularly monitors this account and concerns will be forwarded to the appropriate staff members for assistance. We will do everything in our power to help students overcome logistical issues.</p>
3/19/20	<p>In light of the Governor's order, please be aware that all SRU buildings are off limits to all employees until further notice. The only exception to this rule is a very limited number of employees who must report to maintain some basic functions.</p>
3/20/20	<p>President's Summary of Current Situation:</p> <ul style="list-style-type: none"> • We are continuing all classes in a distance format. • Classes that began as face-to-face resume in distance format on March 30. Fully online courses have already resumed. • Plans for distance tutoring, library services, writing center, disability services, and the like are underway. • We have altered grading as described in my message of March 19. • We are currently working on supplying community members (including students) with technology so that they can work from home. Some of this equipment has been picked up. Others may have to be mailed. We are working as fast as we can. If you know of any needs, please reach out to connectivity@sru.edu. • We are working on specific webpages that link community members to on line resources. In many cases, this will be helping to make some already rich resources on our web site a little easier to find. • Registration for summer and fall will be slightly delayed as we adapt our processes. Details will be forthcoming. <p>Student and Employee Welfare:</p> <ul style="list-style-type: none"> • As of March 20, we have limited on campus work to a very limited number of people, primarily in the area of direct student service. We have about 75 students who must remain here. We must assure their welfare and safety. • Student Health Services will continue to provide all regular medical services by telephone on a 24/7 basis for the foreseeable future. While Student Health Services will be staffed at all hours, we are not receiving in-person patients out of an abundance of caution during this time. If a student is running short on prescription medications, needs health advice or are concerned about someone's physical or mental health, please call 724.738.2052. If a student had a scheduled appointment with Student Health Services or has medications stored on-site, someone from our nursing staff will contact them by phone to discuss next steps. • Care Reports will continue to be monitored regularly and all students referred will receive outreach. The office will be making minimal changes in order to continue to connect students to resources that will best fit their needs. Karla Fonner, director of student support, is available at karla.fonner@sru.edu or fill out a Care Report by clicking here.

	<ul style="list-style-type: none"> If you experiencing any personal problems or stress during this time, you may contact the State Employee Assistance Program at 1-800-692-7459. It is a confidential and free service to employees and their family members and counselors are available 24/7. <p>General Information:</p> <ul style="list-style-type: none"> The University Childcare Care is closed until further notice. All University travel is suspended until further notice. Do not book University travel for a future date without the explicit permission of your cabinet member. A comprehensive communication about student refunds was issued on March 20. Plans are in place to care for animals on campus as well as sensitive equipment that must be maintained. If you know of situations like this that currently do not have a plan, please reach out to the provost. We have currently been working with biology, physician assistant and safety management program faculty in order to determine if we have supplies of medical and/or protective equipment that can be used by first responders and medical providers on campus. Any excess supplies will be delivered to local hospitals in need. Please let the provost know if you know of any supply stockpiles on campus. Personal protective equipment and swabs are clear priorities where we can likely help. We are committed to supporting student workers who are dependent on their student work income to make ends meet. We are currently canvassing students to see if they wish to continue to be employed in a distance format. This may mean reassigning some student workers whose previous job had to be completed in person.
3/23/20	<p>President’s Summary:</p> <ul style="list-style-type: none"> Over the weekend a residential student exhibited COVID-19 symptoms and has been tested. We are awaiting results. This student is currently in isolation. Another student was in contact with the ill student and is in quarantine. Both students are being monitored by our Student Health Services staff. Fun fact about pandemic vocabulary: Among health care professionals, isolation and quarantine have different meanings. People who are clearly ill are in isolation. Those who have been in contact with someone who is ill, but are showing no symptoms themselves, are in quarantine. Who knew? I announced today that our commencement ceremonies will be postponed. I am committed to having face-to-face ceremonies down the road. A date is to be determined. The University delivered 200 pairs of goggles from the SGA Bookstore to Grove City Hospital today. HR has updated its FAQs. Visit www.sru.edu/covid19 and click on either the “Faculty” or “Staff” tabs. For your information, Alessia Zanin-Yost and Rocco Cremonese, two SRU librarians, have created a resource page about COVID-19. Thank you, Alessia and Rocco. It is available at https://sru.libguides.com/coronavirus <p>As the University transitions to online instruction this semester, the Library Department will continue to support students and faculty with their course and research needs. Library faculty and staff are working offsite but are available for assistance. Library resources and services are outlined in this guide: https://sru.libguides.com/library_resources_spring2020. Please reach out to us as needed and share this information with your students. Stay safe and healthy.</p>
4/1/20	<p>Cancellation of face-to-face internships: I realize the challenges that cancelling face-to-face internships causes. That said, we are trying to avoid tragedy. According to the latest government estimates, even with the measures that are currently in place, there will be between 100,000-240,000 deaths in the U.S. due to COVID-19. Even though the risk of dying from this virus for young people is lower than it is for the general population, more young people are being hospitalized than was first predicted. And, seemingly healthy people can spread the disease to those who are more vulnerable. I do not believe that these risks are worth taking to stay “on track” for graduation.</p>
Currently	<p>Students and faculty have been provided with support for the technology required for online instruction.</p> <p>Students have the option to be 100% online if they do not feel comfortable face to face—all multimodal courses can be taken online.</p>

<p>CMHC Program faculty provided the full semester courses as scheduled and are teaching primarily online using both synchronous and asynchronous modalities. Content standards for CMHC courses have not/are not being altered.</p> <ul style="list-style-type: none">• All sites and supervisors are communicating with university supervisors via phone, email and zoom.• Student services including our counseling center, health center, off site counseling agencies continue to operate to every extent possible-and are employing tele-health when possible. COVID cases are monitored on campus in conjunction with the Allegheny Health Network and buildings are temporarily shut down if indicated.
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