

Annual Report

2019-2020

Department Psychology and Counselor Education

Master of Science in Counseling
Clinical Mental Health and School Counseling Programs

Millicent Atkins School of Education
Northern State University (NSU)

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Faculty

(Master of Science – Clinical Mental Health and School Counseling Tracks)

Karyl Meister, PhD	Assistant Professor, Dep. Chair, FC	CMH Counseling
Jessica Danielson, PhD	Assistant Professor	CMH Counseling
Shalini Mathew, PhD	Assistant Professor	School Counseling

Staff

Raelynn Zens	Administrative Secretary	School of Education
Jackie Blide	Administrative Secretary	School of Education
April Hinze	Assessment Coordinator	School of Education

Adjunct Faculty

None

Highlights 2019 – 2020

Programs – Graduate course offerings in guidance and counseling were first offered by NSU in 1957. Course offerings in counseling expanded throughout the 1960's and 1970's in response to growing student demand. The guidance and counseling program became formerly recognized by the South Dakota Board of Regents during the early 1980's and was housed within the College of Education. Currently, the counseling program represents the largest graduate degree program at NSU.

The Forensic Counseling Specialization has been approved by the Board of Regents. The classes have officially started since Spring of 2020 with Introduction to Forensic Counseling on Wednesday evenings.

Several new courses were added in the Summer of 2020: CGPS 740: Supervision was offered during Summer 2020, moving forward it will be offered every Spring semester. CGPS 750: Trauma Informed Care is offered during the Fall semester and CGPS 760: Introduction to Integrative Counseling Techniques is offered every Spring semester. Clinical Mental Health students will take all three courses. School Counseling students will take CGPS 750 and CGPS 760.

In addition, the Counseling program at NSU is looking to add a Rehabilitation Counseling track. Due to the proximity of the South Dakota School for the Blind and Visually Impaired, the track will focus on vision problems as its primary disability. It is hoped that the Rehabilitation Counseling track will be up and running by Fall 2022.

Students – To date, approximately **320** students have completed the program; the majority of whom have been Caucasian females (76%). Upon acceptance into the program, many students choose to complete both the Clinical Mental Health and School Counseling tracks. Students accepted into the program typically possess an undergraduate degree in psychology (35%), sociology (13%), or education (8%). During the 2018-2019 report cycle, 13 students were eligible for graduation in May 2019. One student who continued in the program to fulfill the Forensic Counseling Specialization graduated in May 2020. Eight of those from the 2019-2020 cohort students are currently working in the field of clinical mental health counseling and three got placement in schools as school counselors. One relocated to Japan, as she was an international student and wanted to pursue a school counselor career back home. Two others had difficulty to complete their internship hours due to COVID 19 site shutdown, they both are continuing their internship hours in the program. Typical employers of counseling program graduates include many schools in this geographic region, Northeastern Mental Health Center, Lutheran Social Services, Vocational Rehabilitation, and South Dakota Developmental Center, and Rehabilitation Services Administration.

Currently, 17 students are in good standing in the counseling program with 8 being slated to graduate in May or August, 2021. Two of those slated to graduate are from a previous graduating cohort but chose to stay to complete courses at a slower pace. There are nine students in the 2020-2021 incoming cohort.

Historically, the most popular counseling program track among students has been the clinical mental health track. Among students accepted into the CMH track, a minority have indicated plans to enter the field of substance abuse counseling. Another trend among current counseling students is to pursue dual-tracks in CMH and SC. Several students have also requested permission to specialize in areas of counseling that do not reflect current program emphasis areas including gerontology, end of life, rehabilitation, and marriage and family counseling. The increased incidence of these requests suggests that the program is drawing a greater diversity of students.

Demographics 2019 – 2020 Academic Year

	Faculty		Students		School Counseling	Clinical Mental Health Counseling	Graduated		Employed Post Graduation	
	Male	Female	Male	Female	4 Females	(4 Males, 5 Females)	SC	CMH (3 Males, 4 Females)	SC	CMH (3 Males, 10 Females)
Caucasian		2	6	8	4	9(4M, 5F)	4	7(3M, 4F)	3	3 M, 4 F
African/African American				1		1 F	0			
Asian/Asian American		1		1	1	1 F				
Native American				1		1 F				
Latinx						1 F		1F		1F
<i>Total</i>	3		17		5	12	4	8	3	8
	<i>92% Total</i>									
LGBTQ		2	1			1 M				
Disabled		2								
Resident Immigrant				1		1 M				
Non-Resident Immigrant		1								
Foreign National				1	1		1			

Program

The Graduate Program Curriculum –

The Counseling and School Counseling tracks at NSU are both 60-credit-hour programs. The students take 15 of the same courses for both programs (45 credits hours). School Counseling students take an Introduction to School Counseling, School Environment, and Consultation course, School Counseling Program Development and Classroom Management Course, as well as a specialized Practicum and Internship in the schools. Clinical Mental Health students take a course in Psychopharmacology, a course in Supervision, as well as a specialized Practicum and Internship in some type of clinical mental health setting.

Counseling Program Advisory Board –

The counseling program advisory board consists of counseling practitioners who have supervised students during practicum or internship, administrators of community mental health counseling services, school counselors or principals, and program graduates. During the Spring 2020 semester members of the clinical mental health portion of the advisory board, program faculty and staff, and the Dean of the Millicent Atkins School of Education met in Gerber Hall to discuss issues related with the program accreditation, program assessment, field placements, and lastly, future meeting times/dates. Members of the school counseling portion of the advisory board and program faculty met at the Lincoln Elementary School to discuss issues related with program accreditation, program assessment, field placements, and future meeting times/dates.

Graduate Counseling Student Handbook & Field Placement Handbook –

Both the Graduate Counseling Student Handbook and the Practicum Field Placement Handbook are updated annually. The updated version of the Counseling Student Handbook is disseminated during the New Student Orientation each fall. It contains all the information students need to know about the program, the forms of evaluation, and graduation information. The Field Placement Handbook is disseminated to students in Practicum and Internship and the individual Site Supervisors of students each fall. The handbook includes all necessary forms for the Site Supervisor, Student, and University Supervisor to complete during both Practicum and Internship.

Counseling Program D2L Site –

A Counseling Program sandbox was created in D2L in Fall 2014. The site is accessible to all currently enrolled students within the program, faculty members, and appropriate staff. The primary purpose for the site is to provide students with enhanced access to important program related documents, information, or announcements.

Counseling Program Assessment -

A comprehensive program assessment plan was finalized in January of 2017 in preparation of the CACREP site visit in early February. The assessment plan provides a means by which indicators

of program quality can be objectively assessed at multiple levels including: the currently enrolled individual student level; class level; community level. For example, at the level of individual students, faculty began conducting semi-annual evaluations of all students during the Fall 2014 semester. The semi-annual evaluation provides students with feedback regarding their standing within the program in terms of cumulative and term GPA, course work being within the six-year timeframe, and dispositions are within the expected range.

Faculty complete disposition evaluations at midterm of each semester and final of each semester not tied to specific coursework. The dispositions relate to the entire program rather than to individual courses. This change was made effective Fall of 2019. A new disposition form was re-written during the 2019-2020 academic year to reflect the more general nature of the evaluation.

Lastly, graduating students are evaluated with Counselor Preparation Comprehensive Exam (CPCE). Other assessments conducted that will be included in future comprehensive assessment plans include site supervisor feedback, student skill levels coming into practicum and at the end of internship, employers' views on graduates' abilities to seamlessly start counseling in either a school or agency setting, and graduates' evaluation of the program after completing all requirements for graduation. Faculty discontinued the Oral Defense/Portfolio Display after the 2018-2019 academic year. In keeping with other CACREP programs, NSU will now only utilize CPCE scores as a graduation requirement.

The counseling curriculum represents another important indicator of quality addressed by the program assessment plan. Student knowledge and skill learning objectives map 2016 CACREP standards. Each counseling course syllabus includes a section that clearly describes the content area addressed in the course, associated knowledge and skill objectives, methods of instruction, and evaluation criteria. Objectives of each class evaluate student learning. A mid-cycle review is due in 2021 and will reflect the 2016 standards.

In addition, procedures to collect program evaluation information from graduates, field placement Site Supervisors, and from Employers began during the Fall 2014 semester. Alumni surveys were developed during the Fall 2014 semester and address seven domains of program quality, as well as graduate demographics including employment, professional roles, and functions. The survey also provides information that describes graduates' perceptions about additional training needs. Surveys designed to assess the attitudes of field placement site supervisors regarding program quality, student (supervisee) competency and professionalism, and interactions with the program field placement coordinator were provided to site supervisors at the start of the Spring 2015 term. Employer surveys asking for feedback regarding graduates' abilities to meet the challenges of the career world, their direct and observable skill levels, and their abilities to work seamlessly in a team environment were sent out in Spring of 2015.

An NSU specific Assessment for both CMH and School Counseling on the 2019-2020 academic year will be completed in December, 2020. It will list all the Program Outcomes for each track and the corresponding evaluation data for how the program did on each outcome. Data will be taken from disposition evaluations, course assignments, and CPCE data.

Peer Mentoring Program for Counselors in Training –

During 2019-20 academic year NSU's Counseling program has started its first ever Peer-Mentoring program. The peer mentoring program pairs first-year, CMH and SC students with second year students in the same discipline. All first-year students are automatically placed in the program; mentors are selected through a self-nomination process, with input from department. Mentors help their first-year mentees to get acclimated with the program and department, practicum and internship process and get them connected to academic resources. The peer mentoring program is a fun and rewarding way for first-year students to make friends, get connected to resources, and become a part of the university and community. The purpose of the Counseling Mentoring Program is to provide support, resources, and information to master's level counseling students as they navigate the journey through graduate school. Specifically, the Counseling Mentoring Program aims to further enhance the graduate student experience, professional development, and professional counselor identity of master's level counseling students at the university. The goals of this mentoring program align with the department's mission for cultivating overall student growth and professional development opportunities for counselors in training.

Required Personal Counseling Sessions for Counselors in Training –

Starting Fall 2020, all students admitted to the counseling program in the Department of counseling are required to participate in a minimum of three (3) individual counseling sessions. This requirement must be fulfilled prior to completion of CGPS 795 Practicum (CMH/SC). These personal counseling sessions are included as an assignment in CGPS 758 Prepracticum. This counseling requirement is intended to assist students in the exploration of themselves and enhancing personal choices and relationships with others.

CPCE Cumulative Data 2014- 2020

Knowledge Domain	Means and Standard Deviations by Year											
	<i>2014-2015</i>		<i>2015-2016</i>		<i>2016-2017</i>		<i>2017-2018</i>		<i>2018 – 2019</i>		<i>2019 – 2020</i>	
	<i>NSU</i>	<i>National</i>	<i>NSU</i>	<i>National</i>	<i>NSU</i>	<i>National</i>	<i>NSU</i>	<i>National</i>	<i>NSU</i>	<i>National</i>	<i>NSU</i>	<i>National</i>
<i>Prof. Orient. /Ethics</i>	<i>10.85, 2.07</i>	<i>12.38, 2.63</i>	<i>10.57, 3.02</i>	<i>12.43, 2.72</i>	<i>12.29, 1.28</i>	<i>9.59, 2.91</i>	<i>11.71, 2.59</i>	<i>11.38, 2.46</i>	<i>11.46, 3.50</i>	<i>11.52, 1.96</i>	<i>12.00, 1.90</i>	<i>11.77, 2.19</i>
<i>Social/Cult. Found.</i>	<i>10.69, 2.23</i>	<i>10.72, 2.45</i>	<i>9.36, 2.47</i>	<i>9.08, 2.46</i>	<i>9.28, 2.49</i>	<i>9.88, 2.52</i>	<i>8.71, 2.36</i>	<i>10.30, 2.65</i>	<i>9.31, 2.98</i>	<i>9.73, 1.85</i>	<i>9.10, 1.90</i>	<i>10.15, 2.36</i>
<i>Human Growth & Dev.</i>	<i>10.54, 2.56</i>	<i>10.30, 2.70</i>	<i>10.00, 1.77</i>	<i>10.63, 2.68</i>	<i>9.00, 2.39</i>	<i>10.39, 2.65</i>	<i>11.57, 2.37</i>	<i>11.62, 2.83</i>	<i>8.92, 3.34</i>	<i>10.01, 2.36</i>	<i>10.70, 2.80</i>	<i>10.65, 2.58</i>
<i>Career Development</i>	<i>9.62, 2.87</i>	<i>10.21, 2.88</i>	<i>7.14, 1.92</i>	<i>9.31, 2.73</i>	<i>10.00, 2.07</i>	<i>10.34, 2.71</i>	<i>9.57, 1.38</i>	<i>9.38, 2.57</i>	<i>10.31, 3.46</i>	<i>10.51, 2.08</i>	<i>10.40, 1.70</i>	<i>10.52, 2.32</i>
<i>Helping Relationships</i>	<i>9.92, 1.64</i>	<i>10.84, 2.47</i>	<i>9.29, 3.13</i>	<i>11.48, 2.87</i>	<i>9.43, 1.29</i>	<i>11.4, 2.66</i>	<i>11.71, 1.73</i>	<i>11.94, 2.80</i>	<i>10.62, 3.28</i>	<i>10.77, 2.04</i>	<i>11.00, 1.90</i>	<i>11.44, 2.14</i>
<i>Group Work</i>	<i>12.00, 2.18</i>	<i>11.78, 2.54</i>	<i>9.14, 2.70</i>	<i>11.13, 2.86</i>	<i>11.00, 1.69</i>	<i>11.77, 2.57</i>	<i>11.14, 3.08</i>	<i>10.84, 2.94</i>	<i>9.85, 3.61</i>	<i>10.37, 2.51</i>	<i>9.40, 2.30</i>	<i>10.55, 2.58</i>
<i>Assessment</i>	<i>9.54, 2.93</i>	<i>9.78, 2.46</i>	<i>9.64, 2.35</i>	<i>11.19, 2.68</i>	<i>9.86, 2.10</i>	<i>9.97, 2.81</i>	<i>11.71, 1.26</i>	<i>10.63, 2.29</i>	<i>10.62, 3.70</i>	<i>10.85, 2.22</i>	<i>11.80, 1.60</i>	<i>10.30, 2.39</i>
<i>Research & Prog. Eval.</i>	<i>9.77, 2.45</i>	<i>10.60, 2.58</i>	<i>9.36, 2.38</i>	<i>10.91, 2.60</i>	<i>9.71, 1.39</i>	<i>10.55, 3.06</i>	<i>11.42, 2.43</i>	<i>11.04, 2.18</i>	<i>11.00, 3.53</i>	<i>10.90, 2.14</i>	<i>10.40, 3.00</i>	<i>9.00, 2.58</i>