

Annual Report

2017-2018

Department Psychology and Counseling

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

School of Education  
Northern State University (NSU)

February 21, 2019

Prepared by:  
Karyl Meister, Ph.D.  
Assistant Professor and Field Experiences Coordinator

Table of Contents	
Faculty .....	3
Staff .....	3
Adjunct Faculty .....	3
Highlights 2017-2018 .....	4
Demographics 2017 – 2018 Academic Year .....	6
Program .....	7
The Graduate Program Curriculum –.....	7
Counseling Program Advisory Board – .....	7
Graduate Counseling Student Handbook & Field Placement Handbook –.....	7
Counseling Program D2L Site – .....	7
Counseling Program Assessment - .....	7
The Comprehensive Oral Defense – .....	8
National Counseling Examination (NCE) – .....	9
CPCE Cumulative Data 2013 - 2018.....	10

## Faculty

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

Karyl Meister, PhD	Assistant Professor	Counseling
Ahmet Can, PhD	Assistant Professor, Dep. Chair	Counseling
Jessica Danielson, PhD	Assistant Professor	Counseling

## Staff

Tara Santjer	Administrative Secretary	School of Education
Jackie Blide	Administrative Secretary	School of Education
April Hinze	Assessment Coordinator	School of Education

## Adjunct Faculty

Holly Imrie	Adjunct Faculty	Counseling
-------------	-----------------	------------

## Highlights 2017-2018

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.

First and foremost, we'd like to introduce our new faculty, Dr. Jessica Danielson. She replaces the late Dr. White. Dr. Danielson received her Ph.D. in Counselor Education and Supervision from North Dakota State University in 2018, her M.S. in Clinical Mental Health Counseling from University of Mary in 2014, and her B.A. in Psychology from University of Mary in 2012. For her dissertation, Dr. Danielson researched counseling's role during female partner family formation. She continues to be interested in researching female partner family formation and is also interested in topics related to implementing creativity in counselor education, diverse perspectives in academia, feminist mentorship, and disabilities in counseling.

Dr. Danielson is a member of the American Counseling Association (ACA), the Association for Counselor Education and Supervision (ACES), and the Association for Lesbian, Gay, Bisexual, Transgender Issues in Counseling (ALGBTIC). She is also a member of regional and state branches for counselors and counselor educators. Dr. Danielson is a board member for North Dakota Association for Counselor Education and Supervision and is currently a Licensed Professional Counselor (LPC) in North Dakota. She previously worked at a psychiatric hospital working with diverse populations ranging from children to older adults with mental health, addiction, and behavioral concerns.

Talks and plans are in the works to offer a Forensic Counseling Specialization within the Clinical Mental Health track. This track would require all of the same CMH courses for the CMH degree but would add an additional counseling course, Introduction to Forensic Counseling, as well as three other courses in criminal justice/sociology related to either juvenile or adult populations found in the forensic realm. Other required courses for the Forensic Counseling specialization include: Social Deviance, and Criminology for Counseling and Human Services Practice. In addition, students will be able to choose one elective: Victim Advocacy, Prisons and Penology, Community Corrections, Child Abuse and Neglect, or Juvenile Delinquency. We have had 6 previous/current and 3 potential students requesting this type of training as they already work in the penal system, work with domestic violence survivors, or work with youth in the juvenile system. This offering is a response to these requests. If the specialization can be made tenable, it will potentially start in the Summer of 2019 or the Fall of 2019 (depending on bureaucracy). The process has undergone several changes since it became an idea and is now well on its way to being voted on by both the Academic Affairs Committee and Graduate Council. Once approved by those two entities, the courses will be put forth to the other universities that offer the common courses for their feedback. From there, they go to the Board of Regents for final approval. Additionally, a graduate certification in Behavioral and Justice Studies is also in progress and will be intended for those already in the counseling field who want additional information on law enforcement,

the penal system, community corrections, or victimology. The course requirements would be the same as those delineated above.

Students – To date, approximately **300** 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 2017-2018 report cycle, seven students graduated with clinical mental health or school counseling degrees. Eighty-six percent of the 2017 – 2018 program graduates are currently employed in the counseling or school counseling field. 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, 25 students are in good standing in the counseling program. 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 2017 – 2018 Academic Year

	Faculty		Students		School Counseling	Clinical Mental Health Counseling	Graduated		Employed Post Graduation	
	Male	Female	Male	Female	All Female	(4 Males, 14 Females)	SC (All Female)	CMH (1 Male)	SC	CMH
Caucasian	2	1	3	17	5	17	4	2	4	2
African/African American				2	1	1	1		0	
Asian/Asian American										
Native American										
Latinx										
<b><i>Total</i></b>	<b>3</b>		<b>22</b>		<b>6</b>	<b>18</b>	<b>5</b>	<b>2</b>	<b>4 (80%)</b>	<b>2 (100%)</b>
	<b>86% Total</b>									
LGBTQ		1	1	1		2				
Disabled		1								
Resident Immigrant				1		1				
Non-Resident Immigrant	1			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 Administration of Clinical Mental Health, 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 2018 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 Aberdeen Public School District Service Center 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 also, the Practicum Field Placement Handbook are updated annually. The updated version is then disseminated to students in Practicum and Internship and the individual Site Supervisors of students. 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 is intended to provide students with feedback regarding their standing within the program in terms of cumulative and term GPA, course work being within the six year time frame, and whether dispositions are within the expected range. Additionally, students in all clinical based courses (pre-practicum, practicum, internship, group counseling, multicultural counseling, and professional orientation/ethics) complete formal dispositional performance evaluations both at mid-term and again towards the end of the semester. Lastly, graduating students are evaluated both with the Oral Defense/Portfolio Display and the Counselor Preparation Comprehensive Exam (CPCE). Other assessments conducted that will be included in future comprehensive assessment plans include site supervisor feedback regarding students' readiness for graduation, their 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.

The counseling curriculum represents another important indicator of quality addressed by the program assessment plan. Specifically, student knowledge and skill learning objectives, based on CACREP standards, have been mapped to each course in the curriculum. Each counseling course syllabus has been updated to include a section that clearly describes the content area addressed in the course, associated knowledge and skill objectives, methods of instruction, and student performance evaluation criteria and procedures. Student learning is evaluated within the context of the specific objectives for each class. Faculty are in the process of changing syllabi to reflect the 2016 standards, which will be the standards we will be evaluated on when we go for reaccreditation in 2025. A midterm review is due in 2021 and will reflect the 2016 standards.

In addition, procedures to collect program evaluation information both from graduates, field placement Site Supervisors, and 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.

### *The Comprehensive Oral Defense –*

Several procedures for the Oral Defense have been revised. Beginning with the Spring 2014 term, the defense format was revised to more clearly address students' level of competency regarding the eight (8) common CACREP knowledge objectives. Starting with the 2015 graduates, a recommendation that their site supervisor be the third committee member for the oral defense process was implemented. This change allows for three committee members who know the student's clinical skills to be the ones determining their competency for graduation rather than two members who know the student's clinical skills and one who does not know the student at all. If the site supervisor is unavailable for whatever reason, a neutral third member will be chosen from faculty at NSU.



Students will also present their portfolio during their oral defense. The portfolio is a comprehensive view of the courses the student took throughout the program, as evidenced by their course syllabi, samples of their best written work, and evidence of their involvement in advocacy activities. Additionally, students who successfully pass the oral defense are now asked to complete the Graduate Program Evaluation as an exit assessment.

### *National Counseling Examination (NCE) –*

During the Spring 2014 semester, the program became an approved testing site for the National Counseling Examination. The exam was offered for the first time on the NSU campus in April, 2015. The NCE is only offered on the NSU campus once per year in April. The NCE is voluntary for qualified graduates of the NSU counseling program or other qualified individuals who are seeking national certification or state licensure. Currently, approximately 5 NSU counseling students will be eligible to take the exam in April. The CPCE exam, currently used as the required comprehensive examination in the program, closely parallels the NCE in structure and content.

## CPCE Cumulative Data 2013 - 2018

<b>Knowledge Domain</b>	<b>Means and Standard Deviations by Year</b>											
	<i>2012-2013</i>		<i>2013-2014</i>		<i>2014-2015</i>		<i>2015-2016</i>		<i>2016-2017</i>		<i>2017-2018</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>Human Growth &amp; Dev.</i>	10.56, 2.15	10.23, 2.38	9.67, 2.21	9.85, 2.63	10.54, 2.56	10.30, 2.70	10.00, 1.77	10.63, 2.68	9.00, 2.39	10.39, 2.65	11.57, 2.37	11.62, 2.83
<i>Social/Cult. Found.</i>	10.06, 1.68	9.80, 2.14	9.78, 1.96	10.58, 2.29	10.69, 2.23	10.72, 2.45	9.36, 2.47	9.08, 2.46	9.28, 2.49	9.88, 2.52	8.71, 2.36	10.30, 2.65
<i>Helping Relationships</i>	9.75, 2.28	9.56, 2.37	10.67, 2.13	10.04, 2.74	9.92, 1.64	10.84, 2.47	9.29, 3.13	11.48, 2.87	9.43, 1.29	11.4, 2.66	11.71, 1.73	11.94, 2.80
<i>Group Work</i>	10.62, 1.73	11.65, 2.57	13.00, 2.19	12.52, 2.75	12.00, 2.18	11.78, 2.54	9.14, 2.70	11.13, 2.86	11.00, 1.69	11.77, 2.57	11.14, 3.08	10.84, 2.94
<i>Career Development</i>	7.88, 1.41	8.37, 2.48	10.28, 1.88	10.54, 2.69	9.62, 2.87	10.21, 2.88	7.14, 1.92	9.31, 2.73	10.00, 2.07	10.34, 2.71	9.57, 1.38	9.38, 2.57
<i>Assessment</i>	8.75, 1.95	9.83, 2.42	11.28, 1.88	10.62, 2.49	9.54, 2.93	9.78, 2.46	9.64, 2.35	11.19, 2.68	9.86, 2.10	9.97, 2.81	11.71, 1.26	10.63, 2.29
<i>Research &amp; Prog. Eval.</i>	10.00, 2.21	10.06, 2.24	11.61, 2.43	10.81, 2.70	9.77, 2.45	10.60, 2.58	9.36, 2.38	10.91, 2.60	9.71, 1.39	10.55, 3.06	11.42, 2.43	11.04, 2.18
<i>Prof. Orient./Ethics</i>	10.62, 2.26	10.12, 2.38	13.11, 1.91	10.65, 2.51	10.85, 2.07	12.38, 2.63	10.57, 3.02	12.43, 2.72	12.29, 1.28	9.59, 2.91	11.71, 2.59	11.38, 2.46
<i>Grand Mean</i>	78.25, 10.44	76.62, 13.14	89.39, 11.67	85.61, 15.21	82.92, 13.96	86.60, 15.46	74.50, 15.07	86.16, 16.27	80.29, 7.15	85.67, 16.84	87.14, 12.16	87.13, 16.79

