DEPARTMENT OF COUNSELING AND EXERCISE SCIENCE

SELF-STUDY REPORT
FOR
COUNSELING PROGRAMS

2015
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PREFACE

John Carroll University is a four-year, not-for-profit university offering both undergraduate and graduate degrees through the College of Arts and Sciences and the John M. and Mary Jo Boler School of Business. Founded in 1886, John Carroll is a Jesuit Catholic university (one of twenty-eight in the United States), located in University Heights, Ohio. The University’s mission is to “inspire individuals to excel in learning, leadership, and service in the region and in the world.” Throughout its 127-year history, the administration, faculty, and staff have dedicated themselves to providing Jesuit education not only to enrich the lives of graduates, but also to challenge them to enrich the lives of others in order to create a more just society. These aspirations are expressed in the shared Jesuit mission of forming “men and women for others.”

Through a curriculum founded on Ignatian pedagogy, the University’s goal is to form critical thinkers by having students become aware of their own process of knowing. Students are encouraged to become attentive to their inner and outer experience, and then reflect back on their experience through introspection and questioning. Finally, students will assess and evaluate their learning in order to determine what their next steps should be: additional learning, direct action, or personal changes. This process is aimed at creating engaged learners who are personally involved in their learning—extending the learning process from the classroom into the students’ lived experience.

In order to achieve these goals, John Carroll University supports its 193 full-time faculty in their roles as scholar-teachers believing that engaged researchers who invite students into their specialized areas of discovery offer an extraordinary learning experience. Faculty continue their involvement with students by serving as academic advisors, this ensures that every student has a faculty member to turn to when questions, and the confusion that often accompanies questions, arise. In the spirit of Ignatian pedagogy, classroom learning is extended through meaningful co-curricular programs. Administrators, faculty and staff support students in achieving the University’s mission by partnering with students on immersion service trips, social action in the community, conference attendance and community discussions.

The success of this approach is evidenced by extraordinarily strong retention rates, high persistence rates, and enviable four-year graduation rates. John Carroll alumni make a difference, whether they rise to prominence or work with integrity and dedication in their careers and communities. Alumni support of their alma mater is evidenced by the rate of alumni contributions to the University, resulting in an endowment of $198,276,778.

Uniquely situated to fulfill the University’s mission of creating men and women for others, the counseling programs are housed in the Department of Counseling and Exercise Science, which is a department in the College of Arts and Sciences. This Department is the newest in the University and arose out of a sense that the health and wellness perspective of exercise science fit well with the holistic wellness perspective of the counseling profession. The counseling programs consist of the Clinical Mental Health (CMHC) and School Counseling (SC) master’s degree programs, and a certificate program in Spiritual Wellness & Counseling. Both of the master’s degree programs are fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) until October 2020. Five full-time (four tenure-
track, one visiting professor) faculty members are the core faculty for the program. Student
enrollment in the spring of 2015 was a total of 144 students (CMHC=115, SC=27).

The program prides itself on creating a supportive learning environment with several “value-
added” features: student-faculty research projects, an award winning chapter of the national
honorary society for counseling students, a doctoral preparation seminar for students considering
applying to doctoral programs, four areas of possible concentration (chemical dependency, non-
profit management, spiritual wellness & counseling, autism spectrum disorders and
interventions) and an extensive network of possible placements for internship.

I. MISSION AND LEARNING OUTCOMES

A. Mission Statement & Counseling Program Goals

The mission of the John Carroll University counseling program is to create professional
clinical mental health and school counselors who embody the Jesuit ideal of persons for
others and leaders in service. The program strives to offer a broad-based education that will
prepare students to become competent and effective counselors who are also leaders and
advocates. In addition, the program promotes awareness and understanding of our
multicultural, pluralistic, and highly technological society. Finally, the program promotes
commitment to the counseling profession through involvement in professional counseling
organizations and other activities that encourage professional identity as a counselor.

This mission statement was adopted by the counseling program, and approved by the Dean,
in August of 2004.

The counseling program has established three program instructional goals.
1. Offer a broad-based education that will prepare students to become competent and
effective professional counselors who are advocates, consultants and helpers.

2. Ensure awareness and understanding of multicultural issues, and instill mindfulness
about the evolving pluralistic and technological nature of our society.

3. Promote commitment to the counseling profession through involvement in
professional counseling organizations and in other activities that encourage
professional identity as a counselor.

Striving for educational excellence, the department chair, faculty, and professional staff have
established the following administrative goals for the counseling program.

1. Maintain CACREP and NCATE accreditation, and the State of Ohio Counselor,
Social Worker and Marriage and Family Therapist Board and the Ohio Department
of Counseling approval.

2. Encourage contributions to the counseling profession through faculty research.
3. Remain steadfast in efforts to promote diversity in the faculty as well as in the student population.

4. Evaluate all aspects of the Program on a regular basis and use the results of these evaluations to strengthen the Program.

5. Ensure the availability of field placement sites and encourage job placements for Program graduates by creating and maintaining positive relationships with local agencies, schools and school districts.

B. Student Learning Goals/Curriculum Map

(Goals, and the courses that meet those goals, are indicated.)

Counseling Program Learning Goals: Core Sequence
After completing this program, the student will be able to:

1. Demonstrate an understanding of the major principles of research design and program evaluation. Evaluate research reports for methodological and statistical appropriateness.  (CG 509, ED 503)

2. Apply basic counseling and facilitative communication skills in individual and small group settings.  (CG 562 & CG 535, CG 591/592, CG 596/CG598)

3. Demonstrate an understanding of counseling theories, and evidence-based counseling approaches. Appropriately apply various theoretical approaches when working with clients and/or students.  (CG 561, CG 573, CG 591/592, CG 596/CG598)

4. Demonstrate understanding of the psychosocial foundations of human development, behavior and learning, and apply that knowledge when working with clients and/or students.  (CG 505, CG 591/592, CG 596/CG598)

5. Counsel and advocate for individuals from diverse social, cultural, sexual orientation and economic backgrounds with an awareness of how discrimination and societal expectations can impact healthy psychological development and the counseling process.  (CG 563, CG 591/592, CG 596/CG598)

6. Demonstrate knowledge of group process and procedures by describing and analyzing group process, and by applying basic techniques of group counseling.  (CG 535, CG 591/592, CG 596/CG598)

7. Conduct a developmentally appropriate career exploration and assessment that demonstrates an understanding of career development theory and the career counseling process.  (CG 531, CG 591/592, CG 596/CG598)
8. Demonstrate the ability to select and evaluate assessment instruments for possible use with clients and/or students. (ED 530, CG 591/592, CG 596/CG598)

9. Model legal and ethical understanding of the ASCA or ACA ethical standards. Demonstrate knowledge of the appropriate ethical code and of the ethical decision making process. (CG 500, CG 501)

Counseling Program Goals: Clinical Mental Health Counseling
After completing this program, the student will be able to:

1. Identify as a clinical mental health counselor who is knowledgeable about the history and development of the clinical mental health counseling profession, is aware of the challenges facing the profession, and is prepared to advocate for the profession. (CG 500, CG 573, CG592, CG 596)

2. Assess, evaluate, and diagnose clients using assessment instruments and the DSM-IV-TR. (CG 570, CG 571, CG 572, CG 592, CG 596)

3. Determine, based on the assessment and diagnosis, an appropriate treatment plan for clients. (CG 573, CG 574, CG 592, CG 596)

4. Implement interventions and treatment plan, and continuously assess the effectiveness of the intervention. (CG 573, CG 574, CG 592, CG 596)

Counseling Program Goals: School Counseling
After completing this program, the student will be able to:

1. Identify as a school counselor who is knowledgeable about the history and development of the school counseling profession, is aware of the challenges facing the profession and is prepared to advocate for the profession. (CG 501)

2. Plan a developmentally appropriate school-counseling program that supports academic, personal/social, and career development. The program should be modeled on the ASCA standards and should take into consideration the specific needs of a particular school setting. (CG 538, CG 591, CG 598)

3. Communicate, collaborate and consult with school age students, their families, school staff, and community agency representatives to promote a safe, healthy, and effective learning environment. (CG 501, CG 538, CG 591, CG 598)

4. Implement a system of ongoing program evaluation by establishing a framework for record-keeping and continuous feedback from program stakeholders. (CG 538, CG 591, CG 598)

C. Institutional Academic Learning Goals
How the Counseling Program goals map onto the Graduate Studies Learning Goals is presented in Appendix A.

D. Other University-Wide Programs

The Counseling Program contributes to several other programs within the university. The Spiritual Wellness & Counseling certificate program is offered in partnership with the Department of Theology and Religious Studies. A concentration in non-profit management is offered in partnership with the Non-Profit Administration Program. Courses in chemical dependency are offered to undergraduates as well as to graduates. Doctoral Preparation Seminar students are co-teachers of an undergraduate course aimed at ensuring college success.

Several faculty members require students to participate in service learning. Finally, counseling graduate students serve as graduate assistants throughout the university. Most recently students have been serving the Career Center, Counseling Center, Center for Students with Disabilities, Center for Institutional Effectiveness, and the Early College Program.

II. FACULTY

A. Faculty Profiles

Cecile Brennan, Ph.D., PCC-S, LSC
Associate Professor
Chair, Department of Counseling and Exercise Science
cbrennan@jcu.edu

Dr. Brennan received her Ph.D. from Cleveland State University. She is a Professional Clinical Counselor with a supervisory designation, a licensed School Counselor, a National Certified Counselor, and a graduate of the Cleveland Psychoanalytic Center’s Postgraduate Program in Psychoanalytic Psychotherapy (PPP). She is active as both a scholar and a practitioner. Her scholarly interests are in the fields of ethics, counselor education, the intersection of Buddhism and psychotherapy, and the impact of society and culture on mental health. As a practitioner she concentrates on working with families and children. Dr. Brennan is a member of several professional organizations (ACA, OCA, ACES, ASERVIC) and participates at national, regional and state conferences every year.

Dr. Brennan teaches two courses per semester. She receives a course release for chairing the department, and a second course release for research. A complete list of her publications and presentations can be found in her CV located in Appendix B.

Paula Britton, Ph.D., PCC-S
Professor
Clinical Mental Health Counseling Internship & Practicum Coordinator
Dr. Britton received a Ph.D. in Counseling Psychology and a M.A. in Counselor Education from the University of Akron. She is Professional Clinical Counselor with a supervisory designation, a psychologist, and a National Certified Counselor. Dr. Britton has extensive experience within the field and is active in consulting, clinical practice, scholarly research, and publishing. Dr. Britton is involved in many professional organizations and currently serves as Chapter Advisor to John Carroll’s Beta Chi chapter of Chi Sigma Iota. Her areas of professional expertise include counselor supervision, HIV/AIDS, and complementary and alternative therapies.

Dr. Britton teaches three courses per semester. She receives a course release for research. A complete list of her publications and presentations can be found in her CV located in Appendix B.

Nathan Gehlert, Ph.D., PC
Assistant Professor
ngehslt@jcu.edu

Dr. Gehlert received his Ph.D. from Loyola University Maryland where he was awarded the Barry K. Estadt Medal for excellence as a clinician, teacher, supervisor, and researcher. He keeps an active research agenda in the areas of couples therapy, personality theory, and spirituality. As a practitioner, Dr. Gehlert’s areas of expertise include group work, relationship issues, and the emerging concept of the quarter-life crisis. He is active in national and local professional organizations, presents frequently at conferences, and currently serves as chapter advisor to John Carroll’s Beta Chi chapter of Chi Sigma Iota.

Dr. Gehlert teaches three courses per semester. He receives a course release for research. A complete list of his publications and presentations can be found in her CV located in Appendix B.

Martina Moore, Ph.D. PC, LICDC-CS, CEAP, SAP
Visiting Professor
mmoorr@jcu.edu

Dr. Moore received her Ph.D. in Counselor Education and Supervision from Walden University. She received her M.A. in counseling at John Carroll University. Dr. Moore completed a two-year post-graduate program at the Gestalt Institute of Cleveland in the family and couples counseling specialization. Dr. Moore is a Licensed Professional Counselor, a Licensed Independent Chemical Dependency Counselor-Clinical Supervisor, a Certified Employee Assistance Professional, and a Substance Abuse Professional. Dr. Moore owns a treatment center with six locations in Ohio. She is active in the field as a consultant, advocate, and trainer. She has been an adjunct faculty member at the Gestalt Institute of Cleveland. She is involved in various organizations, including the Association of Humanistic
Counseling and the American Counseling Association. Her areas of professional expertise include addictions, couples and families, and diversity in counseling.

Dr. Moore teaches four courses per semester. Her CV is located in Appendix B.

Nancy P. Taylor, Ph.D., PCC-S Assistant Professor
ntaylor@jcu.edu

Dr. Taylor received the Ph.D. in Counseling Psychology from Kent State University. She is a Professional Clinical Counselor with a supervisory designation, a licensed psychologist, and a Professional School Counselor. Dr. Taylor is active in several professional organizations, including APA, ACA, OCA, and NCOCA. Her areas of professional expertise include wellness issues, chemical dependency, career counseling, spirituality, and working with children and teens. For several years she was associated with the Cleveland Heights/University Heights city schools in the areas of counseling and chemical dependency prevention. Prior to becoming a full-time faculty member, Dr. Taylor served as an Adjunct Assistant Professor in the Department of Education and Allied Studies while on the professional staff of the John Carroll University Counseling Center. Her research interests include forgiveness and the use of outcome measures in clinical training and supervision.

Dr. Taylor teaches four courses per semester. A complete list of her publications and presentations can be found in her CV located in Appendix B.

B. Faculty Development and Evaluation

Numerous opportunities are offered to faculty for faculty development. The Center for Faculty Development, jointly managed by an Associate Academic Vice-Provost and an Associate Dean, offers an array of resources. A full list of these opportunities can be found at the Center’s website: http://sites.jcu.edu/cfd/. In summary, resources are offered in the following categories: Teaching Resources, Faculty Fellowships and Course Development Grants, Financial Assistance for Teaching and Research, Faculty Recognition, Teaching Technology Lunch Series, Scholarly Lunch Series, New Faculty Seminar, Mentoring, Teaching Conferences, Books and Articles, Learning Communities, Workshops and Celebration of Scholarship.

Mentoring of new faculty and of doctoral interns is another aspect of faculty development. Faculty new to the university participate in New Faculty Seminar and are appointed a faculty mentor. The mentor and mentee mutually determine a meeting schedule. The content of these meetings is also mutually determined. In addition to this mentoring process, the Counseling Program accepts two doctoral interns each year. Each of the doctoral interns is assigned a faculty member from within the counseling faculty. This individual works with the intern on teaching and scholarship. In some cases, the doctoral intern and the faculty mentor teach different sections of the same course and work together on creating the syllabus and conducting each class session.
Aside from the faculty development program, there is also an ongoing process of faculty evaluation. Evaluation of faculty occurs through several different processes. Departments evaluate individuals on the tenure track yearly. This evaluative process, described in the *Faculty Handbook* (see Appendix C), focuses on the areas of teaching, scholarship and service. Results of the evaluation are then sent to the appropriate dean. Faculty are also evaluated yearly through the annual faculty self-evaluation process. All faculty fill out the self-evaluation form (see Appendix D). This form is turned in to the department chair who then schedules a one-on-one meeting with the faculty member. After the meeting, the department chair writes a summary of the evaluation process with recommendations. This is forwarded to the appropriate dean. When all evaluations for a department have been completed, the dean meets with the department chair to discuss the faculty member’s contribution, strengths and areas that need to be improved.

Faculty are also evaluated by students during each course. All faculty administer course evaluations at the end of the semester. New faculty are asked to administer these evaluations at mid-term as well as at the end of the semester. Since fall of 2014 the Counseling Program has been administering a computer-scored evaluation. The data from those evaluations can be found in Appendix E. These results are reviewed by the department chair who meets with faculty if the results indicate a pattern of criticism on the part of a significant number of students. Overall, 699 course evaluations were completed fall 2014 and spring 2015. Our faculty received overall averages (on a scale of 1 = Excellent to 5 = Poor) of 1.52 in Organization/Clarity, 1.41 Ability to Engage and Challenge Students Intellectually, 1.45 Interaction with Students, 1.55 Course Organization, Content and Evaluation, 1.36 Field Work/Service Learning, and 1.63 Overall Rating. Comparisons of course evaluations of full time and part time faculty show no significant differences.

C. Professional Service and Community Engagement

**Cecile Brennan, Ph.D.**

**Scholarship**

- **Publications**
  

- **One article submitted**
  

- **Two state presentations**
  
  

- **Two professional presentations**
  

**Teaching**
- Teaches two courses per semester. Receives one course release for scholarship, and one course release for chairing the department.
- Developed a fully online course for CG 573.
- Developed a hybrid course for CG 582.
- Re-designed the curriculum for CG 500.
- Submitted initial materials to the State of Ohio for LICDC licensure.
- Advises 53 students.

**Service**
- John Carroll University
  Chair, Department of Counseling & Exercise Science
  Member, Vocation Coordinating Committee
  Member, NetVUE Learning Committee
  Member, Health Professions Advisory Committee
  Member, Graduate Studies Committee
  Member, Ad hoc committee on Mediation Certificate Program
- Community Service

Low-cost/No-cost counseling provided.

**Paula Britton, Ph.D.**

**Scholarship**
- Two publications in 2014
- One article in press
- One article submitted
• One national presentation

• One state presentation
  Britton, P.J., & Litam, S. (2014). The Supervisory Relationship: Relational Dynamics, Cultural Influences, and Ethical Challenges. Pre-conference presented at the All Ohio Counselor Conference, November 5, Columbus, OH

Teaching
  • Teaches three courses per semester. Receives one course release for research.
  • Advises 30 students.
  • Consistent superior teaching evaluations.

Service
  • Member of Steering committee of Ignatian Spirituality Institute, designed curriculum for mental health section and instructor for the program
  • Many community workshops on ethics and supervision
  • Board member: The Gathering Place, Beachwood, OH
  • Consultant for JCU Continuing Education Dept.
  • Held mock interviews for students in Biology Dept.
  • Chair of Tenure and Promotion for Dept. of Counseling

Awards
  • North Central Association of Counselor Educators and Supervisors Outstanding Supervisor Award, 10/16/14 St. Louis, MO.
  • 2014 Ohio Counseling Association Charles “Chuck” Weaver Award for a counselor who has and continues to show consistent and distinguished service to the counseling profession and exemplary caring for people, Columbus, OH 11/6/14.

Nathan Gehlert, Ph.D.

Scholarship
Three publications


Nine Presentations
• Couples Counseling Research: Randomized Controlled Trial of Imago Relationship Therapy, Symposium presentation given at the American Counseling Association 2015 Conference.

• The Mutual Benefits of Incorporating Service Learning into the Curriculum, Symposium panelist at the 2014 John Carroll University Celebration of Scholarship.

• Accountability and Obligation: Making Progress Toward Validating Our Practices, Symposium presentation given at 2013 Imago Relationships International Annual Conference.

• Step-by-step Guide to Getting a Faculty Job, Symposium presentation given at 2013 All Ohio Counselors Conference.

• Step-by-step Guide to Getting a Faculty Job, Symposium presentation given at the 2013 American Psychological Association, Division 36, Mid-year Conference.

• Imago Research and Clinical Efficacy of a Twelve-week Protocol of Couples Therapy, Plenary session presentation given at 2012 Imago Relationships International Annual Conference.

• Using Social Media to Build and Maintain a Successful Practice, Connect with Clients, and Advocate for Mental Health, Symposium presentation given at the American Counseling Association 2011 Conference.

• Structural Invariance of the Spiritual Transcendence Scale Across the Lifespan, Symposium presentation given at the American Psychological Association 2010 Conference. Also presented as a symposium presentation at the American Psychological Association Division 36 2010 Mid-year Conference.

• Validity of Spiritual Transcendence as a Personality Factor and its Implications on Subjective Well Being, Poster presentation given at the American Psychological Association Division 36 2010 Mid-year Conference.

Teaching
• Teaches three courses per semester. Receives a one course release for research.
• Advises 29 students.
• Continued development of Doctoral Preparation Seminar.
• Incorporated flipped classroom.
• Mentored doctoral interns in regard to their teaching.

Service
• Acts as faculty advisor to Beta Chi, JCU’s branch of Chi Sigma Iota, the national counseling honorary society.
• Elected to Faculty Council.
• Formalized special relationship with Department of Counseling and University Toledo, which will enable our students to have early and priority review for acceptance into their Doctorate in Counselor Education program.
• Traveling to Vietnam to be exchange fellow at University of Social Sciences and Humanities, Ho Chi Minh City.
• Created Department website.
Martina Moore, Ph.D.

Scholarship
- Chair of the June 2015, National Conference for the Association of Humanistic Counselors, Cleveland, Ohio.
- Poster Board Presentation March 2015, American Counseling Association, Orlando, Fl.
- Workshop Presentation October 2014, All Ohio Counselors Conference, Columbus, Ohio.

Teaching
- Created hybrid and online classes.
- Completed development of courses for the substance abuse track, for the Ohio Chemical Dependency Professional Board.
- Completed application for Certification of Substance Abuse track for John Carroll’s, Counseling Program.

Service
- Chair of the Annual Recovery 5k Walk-Run, Cleveland, Ohio.
- Member, Ad hoc committee on Mediation Certificate Program.
- Speaker on addiction and wellness throughout the country.
- Member, city of Euclid, OH civil service commission.

Awards
- Awarded Progressive Female Entrepreneur of the Year, Smart Business Magazine April 2014.

Nancy Taylor, Ph.D.

Scholarship
- Submitted an IRB proposal and began work on the project: “Engaging High School Sophomores in Planning for Their Future.
- Collaboration with a doctoral intern and three school counseling interns to develop a panel presentation for the Celebration of Scholarship entitled: “Living the Mission in the Classroom and the Community: School Counselors Support and Advocate for the Whole Student.” Individual titles presented were:
  - What Is Your Story? - Nancy P. Taylor
  - Bringing the Mission into the Supervision Process – Suzana Petkovic
  - Positive Pathways Toward the Mission – Marla Henderson
  - Transactional Analysis and the Whole Person Model – Chris Petitti
  - Advocating for the Champion in Every Child – Bahjah Eckstein
- Submitted a proposal for the spring OACES conference and made a presentation entitled: “Educating the Professional School Counselor to Be a Leader and Advocate for Change” with our doctoral intern, Suzana Petkovic.
• Collaborated with the school counseling interns to reframe our presentation and submit a proposal for next fall’s AOCC entitled: “Advocating for the Champion in Every Student”.
• Collaborated with Dr. Karen Broer and submitted a proposal for next year’s ACA convention entitled: “Stamp out Stress: Holistic Care in Health and Wellness”.

Teaching
• Teaches four courses per semester.
• Advises 35 students.
• School Counseling Practicum & Internship Coordinator.

Service
• Member of Faculty Council Committee on Compensation and Finance.
• Member of Diversity, Equity and Inclusion (DEI) Committee.
• Member of the Faculty Learning Community on Mission.
• Pro-bono counseling services to two clients.

III. CURRICULUM

A. Curriculum

The curriculum of the Clinical Mental Health and School Counseling Programs is established by the State of Ohio and by the accrediting body the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). These bodies dictate the number of credit hours required for each degree and the curricular material to be covered. In fact, until recently, the State of Ohio dictated the specific courses that must be offered. Course syllabi are available to members of the Review Team upon request.

All counseling students take the same core sequence and have the same requirements for their field experience. In addition, clinical mental health counseling students complete a five-course clinical sequence. School counseling students complete a three-course school counseling specific sequence. Students in both programs have electives; school counseling students have a one course elective and clinical mental health students have three elective courses. Counseling students are encouraged to meet with their advisors in order to most effectively use their electives. Many students elect one of the concentrations offered by the Program: chemical dependency counseling, non-profit management, spiritual wellness & counseling, autism spectrum disorders (see Appendix V). School counseling students are encouraged to select from the following courses: Counseling Children & Adolescents, The Exceptional Learner, and Psychology of Autism. The Program also offers a variety of electives each summer. These courses are often offered in a non-traditional format: weeklong, online, or weekends.

While much of the content of the curriculum is determined by outside forces, the John Carroll Program also emphasizes, and weaves throughout several courses, issues deemed particularly relevant. Arising out of the Jesuit emphasis on social justice and ethical behavior, ethical and social justice/multicultural issues are discussed in the majority of the Program’s courses. Effort is made to ensure that students are continuously reflecting on the
ethical dimensions of their efforts and on how the social and cultural context of someone’s life can impact his or her health and wellbeing.

The sequence of coursework is designed to ensure that students move through the courses in a logical way. A series of pre-requisites guides students into foundation courses before they move on to more advanced coursework.

B. Course Profile

Number of Courses Offered

![Chart showing number of courses offered by semester from Fall 2012 to Summer 2015.](image)

Class Sizes

For the 2014-2015 academic year the average class size for courses required for the Program was 13. The average class size for elective courses was 9.

Percentage of Classes Taught by Full-time and Part-Time Faculty

The percentage of classes taught by full-time and part-time (adjunct) faculty is described in the chart below. The category of “shared faculty” refers to faculty who are full-time in the University, but not core counseling faculty.
Changes in Course Offerings

There has been minimal alteration of the core curriculum in the past seven years. The core faculty did decide to eliminate a course in statistics from the school counseling curriculum. It was felt that the students’ need for basic statistics was met by the information provided in CG 509, Research Methods for Mental Health Professionals, and ED 530, Tests & Measures. In place of this course students were required to enroll in CG 500, Orientation to Counseling. This course provides an overview to graduate studies, to the counseling profession and to the core courses students will be required to take.

There is consideration being given to eliminating CG 570, Psychopathology from the curriculum since much of the same material is covered in CG 572, Diagnosis. Psychopathology had been a requirement of the State of Ohio, but since the state is accepting CACREP guidelines, it is no longer a requirement. We are considering allowing students to select from CG 554, Counseling Children & Adolescents; CG 556, Families & Couples Counseling; CG 564, Advanced Counseling Techniques.

Noteworthy Courses

There are several noteworthy courses. Doctoral Preparation Seminar, CG 588, prepares students to apply to doctoral programs, assists them with research projects and provides them an opportunity to teach an undergraduate course. Advanced Counseling Techniques, CG 564, allows students to deepen their counseling skills by engaging in significant video-taping and role-playing of counseling sessions. The enhanced chemical dependency sequence aims at having students eligible for licensure as a Licensed Independent Chemical Dependency Counselor. The Spiritual Wellness & Counseling courses prepare students to work in a multi-disciplinary environment.
where they will be collaborating with other professionals. These courses also aim to enhance the spiritual competency of counseling students.

C. Enrollment Trends

Since almost all of the courses are required courses, there is generally not an issue with courses being under-enrolled. Exceptions to this are elective courses. Efforts are made to ensure that the electives offered have an audience. If an elective course does not receive enough enrollment (generally less than eight enrolled students), it is cancelled. Students are advised and counseled about how best to fill their schedules.

The only significant enrollment issue to emerge since the last program review is the low number of school counseling students. The relative absence of job opportunities for school counselors has led to reduced interest in this career. As a result, the courses that are required only for school counseling students are under-enrolled. This has led to the combining of practicum sections for school and clinical mental health counseling students. The other required school counseling courses are being offered less frequently in an attempt to ensure that they have the minimum number of needed students. Even with these efforts some of the courses are still under-enrolled. If this trend continues the Program will have to evaluate the best use of its resources.

IV. STUDENT LEARNING

A. Pedagogy

Types of Pedagogy

In an attempt to incorporate what is known about student learning, the faculty in the Counseling Program use a number of different pedagogical approaches. Although it is difficult to speak in general terms about a large number instructors, most instructors incorporate mini-lectures, guided discussion, small group activities, student led discussions and presentations, role-plays, video presentations, and case presentations. Assessment procedures range from traditional exams and research papers to student presentations, take-home formative assessments, videotape critiques and constructed role-plays that are then discussed by the students.

Faculty make use of technology by using clickers for instant quizzes, video-recording classes for students unable to attend, connecting with travelling students via Skype and accessing internet resources for use in class. In addition, some faculty have video-taped lectures for posting so students can review and study the class material.

Teaching Effectiveness

Significant attention is given to teaching effectiveness. During the tenure process candidates are evaluated yearly on their effectiveness as teachers. Throughout the year, untenured faculty members have their classes observed by senior faculty. The observing faculty member meets with the classroom instructor before and after the observation.
An evaluative report is written. The report is given to the untenured faculty member for inclusion in the promotion dossier.

Tenured faculty are also encouraged to have their classes observed. In addition, tenured faculty are offered numerous opportunities throughout the year to participate in faculty development efforts aimed at enhancing their teaching.

Finally, the department chair reviews all student evaluations of faculty and discusses these with the faculty member at the annual faculty self-evaluation meeting. A summary of the Program’s student evaluations can be found in Appendix E. The Program’s concerns about accurate student evaluations led to one of our faculty members, Dr. Gehlert, to chair an ad hoc committee that researched and designed a new assessment based on a well-researched tool used at Stanford University. While there is always room for improvement, we are, overall, pleased with the results of the student evaluations.

Grade Trends
Grade trends are reviewed in Appendix F. In reviewing this chart it is obvious that the majority of grades are in the “A” range. While it is commonly understood that graduate students receive grades of “A” or “B”, the number of “A” grades does seem too large. This issue is one that will be returned to in the section on Best Practices in Field.

Community of Reflective Practice in Teaching
The faculty in the Program strive to become a community of reflective practice in several ways. At department meetings we frequently discuss approaches and techniques that are having success in our classes. Some faculty more adept with technology have volunteered to teach others how to use some of the technology available to faculty. Most of the faculty are members of the Association for Counselor Education & Supervision as well as several other professional counseling associations. We receive the journals of various associations, attend professional meetings, and frequently present. Finally, several faculty subscribe to various online resources which aim to update faculty on their teaching. In particular, Faculty Focus has provided a brief weekly update about new innovations in teaching.

B. Advising

Upon entering the Counseling Program, all students are assigned a faculty advisor. Only full-time core faculty act as advisors. The advisor must register the student for his/her first semester in the Program. This requires the faculty member to be in contact with the student. Faculty advisors handle the advising process in different ways. Some complete much of the initial advising online, others arrange for a lengthy initial meeting with the student. The goal of the initial meetings is to answer any questions the students have and chart out the course of study.

Another point of advising occurs in the Orientation to Counseling class (CG 500). Part of the purpose of that class is to fully acquaint students with the program they have entered. Class time is devoted to reviewing the Student Handbook, filling out a student prospectus (course
of study), and helping students understand the requirements for the next six or seven semesters. In addition, this course aims at helping students to assess whether the counseling profession is a good choice for them. It is the Program’s goal for students to discover if the Program is a “good fit” before they get too far along in coursework. The chart below indicates the core faculty and their number of advisees.

### Faculty & Advisees

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Advisees</th>
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<tr>
<td>Brennan, Cecile</td>
<td>53</td>
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<tr>
<td>Britton, Paula</td>
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<tr>
<td>Gehlert, Nathan</td>
<td>29</td>
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<tr>
<td>Taylor, Nancy</td>
<td>35</td>
</tr>
</tbody>
</table>

C. Student Scholarship, Internships, Experiential Learning, Creative Work

As a professional training, our emphasis is on the training of counseling practitioners. With that said, several students have worked with faculty on conference presentations, and two students have recently published with faculty. In addition, four students who graduated in the past year (2015) have been accepted into doctoral programs.

Much of the learning that occurs in the Counseling Program is experiential. Students engage in role-plays, video-recorded counseling sessions, and small group counseling. The practicum and internship classes require the students to be working in the field.

D. Professional Development, Post-Graduation, and Alumni Outcomes

Students are fully prepared to take the exam administered by the State of Ohio. From the data available to us, a large majority of students pass this exam the first time they take it. In recent years, we have had only two students indicate to us that they have not succeeded on their first attempt to pass the exam.

Students who desire to enter Ph.D. programs immediately upon completion of the master’s degree are assisted in several ways. Each year the Program offers a doctoral panel. The panel consists of faculty from doctoral programs in the area. Students have the opportunity to question the panel members in order to find out what each program is looking for in applicants and what each program has to offer prospective students. Students are also able to enroll in CG 588 Doctoral Preparation Seminar. The aim of this course is to prepare students to apply to doctoral programs by assisting them with their personal statement, conducting a mock interview, guiding them in a research project and providing them with an opportunity to teach an undergraduate class.

The Program has also collaborated with the University of Toledo to offer an early-decision option for John Carroll students seeking admission to the Counselor Education & Supervision Ph.D. program at Toledo. This agreement allows John Carroll students an early review of their application.
Graduates of the Program are assisted in finding employment by the Center for Career Services. In addition, each year the University offers an education fair for students seeking a position in the schools. Administrators from many of the neighboring districts attend the fair.

The Alumni Affairs office at John Carroll has not kept a computerized record of graduates from the counseling programs. The Program has begun to keep its own records, and is looking to collaborate with the Alumni Affairs office on establishing better contact with all our alums. In addition, we are moving towards offering continuing education courses on campus for alums and supervisors assisting our students.

V. UNIVERSITY SUPPORT AND RESOURCES

Summarize and discuss the kinds and sufficiency of College and University resources available to support activities and student learning.

The institution is committed to providing the Program with sufficient financial support to ensure continuity, quality, and effectiveness in all of the Program’s learning environments. The JCU general operating budget provides sufficient financial resources to manage the Counseling Program.

2014-2015 Counseling Program Annual Budget

<table>
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<tr>
<th>OPERATING EXPENDITURES</th>
<th>AMOUNT</th>
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<td>Service</td>
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<td>Instructional Media Services</td>
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<td><strong>TOTAL PAYROLL</strong></td>
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<td>Fringe Benefits</td>
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<tr>
<td><strong>GRAND TOTAL</strong></td>
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</tr>
</tbody>
</table>

The institution provides encouragement and support for Program faculty to participate in professional organizations and activities (e.g., professional travel, research, and leadership positions). JCU strongly supports faculty participation at conventions, conferences, or other continuing professional development activities, making travel funds available for faculty to engage in these activities. Program faculty have presented nationally, regionally, and locally.

Per the JCU Faculty Handbook, each faculty member is allotted $1,800.00 per year for travel if they are presenting at a conference. See pages 35 and 71-72 of the Faculty Handbook located in [Appendix C](#) of this document for full policy.

The JCU Center for Faculty Development supports faculty in numerous ways including faculty fellowships, learning communities, lunch series on professional development topics, faculty recognition, workshops, and an annual Celebration of Scholarship. Through the Center for Faculty Development, JCU offers a number of services and programs to encourage faculty research and professional engagement. Among these are: (1) the George Grauel Faculty Fellowship; (2) summer teaching and research fellowships; and (3) faculty reductions in load for research. Drs. Britton, Brennan, and Gehlert currently have research load reductions, which are reviewed annually for evidence of scholarly productivity. See The Center for Faculty Development website for more information: [http://sites.jcu.edu/cfd/](http://sites.jcu.edu/cfd/).

The Office of Sponsored Research supports faculty research and development, providing a variety of services in identifying federal, state, and local funding as well as offering aid in the applications for such funds, and also provides grant writing seminars for faculty. Research monies are available to assist faculty in research endeavors. See The Office of Sponsored Research website for more information: [http://sites.jcu.edu/research/](http://sites.jcu.edu/research/).

Access to learning resources is appropriate for scholarly inquiry, study, and research by Program faculty and students. The Grasselli Library at JCU provides a collection of 700,000+ catalogued books, 10,000+ E-journals, 65,000+ E-Books, 840 print periodicals, and hundreds of research databases. It maintains over 2000 current periodical subscriptions. The library is a member of OhioLink, which provides electronic access to and borrowing privileges at 89 major libraries in the state of Ohio. The library also provides the Breen
Learning Center with private study carrels, computer laboratories, group study spaces, and laptop access to the internet.

All library services are accessible from computer laboratories throughout the campus via the internet as well as from off-campus. The Grasselli Library also provides technical support and research assistance for all Counselor Education students through an established liaison staff member position.

Grasselli Library offers reciprocal borrowing privileges at most academic libraries in northeastern Ohio, electronic cataloging, database searching (including ERIC, Psychinfo, Social Sciences Index), interlibrary loan, reserve services, audio-visual services, microfilm and microfiche viewing, photocopiers, and two computer labs with wordprocessing and statistical packages available. Terminals to access databases are available in the Reference Room, Computer Lab, and/or LAN’s throughout campus.

The Counselor Education had a budget of $4,700 for 2014-2015 for new acquisitions of books and other materials. The policy for requesting books, audio visuals, and standing orders requires that the order be self-initiated by a faculty member or the library liaison.

The institution provides technical support to Program faculty and students to ensure access to information systems for learning, teaching, and research. Students have access to immediate assistance from the university’s Instructional Technology Services (ITS) via their Help Desk hot line. Data analysis and word processing capabilities are available to faculty, staff, and students. Counselor Education faculty members each have university-provided computers in their offices. Students have computer access at 15 different locations on campus. The Center for Digital Media provides faculty and students with the resources they need to create sophisticated presentations, videos, graphics, and other forms of multimedia that can serve to enhance teaching, learning, research, and creativity. The Center aims to achieve this goal by providing the JCU community with three primary resources: (1) a fully-equipped and supported multimedia lab open to faculty, staff, and students; (2) a production lab with associated services for faculty; and (3) an ongoing technology training and professional development.

Program faculty and students have access to university-sponsored data analysis consultation through ITS. In addition, numerous computer labs on campus provide SPSS and SAS, along with a variety of word processing software packages. ITS offers workshops and seminars on various topics every semester, which are free to university faculty and staff.

VI. STUDENT LEARNING ASSESSMENT
Assessment of students’ academic growth and professional development begins during the admissions process and continues throughout the Program. Along the way there are certain assessment benchmarks which occur: during Orientation classes, at the completion of CG 562 Counseling Techniques, prior to starting Practicum, at the completion of Practicum, successful completion of the comprehensive exam, midway and at conclusion of Internship. This formative and summative evaluation process is described below and in Appendix G.
It should also be noted that each class syllabus must state student learning outcomes and the means by which these outcomes will be assessed. These learning outcomes are keyed to the CACREP standards and can be reviewed by examining the syllabi. Course syllabi are available to members of the Review Team upon request. Instructors are also encouraged to use rubrics for the clear assessment of student learning. Rubrics are often included in the syllabus or posted on Canvas.

- **Admissions Process**
  During the admissions process, students are evaluated for their potential for success. This assessment focuses on the student’s academic ability and appropriateness for a highly interpersonal profession. Using the assessment rubric, each student receives a score in six areas: undergraduate G.P.A., standardized test score, letters of recommendation, statement of intent, on-campus writing sample, and group interview. Each faculty member present at the interview fills out the form ranking each candidate and a recommendation regarding admittance is made. The chair reviews the recommendation and makes the final decision. Occasionally, an issue may surface during this process that requires additional interventions or work with a Program faculty member. For instance, a student who has lower scores on the verbal portion of the GRE and a lower score on the on-campus writing sample may not be denied admission but will be advised to visit the Writing Center to establish an on-going program of writing improvement.

- **Orientation Counseling**
  As a component of this class, students must fill out a prospectus and meet with their advisor and/or the course instructor, to discuss their goals while in the Program and their planned course of study. Often, issues or concerns about a student emerge within the early stages of their tenure as a student. During the Orientation course, instructors emphasize professional identity and the need to follow the American Counseling Association and American School Counseling Association ethical codes. Students in this course complete several assignments that lay a foundation for work done in other courses. A capstone assignment is the professional identity essay.

- **Formative Assessment: The Counselor Self-Efficacy Scale-Completed by the Student (see Appendix H)**
  This survey is given four times during the students’ training: near the end of CG 562 Counseling Techniques (checkpoint one), Practicum (checkpoint two), Internship A (checkpoint three), and Internship B (checkpoint four). This survey is a self-assessment filled out via SurveyMonkey in which students are asked to reflect honestly on their beliefs about their ability to perform various counselor behaviors or to deal with particular issues in counseling. Students select a number on a 0-9 point scale for each item, with 0 = no confidence and 9 = complete confidence. The scale has three parts. Part 1 (15 items) assesses how confident they are that they could use counseling skills effectively with most clients over the next week; Part 2 (10 items) assesses how confident they are in doing specific tasks effectively; and Part 3 (16 items) assesses how confident they are that they could work effectively with clients presenting with varying disorders or issues. It is used to inform both students and instructors about where students are feeling competent and well trained and where they are not, assisting in the process of goal setting and intervention. The data are also used in aggregate for faculty to review the Program and make modifications. Students
are given a copy of their results at each benchmark so they can track their progress. Comparing
the data at different benchmarks demonstrates that the students feel more competent as they
move from Counseling Techniques, to Practicum, and then to Internship A and B. This
underscores that they are developing skills over time and growing as counselors. The data can
help guide both faculty and students in developing focused training with an eye towards areas
students may need additional support, training, or experience in.

- **Formative Assessment: Counseling Competencies Scale Revised—Completed by Classroom
  Instructor or Site Supervisor (see Appendix I)**
  This survey is being implemented into the Program’s assessment process starting in fall, 2015.
The survey will be completed after students complete Counseling Techniques, (checkpoint 1)
Group Counseling (checkpoint 2), Practicum (checkpoint 3), Internship A (checkpoint 4) and B
(checkpoint 5). This standardized assessment with national norms allows for the evaluation of
students’ counseling skills, ability to facilitate therapeutic conditions, and professional
dispositions and behaviors. The survey was developed by counselor educators who created it by
using the CACREP student learning outcomes as the focus of analysis. Students in practicum
and internship will not be allowed to progress to their next state of clinical experience if they are
not scoring at level 6 or above.

The faculty have chosen to include it in the assessment process because statistical analyses
indicates its validity as an assessment of student learning and skill acquisition. In addition, the
results from this instrument will be compared with the students’ self-assessment on the
Counselor-Self-Efficacy Scale in order to target areas that need improvement.

- **CG 562 Counseling Techniques**
  Counseling Techniques is the first course in the curriculum that requires students to begin
  embodying counseling skills. This is one of the courses in the curriculum capped at a smaller
  number of students so the instructor can provide ample feedback and personalized instruction. If
  a student is going to struggle with the required focused, interpersonal approach - one that puts
  the client at the center - this difficulty tends to emerge during Counseling Techniques. Instructors
  are encouraged to contact the student’s advisor as well as address the issue directly with the
  student. Near the end of the course, students fill out the Counselor Self-Efficacy Scale to begin
to document their beliefs about their ability to perform various counselor behaviors and deal with
particular issues in counseling.

- **Gateway to Practicum**
  Prior to entering Practicum, CMHC students fill out a Practicum/Internship intent form that
  includes a developmental statement regarding their current assessment of their professional
development as a counselor Appendix I. It is reviewed and signed by their advisor who also
reviews the course work completed and the grades. If there are any academic or personal
concerns, they are dealt with at this meeting. Students in the SC Program are required to submit a
statement of professional aspirations, which addresses their strengths and weaknesses and
discusses their expectations of Practicum/Internship Appendix K. The statement is attached to
the Practicum/Internship intent form prior to entering Practicum. It is reviewed and signed by
their advisor who will also address any academic or personal concerns the student may have.
• Practicum
In the Practicum course, students engage with clients for the first time. It is at this point that the supervisor and the class instructor discover the students’ strengths and weaknesses. It is essential that the student receive support, feedback, and constructive criticism. This is accomplished by regular meetings between instructor, supervisor, and student. Towards the end of this course, students fill out the Counselor Self-Efficacy Scale (see Appendix H). The results are analyzed by the Practicum instructor to inform him/her of how students are feeling and thinking about their ability to do the work. Students also receive the results of this survey and incorporate these data into their self-reflection paper. Areas of insecurity or weakness can become the focus of goals and interventions in the Internship class.

At the completion of Practicum, students are summatively assessed through the Professional Performance Fitness Evaluation (PPFE) Appendix L. The site supervisor, instructor, and if applicable, the university supervisor fill it out to assess if the student is meeting criteria for competency at the Practicum level. Students are also asked to fill out the PPFE as a self-assessment. The evaluation instrument is on a 1-3 scale (1 = Does not meet criteria for program level, 2 = Meets criteria only minimally or inconsistently, and 3 = Meets criteria consistently at program level). Data are collected and entered into a database every semester and used for program evaluation.

• Comprehensive Exam
Since the CMHC Program utilizes the Counselor Preparation Comprehensive Examination (CPCE) developed by the National Board for Certified Counselors (NBCC) as its comprehensive exam, Program faculty can compare students’ results with national means. Faculty use the national means to inform the cut off score for passage. If students fail the exam, they are required to take it the following semester. In the past three years, three students have failed the exam. All passed the exam on their second try (see Appendix M). Students cannot graduate from the Program without a passing score. Faculty also analyze the results of the exam to determine if JCU students are consistently scoring lower than the national mean in any of the eight core areas of learning assessed by the exam. In addition, each of the core area summative scores is reviewed to determine any areas of comparative weakness in the students’ preparation.

• Internship
Internship classes are the capstone courses of the Counselor Education curriculum. During these courses, students are continuously evaluated through feedback from site supervisors and from the classroom instructor. Through a range of classroom activities (client sessions, case studies, small group consultation), students receive peer, supervisor, and instructor feedback. This process culminates in the site supervisor evaluation of the student. During the Internship period, the classroom instructor conducts site visits to speak directly with the supervisor. In addition, phone conferences with supervisors occur throughout the Internship period.

Counselor Self-Efficacy data are collected from each student towards the end of Internship A and B. These results are analyzed by both the Internship instructor and student and compared to data from Counseling Techniques and Practicum to provide an assessment of students’ ongoing confidence in their competency to do the work. After Internship A, students incorporate these data into their self-reflection paper. Areas of insecurity or weakness can become the focus of
goals and interventions in the Internship B course. After Internship B, students again take all four points of data to incorporate into their final self-evaluation paper highlighting their strengths, weaknesses, and areas of continued professional growth. From this reflection they are required to identify five areas in which they hope to improve and propose a professional development plan, which they include in their portfolio. At the completion of Internship B, students are summatively evaluated by their site supervisor using the Site Supervisor Evaluation of Counselor Trainee form (see Appendix N.) These data are collected and entered into a database every semester.

- Client Satisfaction Survey
If possible, students collect an anonymous Client Satisfaction Survey, Appendix O, from their clients (many sites do not permit distribution of this survey due to confidentiality restrictions). These data provide some outcome evidence that students are providing competent services from the perspective of the client. The mean of the item assessing overall service provided by the counselor was a 4.68 (SD .66) on a 5 point scale (1 = strongly disagree and 5 = strongly agree), indicating they felt the counseling was helpful. The self-reported overall level of distress prior to their first counseling session was high (mean of 3.98 on 5 point scale); however clients reported the overall level of distress following counseling sessions was much lower, 2.26 (SD 1.06). A paired-samples t-test was conducted to compare self-reported overall levels of distress before and after counseling. There was a significant difference in the distress levels reported before counseling (mean = 3.98, SD = 1.18) and after counseling (mean = 2.26, SD = 1.06); t (180) = 17.06, p = <.0001. This again, indicates that the clients felt the counseling was helpful in relieving them of their distress.

While there are established points of student evaluation, at any time during a student’s course of study, faculty members are encouraged to raise issues of concern with the student. If that does not resolve the issue, faculty are encouraged to bring the issue to the Program Coordinator who will initiate the remediation process described in the Counseling Program Student Handbook. While this is a somewhat rare occurrence, happening a few times per year, the process allows for the resolution of difficult situations and provides both the student and the Program with clear guidelines and a pathway towards resolving the issue. At the heart of this process is a conference. The student, Program Coordinator, and other concerned faculty meet to detail the issues of concern and to arrive at a plan for resolving them.

Discussions regarding students also take place at Program meetings. At each meeting, time is allowed for faculty to raise any concerns they may have about students. Sometimes, the information shared has to do with struggles the student may be experiencing, such as illness or financial difficulty. At other times the concern is focused on the student’s academic or interpersonal behavior.

If a student experiences academic difficulty that warrants a response from the Associate Dean of Graduate Studies (GPA below 3.0 or a grade of “B-" or below in any course), the Dean’s office may place the student on academic probation in consultation with the department. As a condition of continued enrollment, the student must meet with his/her advisor. The advisor then institutes the remediation process and establishes clear guidelines for the student.
VII. COMPARATIVE POSITION

A. Comparison with Direct Competitors

The Counseling Program at John Carroll University competes with several other programs in the area. In general, these programs fall into two categories: large state university programs (Cleveland State University, Akron University and Kent State University) and smaller private school programs (Walsh University and Malone College). As stated earlier, all programs in Ohio must require 60 semester hours for clinical mental health counseling licensure and 48 semester hours for school counseling licensure. What differentiates these programs are the additional services offered, the program concentrations offered, and the additional resources provided.

The smaller institutions are able to offer a more personalized application process. Because the admission’s offices at the larger state school are serving a number of programs, students frequently feel as if they are “just a number.” This is not the case at the smaller schools. Although it is not precisely a “service”, John Carroll, in scheduling most classes to start at 6:00, meets the needs of working students. Several of our competitors start classes earlier in the evening making it difficult for students to work and attend classes.

All of the competitors mentioned have their areas of strength. John Carroll’s Program competes well with them in several ways. The Program offers four areas of concentration: addiction/chemical-dependency counseling, non-profit management, spiritual wellness and counseling and autism spectrum disorders (see Appendix V). The Program also offers specific preparation for doctoral work in the doctoral preparation seminar, which includes an opportunity to teach an undergraduate class. The Program’s internship placements also set it apart from our competitors. Through the assiduous work of Dr. Britton, and with the assistance of our alums, the Program has developed an extensive list of possible sites (see Appendix U). This wealth of sites allows students to choose a site that fits their interests. Finally, the award-winning Beta Chi chapter of Chi Sigma Iota, an international counseling honor society, provides students with both a sense of community and an opportunity to begin developing their professional identity.

One deficit that places John Carroll at a disadvantage with our competitors is our lack of appropriate counseling space. This need is handled at all of the other institutions by some type of on-campus clinic. For instance, CSU has a “clinic” space where students can role-play and be observed. This space is also used for counseling students under supervision to counsel CSU students who have been referred by the main counseling center at the university. Walsh University, a smaller school very similar to JCU, has a Counseling Center used by students for training purposes and used by members of the community seeking counseling. Here is the link for the Walsh Community Counseling Center: https://www.walsh.edu/father-matthew-herttna-counseling-center As of this writing, John Carroll still does not have any designated counseling space for students.

B. Best Practices in Field
1. One area of challenge for the Program is the number of “A” grades awarded. In investigating how best to respond, Program faculty have determined that a more rigorous use of well-designed rubrics is a “best practice.” Particular practices have been collected to review: [https://www.brown.edu/about/administration/sheridan-center/teaching-learning/assessing-student-learning/designing-rubrics](https://www.brown.edu/about/administration/sheridan-center/teaching-learning/assessing-student-learning/designing-rubrics) and the book by Dannelle D. Stevens and Antonia J. Levi, *An Introduction to Rubrics* (Sterling, VA: Stylus, 2012). While we have not had time to fully investigate these resources, we have had an initial meeting focused on syllabus development and the use of rubrics, and a letter has been sent to all faculty emphasizing the importance of rubrics. We intend to continue these efforts going forward.

2. Since the program uses a large number of adjunct faculty we have been developing ways to include them more fully in the program. We have reviewed the following resources in order to determine “best practices”: [http://cop.hlcommission.org/Learning-Environments/coburn-collins.html](http://cop.hlcommission.org/Learning-Environments/coburn-collins.html) and the book *Best Practices for Supporting Adjunct Faculty* by Richard E. Lyons (Hoboken, NJ: Jossey-Bass, 2007). So far, we have created an adjunct handbook, invited adjuncts to presentations and workshops on campus. Moving forward, we would like to enhance these efforts by creating more online resources for adjunct faculty.

3. “Best practice” for how to train counseling students is described in the CACREP accreditation manual. “A counseling instruction environment (on or off campus) is conducive to modeling, demonstration, supervision, and training, and is available and used by the program. Administrative control of the counseling instruction environment ensures adequate and appropriate access by faculty and students. The counseling instruction environment includes all of the following:

   1. Settings for individual counseling, with assured privacy and sufficient space for appropriate equipment.
   2. Settings for small-group work, with assured privacy and sufficient space for appropriate equipment.
   3. Necessary and appropriate technologies and other observational capabilities that assist learning.
   4. Procedures that ensure that the client’s confidentiality and legal rights are protected.”

   Although we have tried numerous times to incorporate these “Best Practice” guidelines, into our program, we have so far remained unsuccessful. At the present time, students use available faculty offices or library carrels for their counseling. No direct observation is possible.

C. Unique Features
The Program’s culture of continual improvement allows us to quickly respond to both student feedback and the changing climate for counseling in northern Ohio. In responding relatively quickly to students, we enhance student satisfaction resulting in students eager to support and promote the Program. We have recently made curricular changes based on student feedback, removing one course from the curriculum, (psychopathology will be combined with diagnosis), and adding a course in preparation for doctoral study. We have
responded to community needs by initiating a chemical dependency/addictive disorders concentration, and by investigating placing interns in a medial setting interested in developing integrated behavioral health care.

Offering students the opportunity to develop areas of concentration while completing the core requirements of the Program distinguishes the John Carroll Program from other programs in the area. Adult learners benefit from being able to personalize their education to fit their personal and career goals. The Program’s four areas of concentration allow for that to occur. In addition, an internship that coincides with the area of concentration results in a better trained clinician, and enhances that individual’s employment prospects.

The scope of internship settings available to our students is a unique feature of the Program. John Carroll’s Program was the first program in the country to have a student intern at a Veteran’s Administration hospital. This reflects the diligence of Program faculty in seeking out new internship possibilities. Recently, the Program added a prison to the list of internship sites.

The high level of responsiveness of Program faculty and John Carroll support staff makes applying to the Program and matriculating as a student a streamlined process. Support staff respond quickly to emails, and faculty are available to meet with students to respond to their questions or concerns. In addition, the Program’s website is updated regularly and contains a wealth of information for current and prospective students. All of this contributes to a sense of community among faculty and students. That community spirit is enhanced by the social events and professional development activities sponsored by Beta Chi, John Carroll’s award winning branch of the counseling profession’s national student honorary society.

VIII. CONCLUSION

A. Summary of Program Strengths and Weaknesses

The Program has identified three areas of strength and three areas that need improvement.

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<th>STRENGTHS</th>
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<tr>
<td>Excellent academic and professional preparation of students</td>
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<td>Established collaborative relationships</td>
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<tr>
<td>• Lorain County Community College partnership program</td>
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<tr>
<td>• Early decision agreement with University of Toledo</td>
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<tr>
<td>• Extensive internship placements including first counseling internship at a Veteran’s Administration hospital</td>
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<tr>
<td>Personalized curriculum: Addictive Disorders, Spiritual Wellness &amp; Counseling, Non-Profit Management and Autism Spectrum Disorder and Intervention concentrations; Doctoral Preparation Seminar</td>
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Site-supervisors, community partners and employers consistently rank our students as some of their best-prepared interns and new hires. The academic preparation as well as the students’ professionalism is frequently commented upon.

The Program’s collaborative relationships distinguish the JCU Program from many other counseling programs. The Program responded to a request by Lorain County Community College to offer our courses on their campus. This meets a need, expressed by the employers and citizens of Lorain County, for more mental health professionals. The memo of understanding signed with the University of Toledo gives our graduates early action on their application for doctoral studies. The internship placement of our students is one of the Program’s greatest strengths. We are continuously seeking new sites. We were the first counseling program in the country to place a student-intern in a Veteran’s Administration hospital. We are presently investigating the possibility of partnering with North Coast Health Ministry to place students in primary care settings in order to provide mental health services.

The series of four possible concentrations allows our students to personalize their studies by developing an area of concentration. In addition, these four concentrations fill a need in our community for professional counselors trained to provide this level of expertise. The Doctoral Preparation Seminar mentors students interested in applying to doctoral programs. Students receive guidance developing a research project, applying to programs and developing their teaching skills.

WEAKNESSES

| Lack of appropriate space: This includes the lack of an appropriate departmental home with office space, meeting space and a space for student gatherings. Space is also needed for counseling observation rooms to be used primarily by faculty teaching Counseling Techniques, Practicum and Internship. |
| Lack of clarity about hiring a new fulltime tenure-track faculty member. Over-reliance on adjunct faculty. |
| Absence of a centralized system to collect and analyze alumni data. |
| Absence of a standardized computer-based exit survey to be filled out by all graduating students. |

If the Counseling Program is going to develop a sense of community among both faculty and students, it needs to be housed in an environment that supports faculty interaction with each other and with students. The present structure does not provide for a distinct separate identity for the Program. Equally important is the Program’s need for adequate counseling observation rooms. These rooms would be used to observe students in counseling sessions in order for the faculty member to offer guidance and feedback to the students. This CACREP requirement is not being met. In order for the Program to remain accredited and competitive, this deficit must be corrected.

In order for an appropriate ratio of full-time faculty to enrolled students, a full-time faculty member needs to be added to the Program’s faculty. While the administration
recognizes this, the program has not yet been given a timeline for that hiring process. Planning would proceed more effectively if that process was clearly delineated. An over-reliance on adjunct faculty decreases the responsiveness of the Program to student needs. Adjunct faculty are not required to keep office hours, are not available to assist or partner with students on research projects, and are not as invested in the Program. Vibrant programs need fulltime faculty.

The third identified weakness is the Program’s inability to track its graduating students. In order for the Program to keep track of its graduates, it is essential that alumni affairs maintain a database of graduates. Having a database will allow for the tracking of graduates going forward, gathering from them data about the Program and the degree to which it prepared them for their present work, determining whether they would be interested in mentoring and/or supervising students, and judiciously soliciting them for funds for the Program’s development.

The graduate studies office had required an exit survey from all graduating students. That office decided not to administer the survey. Unfortunately, many programs did not take this responsibility on themselves. The end result has been several years when no thorough exit survey has been administered. This results in a loss of valuable data for the Counseling Program.

B. Action Plan

1. Vision Statement
   The Counseling Program at John Carroll University aims to create an intellectually rigorous, more introspective learning experience that is founded in a vibrant community of engaged scholars and students. The Program will seek to respond to community needs by expanding the addiction track into the undergraduate program, and by collaborating with community partners to provide student interns in order to fill a need for mental health professionals in community based medical clinics aimed at serving the underinsured. The Program will also investigate the possibility of developing a six-year, BA/MA program in clinical mental health counseling.

2. Improvements Using Current Resources
   - The Program will continue to develop the chemical dependency/addictive disorders concentration by pursuing the development of an undergraduate licensure program and by ensuring that the present addiction/substance abuse course of study leads to licensure as a Licensed Independent Chemical Dependency Counselor. This effort will be led by Drs. Martina Moore and Cecile Brennan.
   - The Program will investigate the possibility of offering a combined BA/MA counseling program. This effort will be led by Drs. Nathan Gehlert and Cecile Brennan with the assistance of Ms. Vivienne Porter in Graduate Admissions.
   - The Program will seek to enhance the rigor of its coursework by assisting faculty in developing a more rigorous assessment process. This process will be initiated by Dr.
Cecile Brennan and will include using the resources of the Center for Teaching and Learning.

- The Program will continue reaching out to community partners to locate internship sites, particularly sites in integrated behavioral health care. This effort will be led by Drs. Paula Britton and Cecile Brennan.
- The Program will develop an exit survey for graduating students. This effort will be led by the core faculty and Ms. Amy Zucca.

3. Improvements Requiring New Resources

- An immediate need is for the counseling observation rooms discussed above under program weaknesses. These rooms are critical for our continued accreditation as well as for the viability of the Program in an increasingly competitive market. The College and the University would need to provide the resources for these rooms or determine that we can use rooms that already exist in the University.
- A long-term need is the development of an on-campus counseling clinic. As stated above under Comparative Position (p. 30) all of our competitors offer this training opportunity to their students. Indeed, Ursuline College has just opened a new building with state of the art observation equipment. A clinic would allow our students to receive cutting-edge training while offering no cost/low cost counseling. One of our local competitors, Cleveland State University, has created a clinic which serves the overflow from the university’s counseling center. Graduate students counsel undergraduate students who have less serious presenting issues. Collaboration with the already existing University Counseling Center seems to be a logical possibility; however, in the recent past the Counseling Center Director expressed no interest in developing a collaborative relationship.

If a Center separate from the University Counseling Center was created, then counseling for underserved members of our community could be provided. This would be in alignment with the Jesuit tradition of inspiring and educating persons for others.

Resources for either of these options would need to be supplied by the College and University. If an already existing on-campus site was chosen, we would need a new position of a Clinical Director. If a new site was contemplated, we would need funds for the site as well as a Clinical Director.

- The Program has an immediate need for an additional tenure-track faculty member. This individual would occupy the spot presently taken by a visiting professor. Replacing the visiting faculty with a tenure-track position will give the Program the stability it needs and will keep the student-faculty ration within the accreditation requirements.

We also have a longer-term need for a second new tenure-track position. Dr. Gehlert’s plan to forge an ongoing collaborative research relationship with the University of Social Sciences and Humanities, Vietnam National University means
that he will be out of the country; the Program goals of developing courses for undergraduate students, developing the chemical dependency and addictive disorder concentration, and possibly developing a combined BA/MA program all result in the need for an additional faculty line.

IX. DISCUSSION QUESTIONS

1. Is the new structure for Counseling and Exercise Science serving both programs well? Why or why not?

2. In addition to the counseling degree programs in clinical mental health counseling and school counseling, the Counseling Program offers concentrations in substance use disorders and non-profit management, and collaborates with TRS in the spiritual wellness and counseling graduate certificate program (See Appendix V). The department is involved with the emergent conflict mediation certificate program, and is about to get involved in a project with a foreign university that promises to be transformative for them and you/us. Total number of CG full-time faculty: 5, including one visitor now in her second year. Are all of these efforts sustainable, and worth sustaining, without additional personnel? What recommendations do you have for strategic hires over the next five years?

3. CACREP standards for counseling specify the presence of counseling observation rooms (see page 31). Given these standards, what space and access does the Counseling Program minimally need to function in its current form at the university? What are optimal conditions for the Program, and what should it have in order to allow for growth?

4. What suggestions do you have for increasing the diversity of our student body and faculty?

5. Is it feasible to continue operating the Lorain County Community College satellite program given staffing issues and the number of students enrolled in Lorain?

6. What suggestions do you have for improving our profile on campus and out relations with other departments?

7. How can we move to internationalize our program—offering our students opportunities to interact with members of other cultures?