



GEORGE FOX
UNIVERSITY

ANNUAL REPORT

FY 2016

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Graduate School of
Counseling

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To Our Stakeholders

Introduction

This annual report serves as compliance for the Council for Accreditation of Counseling and Related Educational Programs (CACREP) requirement for an annual yearly programmatic review. The Graduate School of Counseling has three separate programs accredited by CACREP: Clinical Mental Health Counseling; Marriage, Couple and Family Counseling; and School Counseling. We obtained accreditation on July 7, 2012 and these programs are accredited by CACREP through October 31, 2020.

As part of our CACREP accreditation, the Graduate School of Counseling engages in ongoing systematic program evaluation. This occurs annually with full faculty and during our weekly faculty meetings during the academic year. Our evaluation plan focuses on program assessment, student learning outcomes, alumni surveys, course evaluations, off-site supervisor evaluation and several other reporting areas. Assessment of our courses and programs are conducted at key transition points throughout the academic year. These include:

- New Student Orientation
- GCEP 501 Principles and Techniques of Counseling course
- Once per semester through the use of the Student Progress Review
- University and Site Supervisor Clinical Assessment
- Alumni Survey

Student learning outcomes of 8-12 domain area standards (depending on program) are assessed by:

- Key assignments in select courses
- Practicum and Internship evaluations
- Bi-annual review by all faculty of all students
- Clinical Portfolio Evaluation by Internal and External Reviewers
- End of Program Review

The results of these program evaluations and assessments of student learning are reviewed in department faculty meetings and appropriate modifications are made.

University Mission

George Fox University, a Christ-centered community, prepares students spiritually, academically, and professionally to think with clarity, act with integrity, and serve with passion.

Program Mission

The Graduate School of Counseling, grounded in and shaped by our commitment to an integrated understanding of the Christian faith and mental health, exists to train graduate-level clinicians. Through rigorous academic and clinical training we seek to promote the personal and professional development of students, with the goal of promoting relational, psychological, physical and spiritual wholeness of individuals, couples, families, organizations and communities.

Program Objectives

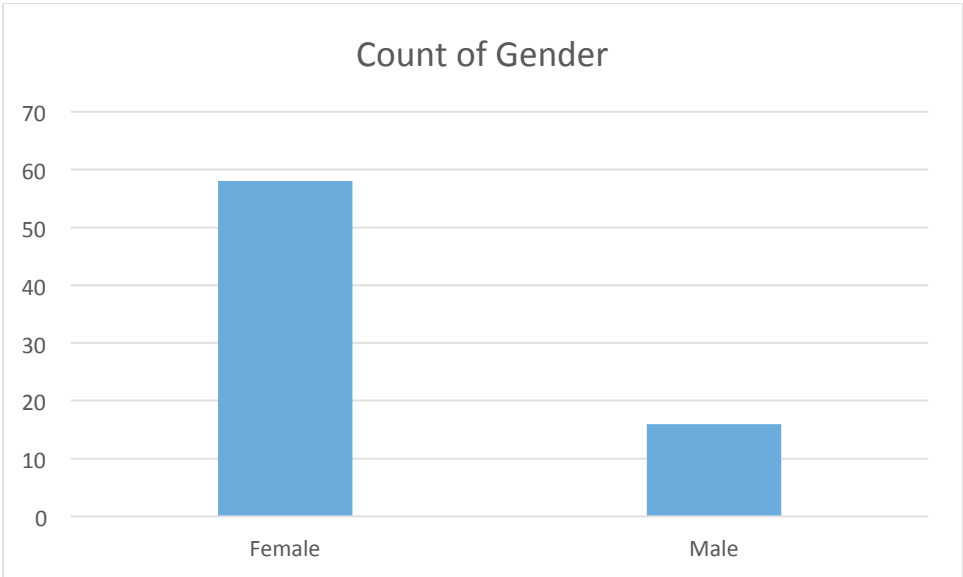
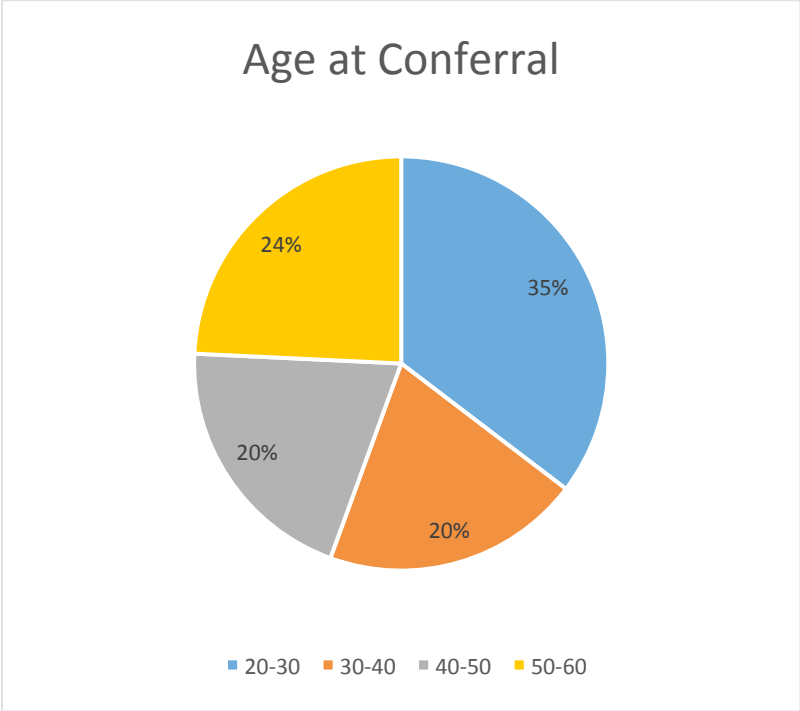
- Train quality master's level mental health professionals
- Articulate the integration of faith and mental health practice
- Promote wholeness in the student counselor that then impacts clients' mental health
- Demonstrate cultural proficiency in the practice of mental health counseling

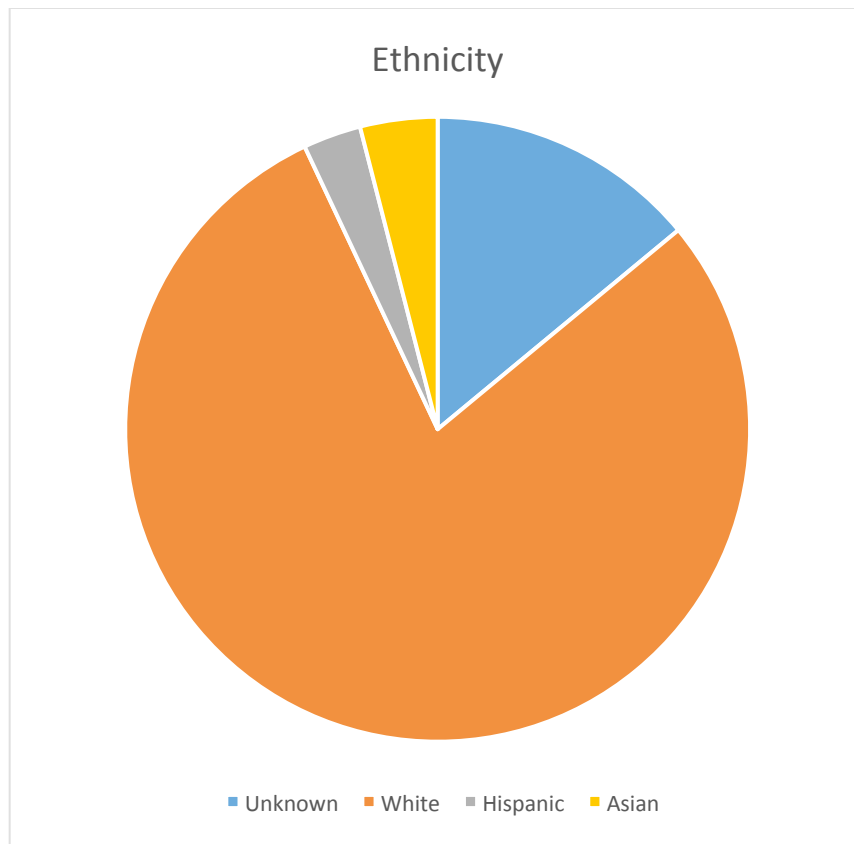
Learning Outcomes

- Professional Identity
- Domain Knowledge
- Clinical Competence
- Cultural Competence
- Research and Evaluation
- Ethical Competence
- Dispositions
- Integration of Faith

Program Recruitment & Faculty

Student Demographics 2015-2016





Faculty & Administrative Changes

In spring of 2014 the University granted a request for an additional full time faculty member. In fall of 2015 we hired Dr. Beronica Salazar. Dr. Salazar teaches the following classes: Research & Statistics, Practicum, Internship, Treatment Planning and Addictions. In 2015 the University granted another request for an additional full time faculty member. In 2016 the GSC hired Chris Cleaver as the clinical director of our community clinic called Individual & Family Matters (IFM). Chris also teaches the following classes: Personality/Counseling Theory and Psychopathology & Appraisal.

Program Evaluation

Vital Statistics

In accordance with CACREP accreditation standards, the Graduate School of Counseling annually collects and compiles the following student statistics. In subsequent annual reports, we will also be including licensure examination pass rates, which will be collected in future alumni surveys because it is unavailable from our regional credentialing authority.

Total full-time enrollment fall 2015: 80

Total full-time enrollment spring 2016: 84

Clinical Mental Health Counseling

Total enrolled (as of April, 2016)	101
Number of graduates in the past year	42
Completion rate	95%
Job placement rate	85%

Marriage, Couple and Family Counseling

Total enrolled (as of April, 2016)	96
Number of graduates in the past year	24
Completion rate	97%
Job placement rate	91%

School Counseling

Total enrolled (as of April, 2016)	20
Number of graduates in the past year	7
Completion rate	100%
Job placement rate	75%

Alumni Survey

Thirty students completed the most recent alumni survey and results based on those responses are below, separated by each of the three CACREP programs.

Clinical Mental Health (n=13)

- Approximately how many years did it take you to complete your degree program?
 - 2 years – 38%
 - 3 years – 38%
 - 4 years – 23%
- On average, how many hours employment did you work per week during your program?
 - 0 – 8%
 - 1-10 – 17%
 - 11-20 – 50%
 - 21-30 – 17%
 - 31-40 – 8%
- Are you currently working in the mental health field?
 - Full-time – 54%
 - Part-time – 31%
 - No – 15%

MFT (n=11)

- Approximately how many years did it take you to complete your degree program?
 - 3 years – 36%
 - 4 years – 55%
 - 5+ years – 9%
- On average, how many hours employment did you work per week during your program?
 - 0 – 36%
 - 1-10 – 18%
 - 11-20 – 18%
 - 21-30 – 0%
 - 31-40 – 9%
 - 40+ – 18%
- Are you currently working in the mental health field?
 - Full-time – 27%
 - Part-time – 64%
 - No – 9%

School Counseling (n=4)

- Approximately how many years did it take you to complete your degree program?
 - 2 years – 25%
 - 3 years – 50%
 - 4 years – 25%
- On average, how many hours employment did you work per week during your program?
 - 0 – 0%
 - 1-10 – 0%

- 11-20 – 75%
 - 21-30 – 0%
 - 31-40 – 25%
- Are you currently working in the mental health field?
 - Full-time – 75%
 - Part-time – 0%
 - No – 25%

Strategic Initiatives

Our Program also continues to work toward the following strategic initiatives:

- Investing in diversity
- Developing a student mentoring program
- Expanding curriculum and elective options
- Improving program outcomes
- Improve digital literacy

Programmatic Changes

Based on student feedback, assessment results, administrative directives and licensing body rule and regulation updates, the Graduate School of Counseling has enacted the following programmatic updates.

Faculty & Staff

- In the fall of 2015 we hired Dr. Beronica Salazar, a professor in the Clinical Mental Health Counseling Program.
- In the fall of 2016 the program hired a full time clinic director for our community clinic, Mr. Chris Cleaver.
- Each of these faculty have added a great deal to the operations and administration of the programs and both serve as instructors for several key programmatic courses.

Coursework

We continue to make a number of changes regarding assignments to better match student needs.

- In 2015-2016 we added a several elective courses to better meet the various needs and clinical interests of our students, which also capitalized on the expertise of our faculty. These new electives include:
 - GCEP 585: Marriage Strong taught by Dr. Richard Shaw
 - GCEP 585: Shame and Grace II taught by Dr. Richard Shaw
 - GCEP 585: Emotionally Focused Couples Therapy taught by Dr. Michelle Engblom-Deglmann
 - GCEP 585: International Clinical Services taught by Dr. Rand Michael
 - GCEP 585: Introduction to Dialectical Behavior Therapy by Dr. Wendy Bruton
- In the last academic year, we have offered more online or hybrid courses to meet needs to distance students, including an online supervision group to allow students to seek sites for internship out of state.
- After reviewing alumni surveys and course evaluations, we changed the GCEP 591 course from two credits to one credit.
- We have utilized new technology in two of our courses. The GSC offers four sections of GCEP 540 Professional Orientation. Last year we offered one section of this course on-line. We hired an adjunct professor with 10 years of experience teaching on-line classes in counselor education programs. He worked closely with full-time faculty to ensure content, lessons, goals and objectives were the same.

Clinical

- The GSC offers seven sections of practicum, internship and treatment planning in the summer, fall, and spring semesters. In each semester we converted one of the existing sections into an online option. We created this option for students that travel long distances to their practicum and internship placements. Our faculty worked with the University's IT specialist and researched HIPPA compliant software and best practices to ensure confidentiality and quality teaching and supervision. Dr. Anna Berardi teaches the courses listed above and is skilled at applying technology in a clinical supervision setting. The following classes have one online section: Clinical Practicum, Clinical Internship and Treatment Planning.
- We continue to expand the number of clinical placements available to students. In the past year we approved seven new sites, four others received updated approval and currently we have over 100 sites approved for practicum and internship.
- In the fall of 2015 the community clinic, Individual and Family Matters transitioned its clinical documentation to an online-based clinical reporting program called TheraNest.

Other

- The Clinical Manual officially included the option for students to complete a 1.5 or two-year clinical internship experience to meet the needs of our non-traditional students. We continue to develop policies and procedures around this clinical option.
- As part of our final Clinical Capstone Portfolio project for Internship, an external reviewer reviews the work conducted by students. We continue to increase the number and quality of our clinical portfolio reviewers
- As recommended from our admissions department, they found that a higher rate of newly admitted students enter the program when new students receive a phone call from a faculty member. In fall of 2015 we began this process and full time faculty call and welcome each new student admitted into the program.

Core Faculty Information

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