



GEORGE FOX
UNIVERSITY

ANNUAL REPORT

FY 2018

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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 (updated in 2017/18)

The Graduate School of Counseling is grounded in and shaped by our commitment to an integrated understanding of the Christian faith and mental health that embraces diversity and promotes justice. We train graduate level mental health professionals who work in community, private practice, and school settings. Through rigorous academic and clinical training we foster the personal and professional development of students with the goal of promoting relational, psychological, academic, physical, and spiritual well-being.

Program Objectives

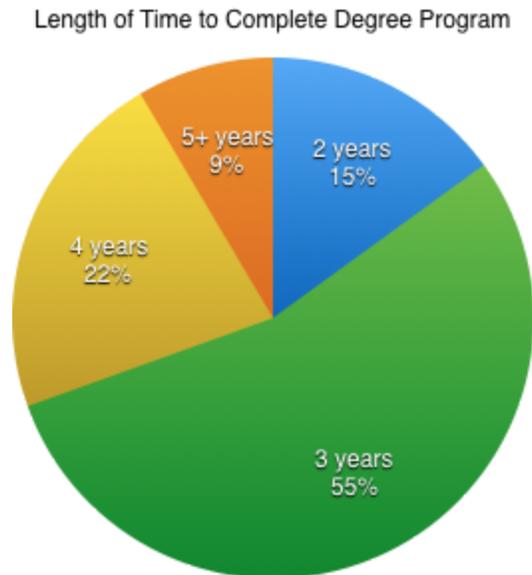
- Train quality master's level mental health professionals
- Articulate the integration of faith and mental health practice
- Promote wholeness in the student counselor that then impacts clients' mental health
- Demonstrate cultural proficiency in the practice of mental health counseling

Learning Outcomes

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

Program Recruitment & Faculty

Student Demographics 2017-2018 Academic Year



Faculty & Administrative Changes

In 2018 our full time faculty member, Dr. Chris Cleaver obtained his doctoral degree in Counselor Education and Supervision.

In 2017 the University granted a request for a $\frac{3}{4}$ time administrative support and we hired Maddy Boylan as Administrative Assistant.

No other faculty or administrative changes were made this academic year.

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 Spring 2018: 191 students

Clinical Mental Health Counseling

| | |
|--------------------------------------|-------|
| Total enrolled (as of April, 2018) | 65 |
| Number of graduates in the past year | 28 |
| Completion rate* | 87% |
| Overall Job placement rate** | 78.5% |
| Licensure exam pass rate** | 98% |

Marriage, Couple and Family Counseling

| | |
|--------------------------------------|-------|
| Total enrolled (as of April, 2018) | 85 |
| Number of graduates in the past year | 16 |
| Completion rate* | 76% |
| Overall Job placement rate** | 93.3% |
| Licensure exam pass rate** | 92.5% |

School Counseling

| | |
|--------------------------------------|-------|
| Total enrolled (as of April, 2017) | 41 |
| Number of graduates in the past year | 6 |
| Completion rate* | 83% |
| Job placement rate** | 90.5% |
| Licensure exam pass rate** | 100% |

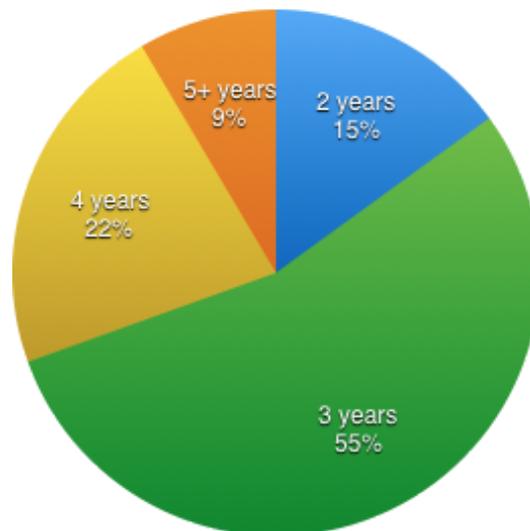
*The completion rate was determined by counting students who began, and successfully completed the program between 2010 and 2018, due to our program duration limit of seven years. In examining this data set, we eliminated students who switched from one program to another within the GSC and also eliminated those on current leaves of absence. Thus, the rate was then obtained by those who completed within our identified seven-year time period. We attribute some of the attrition rate to gate-keeping, as well as part-time students that either did not have the necessary time to commit to the program, or decided to take a break from the program indefinitely. Our program is designed to accommodate part-time adult learners, which can naturally lead to an increased attrition rate.

**Obtained from Alumni Survey of alumni from 1999-2018

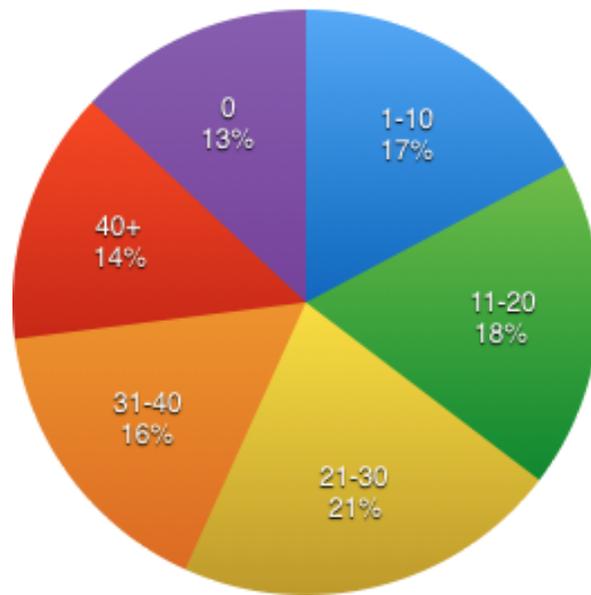
Alumni Survey

The Alumni Survey was sent out to all graduates this year and garnered 212 responses. Alumni from 1999-2018 completed the survey. Some highlighted results from the survey are shown below.

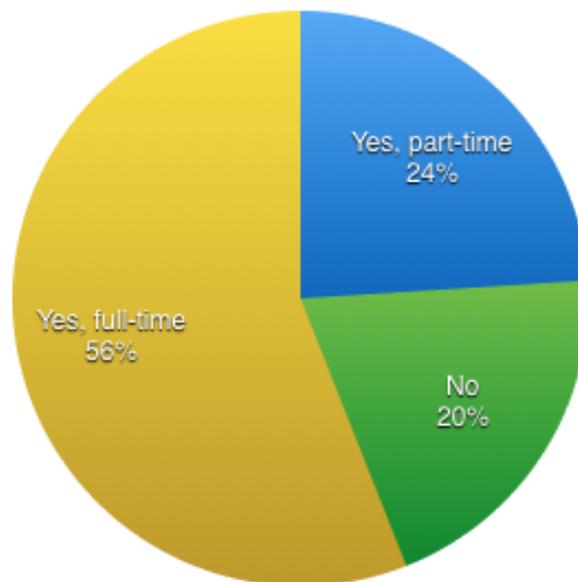
Length of Time to Complete Degree Program



Number of Hours Worked Per Week During Program



Number of Graduates Currently Working in the Mental Health Field



Strategic Initiatives

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

- We continue to invest in this in our faculty and students in various methodologies. We believe that integrating diversity into the classroom starts with faculty engaging in those conversations. Last year the faculty continued our conversations engaging in various activities to further develop in this area. We presented at a national conference (listed

below). Several individual faculty and staff are doing work in the area of diversity around the undergraduate and graduate campus for students and faculty as well. For example, Dr. Keith Dempsey is a part of the faculty of color mentoring program. Dr. Salazar is working with Dr. Rebecca Hernandez, Associate Provost on diversity efforts for faculty and staff.

- WACES presentations

Brooks, M., Moore, R., Dempsey, K., Butler, S. K., & Smith, S. D., (2017, October). Something for the brothers – Black men thriving and coping in counselor education. In J. Cook (Chair), *Forging the future of professional counseling*. Conference Presentation conducted at the meeting of ACES, Chicago, IL.

DeKruyf, L., Derardi, A., Engblom-Deglmann, M., Lichtenberg, J., Sallee, E., Sweeney, D., Boylan, M., Cleaver, C., Salazar, B., Dempsey, K., (2017, October). Strengthening faculty multicultural sensitivity: A group process approach for counselor educators. In J. Cook (Chair), *Forging the future of professional counseling*. Conference Presentation conducted at the meeting of ACES, Chicago, IL.

Salazar, B., Berardi, A., Villafuerte Montiel, A. L., (2017, October). Counselor formation & gatekeeping best practices. In J. Cook (Chair), *Forging the future of professional counseling*. Conference Presentation conducted at the meeting of ACES, Chicago, IL.

Sweeney, D., Dempsey, K., & Salazar, B., (2017, October). Using expressive therapy to explore diversity issues with counselor education faculty and students. In J. Cook (Chair), *Forging the future of professional counseling*. Conference Presentation conducted at the meeting of ACES, Chicago, IL.

- Our faculty and administrative staff collectively read a book called “Between the World and Me” by Ta-Nehisi Coates. We had many discussions around this book and the various topics highlighted in the book.
- Based on the book “Between the World and Me”, Program Coordinator Jennifer Lichtenberg utilized her passion for art and created various learning and teaching opportunities on the book and the subject.
 - Her art was displayed in various different exhibits titled “I am Afraid”
 - Exhibit: Portland Center Library for three weeks including an artist talk
 - Exhibit: Newberg Campus Library for one month and included an artist talk
 - Presented material in a GSC course with group discussion and presentation
 - Exhibit: Faculty of Color monthly dinner

- Exhibit: Special event in Newberg surrounding the Martin Luther King, Jr. holiday. Dr. Clayborne Carson, preeminent scholar on the life of Dr. Martin Luther King Jr. and Director of the MLK Institute at Stanford university, spoke on “Martin Luther King, Jr.: The Inner Life and Global Vision,” The exhibit was set up in the same room as the lecture and people had time before and after the event to experience it.
- Dr. Beronica Salazar has been accepted as an OBLPCT board member.
- Several faculty (Dr. Berardi, Dr. Shaw, Dr. Salazar) are involved in an accessibility initiative for a GSC student
- Developing a student mentoring program
 - Various faculty are working on developing in this area. Dr. Keith Dempsey is conducting informal interviews with students gathering information regarding what would be helpful components of a mentoring program.
- Expanding curriculum and elective options
 - We continue to add new courses and elective options. These additions are influenced by program evaluations, alumni surveys and yearly advisory board meetings. These courses are listed under the “Coursework” section below.
- Improving program outcomes
 - This year we are moving to developing further in this area by adding to our student learning outcomes various key performance indicators (KPI’s). These will facilitate greater understanding of what we hope our students are learning and clearer evaluative standards by which to measure if these goals are being met.
 - We met as a faculty and reviewed the various learning outcomes that were not met based on our established target goals for the assessment data points. Each of these were analyzed and an action plan for each was formulated.
 - Course syllabi and assignments were made consistent across the sections for several courses.
 - We spent several faculty meetings updating course syllabi to reflect the new CACREP standards.
 - Dr. Keith Dempsey and Ms. Boylan attended the CACREP self-study training.
- Improve digital literacy
 - Last year we reviewed several digital programs to use to track student internship hours, manage training sites, and other advanced clinical features. This year we selected Clinical Training Manager/Tevera and began to implement this in various aspects of the clinical work and training.
 - We have expanded the use of e-books that are now available to students. Faculty are working on making these a part of the syllabi to reflect this option for students.
 - An online classroom technology called Zoom continues to be implemented and utilized across the curriculum. This gives faculty the option of meeting with students who are unable to attend meetings face to face. In addition, the zoom

classrooms are being used regularly by several faculty as a resource in the classroom, especially, but not exclusively, when weather might create challenges for a group or class to meet in person.

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

- Dr. Rand Michael retired from his position as MCFC Program Director at the end of the 2017-2018 academic year.
- Dr. Bob Simpson retired from his position as ESPS Program Director at the end of the 2017-2018 academic year. Faculty spent the year interviewing to fulfill his position.
- In the spring of 2017 we hired Maddy Boylan on as Administrative Assistant.
- In the spring of 2018 our Admissions Counselor Bethany Ramse took parental leave and GSC graduate Nicole Apted was hired as a temporary Admissions Counselor.
- In 2018 our full time faculty member, Dr. Chris Cleaver obtained his doctoral degree in Counselor Education and Supervision.

Coursework

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

- A 30-hour Clinical Supervision Training is now offered through the GSC to clinicians and supervisors in the area wishing to complete this training for the state supervisor requirements.
- In 2017-2018 we added 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:

- Applied Suicide Intervention Skills Training (ASIST) taught by ViviAnne Zirkle DeTorres, LPC
 - Added as a result of input from alumni, course evaluations and advisory board meetings
- GCEP 585: Suicidality and Crisis Interventions
 - Added as a result of input from alumni, course evaluations and advisory board meetings
- TRMA 585: Expressive Interventions in the Treatment of Trauma by Dr. Daniel Sweeney
- GCEP 585: Existential-Humanistic Psychotherapy taught by Scott Kiser

Admissions

- The GSC had discussions over the course of several months that resulted in some changes to our admissions process. These changes were informed by our desire to more fully align with CACREP standards and expectations as well as provide clearer perspectives of potential students ability to engage with topics and clinical issues in diversity.
 - We updated the film that we require students to view and discuss as part of our interview process and added additional questions to facilitate group discussion
- We added and changed some of our admissions interview questions across various interview processes.
- Due to the hard work of our admissions counselor, we are obtaining students from a wider demographic in the US. Due to our ability to interview students online, our distance interview numbers increased significantly in the 2017-2018 academic year, increasing the spring candidates to 90.
- Policy change: When new students are admitted on academic probation, they need to successfully complete 9 credits vs 10 in the course of one semester in order to continue as fully enrolled and admitted students.

Clinical

- The GSC offers six 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 HIPAA 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 eleven new sites, four others received updated approval and currently we have over 100 sites approved for practicum and internship.
- In the fall of 2017 every section of our internship and treatment planning courses during the academic year are taught by resident faculty. This was done after assessment and a need for consistency across each section of the course.

Clinical-Individual and Family Matters

- 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. They continue to use this online program.
- IFM also made minor policy changes including the requirement to use the SRS every 4 session and the ORS after 10 sessions (or at termination). They also began tracking some additional demographic characteristics of clients.
- IFM also accepted two additional interns this year, moving from four to six.

Other

- In Summer, 2018 we added an additional degree program, the MA in Social and Behavioral Studies
- 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

Keith Dempsey, PhD, LPC
Department Chair, Graduate School of Counseling
Associate Professor of Counseling
503-554-6140
kdempsey@georgefox.edu

Chris Cleaver, PhD, LPC
Director, Individual and Family Matters Clinic
Assistant Professor
503-554-6143
ccleaver@georgefox.edu

Steve Bearden, PhD
Assistant Professor of Marriage and Family Therapy
503-554-6117
sbearden@georgefox.edu

Anna A. Berardi, PhD, LMFT, LPC*
AAMFT-Approved Supervisor
Professor of Marriage and Family Therapy
Director, Trauma Response Institute
503-554-6144
*LMFT (California), LPC (Oregon)
aberardi@georgefox.edu

Lori DeKruyf, PhD
Professor of Counseling
Director of School Counseling program
503-554-6147
ldekruyf@georgefox.edu

Michelle Engblom-Deglmann, PhD, LMFT*
AAMFT-Approved Supervisor
Associate Professor of Marriage and Family Therapy
Clinical Director of MCFC program
503-554-6045
*California and Oregon
mengblom@georgefox.edu

Rand Michael, DMin, LMFT*
AAMFT-Approved Supervisor
Associate Professor of Marriage and Family Therapy
Director of Marriage, Couple, & Family Counseling program
503-554-6145
*LMFT (Hawaii)
rmichael@georgefox.edu

Beronica M. Salazar, PhD, LCPC
Assistant Professor of Counseling
Clinical Director of CMHC program
503-554-6022
*LMFT (Oregon), LMHC (Washington)
bsalazar@georgefox.edu

Richard S. Shaw, DMFT, LMFT, LMHC*
Associate Professor of Marriage and Family Therapy
503-554-6142
*LMFT (Oregon), LMHC (Washington)
rshaw@georgefox.edu

Robert Simpson, PhD
Assistant Professor of School Psychology
Director of School Psychology program
503-554-6169
rsimpson@georgefox.edu

Daniel S. Sweeney, PhD, LMFT, LPC, ACS, RPT-S*
Professor of Counseling
Director, Northwest Center for Play Therapy Studies
Director of Clinical Mental Health Counseling program
503-554-6146
*LMFT (California), LPC (Oregon), RPT-S (Assoc. for Play Therapy)
dsweeney@georgefox.edu

Program Information

George Fox University
Graduate School of Counseling
12753 SW 68th Avenue
Portland, OR 97223
503-554-6104
gsc@georgefox.edu

Bethany Ramse, BA
Graduate Admissions Counselor
Graduate School of Counseling
503-554-6166 • 800-493-4937
counseling@georgefox.edu

