



CAPELLA UNIVERSITY

**PhD Counselor Education | MS Clinical Mental Health Counseling | MS Marriage
and Family Counseling/Therapy | MS School Counseling**

2019 Counselor Education Unit Annual Report

Capella University
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Minneapolis, MN 55402

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INTRODUCTION

This report contains highlights of recent activities, changes, and initiatives that affect the specialized accredited programs within Capella University's Counselor Education Unit (CEU). The CEU continues to focus on academic excellence through our curriculum, residency experiences, practicum and internship, and learner advising. A comprehensive assessment process guides program improvement at the course, program, and unit levels.

COUNSELOR EDUCATION UNIT (CEU)

In 2019, the Counselor Education Unit at Capella University offered four advanced degree programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP): the MS in Clinical Mental Health Counseling (CMHC); the MS in Marriage and Family Counseling/Therapy, which is also accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE); the MS in School Counseling (SC), which is also accredited by the Council for the Accreditation of Educator Preparation (CAEP); and the PhD in Counselor Education and Supervision (CES). The CEU also offers the MS in Addiction Studies program, which is recognized by NAADAC, the Association for Addiction Professionals.

The CEU has primary responsibility and authority for preparing professional counselors and counselor educators. One of its major responsibilities is to ensure graduate degree programs that are part of the CEU adhere to best practices and national accreditation standards and prepare learners to become competent clinicians and educators in their field.

THE COUNSELOR EDUCATION UNIT MISSION STATEMENT

The Counselor Education Unit prepares adult learners committed to leadership, advocacy, and service to become professional counselors and counselor educators. Through our competency-based curriculum and comprehensive assessment program we ensure all learners have the knowledge and skills necessary to become practitioner-scholars. Our graduates are then prepared to serve a diverse population of clients across a variety of therapeutic settings and situations. We prepare our doctoral learners to serve as scholar-practitioners committed to the ethical practice of administration, teaching, supervision, and leadership in the counseling profession.

PROFESSIONAL STAFF AS OF DECEMBER 31, 2019

- Administration
 - Dr. Lisa McKenna – Interim Dean of the School of Counseling and Human Services, CEU Administrator, and CACREP Liaison
 - Dr. Joshua Stanley – Interim Assistant Dean of the School of Counseling and Human Services
- Program Leadership
 - Dr. Theresa Kasczak – Faculty Chair of the MS in Clinical Mental Health Counseling
 - Dr. Amber Lange – Faculty Chair of the MS in Addiction Studies and PhD in Counselor Education and Supervision Programs

- Dr. Carol Messmore – Faculty Chair of the MS in Marriage and Family Counseling/Therapy
- Dr. Ellen Smith – Interim Faculty Chair of the MS in School Counseling
- Fieldwork Leaders
 - Dr. Kelly Heenan – Fieldwork Coordinator for MS in Marriage and Family Counseling/Therapy
 - Dr. Nicole Holby – Fieldwork Coordinator for MS in School Counseling
 - Dr. Konja Klepper – Fieldwork Coordinator for PhD in Counselor Education and Supervision
 - Dr. Dale Wayman – Fieldwork Coordinator for MS in Clinical Mental Health Counseling
- Administrative Support Staff
 - Dr. Nan Kalke – Supervisor of Counselor Education Operations and Quality Improvement
 - Kelley Anderson – College Portfolio Associate for Program Support
 - Deanna Chapman – Senior Academic Associate for Fieldwork
 - Jon Dols – Academic Assistant for Fieldwork

PROGRAM HIGHLIGHTS

MS Clinical Mental Health Counseling (CMHC)

The mission of the CACREP-accredited Clinical Mental Health Counseling program is to prepare master’s-level counselors to work effectively with clients across diverse therapeutic settings and situations. Learners receive academic preparation and clinical training designed to instill high standards for professional practice based upon established ethical standards for counselors and sensitivity to the complex mental health needs of a multicultural society.

Key Program Modifications/Highlights

As a result of a quarterly review of program evaluation data and the program’s commitment to continual improvement, the Clinical Mental Health Counseling program completed course revisions across the curriculum to further enhance courses. Results of the revisions indicate a positive impact, as evidenced by end-of-course evaluation (EOCE) performance ratings from learners and an analysis of pre- and post-revision performance on assessments. Data collected from CMHC learners registered in fieldwork courses, fieldwork site supervisors, and fieldwork faculty instructors indicate strong performance of learners on key learning outcomes evaluated during the fieldwork experience:

- Learners reported a high degree of satisfaction with their fieldwork experience and noted significant growth in their performance at their sites.
- Site supervisors reported that fieldwork learners are well prepared to apply knowledge, demonstrate a range of skills, and work competently and ethically with clients.

Feedback from learners, supervisors, and faculty about the fieldwork experience was incorporated in making minor revisions to fieldwork courses and the program manual.

The program added five core faculty during 2019: Dr. Michelle Perepiczka, Dr. Daniel Williamson, Dr. Jennifer Williamson, Dr. Marisa Rapp, and Dr. Nicole Arcuri-Sanders, who had been a core faculty member in School Counseling.

MS Marriage and Family Counseling/Therapy (MFCT)

The mission of the COAMFTE and CACREP-accredited Marriage and Family Counseling/Therapy program is to prepare master's level clinicians to work effectively with a diverse population of clients across various therapeutic settings and situations as couple and family therapists. Learners receive academic preparation and systemic clinical training designed to prepare them for work with sensitivity to the complex mental health needs of individuals and families within a multicultural society. The program curriculum, aligned with the CACREP standards and the COAMFTE standards, supports the high standards and rigor of professional practice based upon established ethical standards for counselors and therapists.

The program made the intentional decision in 2019 to allow the CACREP accreditation for the MFCT program to expire at the end of the accreditation cycle on March 31, 2020. Learners and program stakeholders were notified of the decision through multiple email messages and Learner Town Halls to address all questions. The program was dually accredited, and the university continues to maintain the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) accreditation as the sole accreditation for the program. The MFCT program is accredited by COAMFTE through May 31, 2025.

Key Program Modifications/Highlights

The MFCT program's curricular revisions in 2019 were based on data which showed an increased number of learners with lower performance outcomes for application of systemic theory and self-awareness in pre-clinical parts of the program, data from fieldwork site supervisors also reported the same areas for needed improvement. Faculty worked across the curriculum to increase the interactive components of systemic theory and application courses using Kaltura videos by learners and faculty. The use of video in the courses supports the development and use of professional clinical skills, and increased learner self-awareness.

Data collected from MFCT learners registered in fieldwork courses, fieldwork site supervisors, and fieldwork faculty instructors indicated strong learner performance on key learning outcomes evaluated during the fieldwork experience, and high levels of satisfaction:

- Learners reported a high degree of satisfaction with their fieldwork experience and supervision process.
- Learners rated the program as excellent or good at preparing them to work at their fieldwork site.
- Site supervisors reported that the learners were prepared for fieldwork highlighting competencies in legal and ethical issues as well as multicultural awareness. Supervisors reported more preparation in self-awareness and application of systemic theory would be helpful for entering fieldwork learners.
- Most site supervisors reported that they would offer a position to their intern if there was a position available at the site upon graduation.

The MFCT program was pleased to welcome Dr. Keran Flynn-Kroska as a new core faculty member.

MS School Counseling (SC)

The mission of the CACREP-accredited School Counseling program is to prepare master's learners to assume leadership positions as school counselors serving diverse populations of students in public or private elementary, middle, and high school settings. Built on national standards and the comprehensive school counseling model of the American School Counselor Association, the curriculum offers a comprehensive approach to the delivery and management of contemporary school counseling programs. Within the curriculum, there is an emphasis on assessment; intervention; individual and group counseling; school counseling core curriculum; consultation and consultation with teachers, parents, and the community; and, advocacy for system change in the P-12 environment. Through coursework and clinical skills training, learners demonstrate proficiency in evidence-based counseling approaches for P-12 children and adolescents.

Key Program Modifications/Highlights

Data from learners, faculty, site supervisors and other stake holders are evaluated quarterly to ensure continuous improvement of the program. Curriculum changes and course sequencing changes in 2018 showed positive outcomes in 2019.

Most learners in the school counseling program begin their fieldwork in the Fall Quarter to better align their schedules with the public school calendar. The number of learners enrolling in fieldwork has increased over the past year. Data collected from School Counseling learners registered in fieldwork courses, fieldwork site supervisors, and fieldwork faculty instructors indicate strong performance of learners on key learning outcomes evaluated during the fieldwork experience and high levels of satisfaction.

- Learners reported a high degree of satisfaction with their fieldwork experience and noted significant growth in their performance at their sites.
- Site supervisors reported that fieldwork learners were well prepared to apply their knowledge, demonstrate a range of skills, and work competently and ethically with students. Opportunities for growth were noted for group counseling, crisis assessment and intervention. Course revisions have been made to enhance learner preparation for these activities in the field.

The Track 1 Residency course was revised in 2019 with a stronger emphasis on stages of the counseling process.

There were several additions to the core faculty in 2019: Dr. Deborah Buchanan, Dr. Raychelle Lohmann, Dr. Leigh Falls Holman, Dr. Blair Vincent, and Dr. Elena Perrello.

PhD Counselor Education and Supervision (CES)

The mission of the PhD in Counselor Education and Supervision program is to prepare scholar-practitioners for ethical practice of counseling, teaching, supervision, and research. Our program utilizes the highest professional standards of counselor educator and supervisor training in a climate of collaborative scholarly inquiry to ensure all learners have the knowledge and skills necessary to fully participate and enhance the counseling profession. We prepare our learners and graduates to assume counseling leadership positions at a regional, state, and national level.

Key Program Modifications/Highlights

In the CES program in 2019, curriculum changes were made to increase learner persistence and reduce time-to-completion. Curricular revisions were also made to support learning outcomes, strengthen alignment with industry standards, and ensure currency of material with field resources and practices, as well as with university policies, practices, and initiatives.

In Q4 2019, the CES program launched a revised version of the curriculum. This revised version included strengthening the research focus of the program as well as the teaching and supervision experiences. As part of this revision, comprehensive exams were removed and replaced with signature assignments scaffolded throughout the curriculum. Signature assignments are identified work-products specifically related to the first three chapters of the dissertation. Internship changes included additional opportunities for faculty/learner teaching and supervision.

Data collected from EOCEs indicate high levels of learner satisfaction with: preparation for practicum; their own growth and performance; and their overall practicum experience. For internship, EOCE scores reflect high levels of learner satisfaction with course relevance and value; group supervision climate and value; overall quality of fieldwork instructors; overall satisfaction with supervised experiences; and overall quality of faculty supervisors across supervised experiences.

INNOVATIVE PROCESSES SUPPORTING THE CEU

Action Analytics and CEU Assessment System

The Counselor Education Unit's assessment system provides a framework for the quarterly faculty-led review of curriculum, program procedures and policy, and learner development for the Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, School Counseling, and Counselor Education and Supervision programs. The Assessment Plan establishes the guidelines for the Action Analytics process. Within this comprehensive assessment plan, faculty from each program review quarterly data to identify the program's strengths and areas of opportunity, and to assess the program's effectiveness in meeting its outcomes and professional standards.

Faculty Advising Forum

Learners in the CEU are assigned a faculty advisor who provides guidance and support throughout the program. The Faculty Advising Forum (FAF) is the online courseroom available to learners throughout their programs to provide important program information, including academic, residency, and internship topics, and to support the learners' personal and professional

development. Each FAF courseroom is structured by geographic region, which allows for the sharing of regionally specific information and resources and an opportunity for learners to build their professional network. The FAF courserooms are aligned by program area and facilitated by a CEU faculty advisor.

The Academic Learner Review (ALR) that takes place within the FAF provides an opportunity for learners to consult with their program faculty advisor at key milestones throughout their graduate program. The key milestones for MS learners occur during their first quarter of enrollment in the program, and three additional times throughout the duration of the program. Similarly, for doctoral learners the first milestone is the first quarter of enrollment, followed by the quarter targeted for fieldwork planning, and then the last quarter of fieldwork before the learner transitions to focusing only on the dissertation.

In the ALR, the faculty advisor and learner meet to discuss the learner's professional and personal development to define goals, address opportunities, and articulate the learner's strengths. As part of the ALR, faculty review learner progress and development as measured by key performance indicators and professional disposition assessments and create plans for strengthening future performance and professional identity development. For learners who do not attend the meeting, faculty advisors complete an ALR based on the learners' academic transcript and other documentation as needed.

HONOR SOCIETIES

Capella's Chi Sigma Iota chapter, Chi Upsilon Chi (CUC), is led by the Executive Board composed of Capella learners and guided by faculty advisors. CUC inducts new members during the MS and PhD residency events. Capella inducted 559 learners into Chi Upsilon Chi during 2019.

The Pi chapter of Delta Kappa International Marriage and Family Therapy Academic Honor Society inducts new members during the MS residency events. The chapter is led by the Executive Board, which comprises eight Capella learners and is guided by two faculty advisors.

LICENSURE

The licensure specialists and the faculty chairs maintain communications with state licensure boards to verify curriculum and fieldwork alignments to state licensure requirements. Current information about licensure requirements, curriculum/fieldwork alignments, and recommendations about meeting additional state licensure requirements are maintained on a Capella SharePoint site; this information is available to faculty and advisors, and the wording can be provided to learners who have questions about aligning their Capella coursework with their state licensure requirements.

An interactive licensure tool is also available for learners who wish to research requirements for licensure by state and type of license sought. The site maintains current information regarding alignment of program coursework with licensure requirements as well as links to state licensure board websites. Learners can submit a webform requesting assistance with state licensure concerns or questions and one of the licensure specialists will provide the information that is needed.

The Counselor Education Licensure Team meets routinely to address licensure-related issues. Faculty chairs work with the licensure specialist to develop curriculum alignments for their programs that demonstrate recommended course/fieldwork alignments for meeting state licensure requirements. Course alignment forms are submitted to state licensure boards for review and verification, as needed; formal approval is sought from boards which provide this type of written confirmation.

NATIONAL COUNSELOR EXAM

Through the Graduate Student Application for the National Certified Counselor (GSA-NCC) program, Capella facilitates the application process for learners seeking this voluntary professional credential (the NCC). One requirement for attaining the credential is passing the National Counselor Exam (NCE). Though this is not an application for state licensure, the NCE is one of two exams that many states use for evidence that a practitioner is ready to practice independently. Students enrolled in a CACREP-accredited program are permitted to apply for the NCC and take the NCE in the final year of their program or up to one year after graduating as a student applicant.

The NCE is offered twice each year (April and October). Capella's campus coordinator for the NCE works with qualified graduate learners in the CEU to register for and take the NCE during the final stages of their counselor education program. Results of the NCE are provided to Capella and are reviewed by faculty to inform potential curriculum revisions.

CEU ADVISORY COUNCILS

The Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, School Counseling, and Counselor Education and Supervision Advisory Councils each comprise key stakeholders such as faculty, practitioners/site supervisors, and learners/alumni. The councils meet regularly to review program and accreditation updates, and to explore topics that are relevant to the enhancement and further development of the programs. Reports from the Advisory Council meetings are presented at CEU Governance Board meetings.

Academic Standards and Professional Fitness Committees

The Counseling Programs Professional Standards and Academic Faculty Review Panels continue to support a growth-based review of learner needs, strengths, and academic/professional requirements. The committee is comprised of faculty members from the School of Counseling and Human Services.

2019 PROGRAM DEMOGRAPHICS

CEU Diversity Statement

The Counselor Education Unit (CEU) in the School of Counseling and Human Services at Capella University believes a diverse learning community is critical to preparing future practitioners. In an inclusive learning environment that values individual differences, we prepare learners to serve their clients and communities while embracing these values of inclusivity and diversity.

Learners

Ethnicity	CMHC*	MFCT*	SC*	CES*	CEU Total**
American Indian or Alaska Native	0.5%	0.4%	0.4%	0.5%	0.5%
Asian	11%	2%	0.4%	1%	1%
Black or African American	24%	28%	26%	30%	26%
Hispanics of any race	8%	8%	8%	5%	8%
Native Hawaiian or Pacific Islander	0.1%	0%	0%	0.5%	0.1%
Nonresident Alien	0.05%	0.2%	0.1%	0.5%	0.14%
Race unspecified/unknown	17%	17%	17%	14%	17%
Two or more races	3%	4%	1%	3%	3%
White	46%	40%	48%	45%	45%

*Program columns reflect the percentage of the total number of learners active in the program in 2019 that self-identified as each ethnicity.

**The CEU total column reflects the percentage of the total number learners active in the unit in 2019 unit self-identified as each ethnicity.

Gender	CMHC	MFCT	SC	CES	CEU Total
Female	85%	88%	88%	85%	86%
Male	15%	12%	12%	15%	14%
Unspecified	0%	0%	0%	0.2%	0.02%

*The program columns reflect the percentage of the total number of learners in the program in 2019 that self-identified as each gender.

**The CEU total column reflects the percentage of the total number of learners in the unit in 2019 that self-identified as each gender.

Faculty*

Ethnicity	CMHC**	MFCT**	SC**	CEU Total***
American Indian or Alaska Native	1%	4%	0%	1.6%
Asian or Pacific Islander	0%	4%	0%	1%
Black or African American	8%	8%	29%	12.7%
Hispanics of any race	4%	2%	5%	8.6%
Nonresident Alien	1%	0%	0%	0.5%
Race unspecified/unknown	0%	0%	0%	0%
Two or more races	1%	0%	0%	1%
White	84%	81%	65%	79%

* The CES program is comprised of faculty across the CMHC, MFCT, and SC programs.

**Program columns reflect the percentage of the total number of faculty in the program in 2019 that self-identified as each ethnicity.

***The CEU total column reflects the percentage of the total number of faculty in the unit in 2019 that self-identified as each ethnicity.

Gender	CMHC*	MFCT*	SC*	CEU** Total
Female	72%	60%	82%	72.5%
Male	27%	40%	17%	27%
Prefers not to identify	1%	0%	0%	0.5%

*The program columns reflect the percentage of the total number of faculty in the program in 2019 that self-identified as each gender.

**The CEU total column reflects the percentage of the total number of faculty in the unit in 2019 that self-identified as each gender.

Site Supervisors

Ethnicity	CMHC	MFCT	SC	CES	CEU Total
American Indian or Alaska Native	0.7%	0.6%	0.9%	2%	0.75%
Asian or Pacific Islander	0.7%	1%	0.6%	4%	0.89%
Black or African American	20%	17%	9%	16%	17%
Hispanics of any race	3%	6%	5%	8%	4%
Race unspecified/unknown	3%	4%	2%	6%	3%
Two or more races	2%	2%	1%	4%	2%
White	71%	71%	83%	58%	73%

**Program columns reflect the percentage of the total number of Site Supervisors in the program in 2019 that self-identified as each ethnicity.

***The CEU total column reflects the percentage of the total number of Site Supervisors in the unit in 2019 that self-identified as each ethnicity.

Gender	CMHC*	MFCT*	SC*	CES*	CEU Total**
Female	74%	76%	85%	60%	77%
Male	24%	22%	13%	38%	21%
Unspecified	2%	2%	2%	2%	2%

*The program columns reflect the percentage of the total number of Site Supervisors in the program in 2019 that self-identified as each gender.

**The CEU total column reflects the percentage of the total number of Site Supervisors in the unit in 2019 that self-identified as each gender.