

Indiana State University

2005 - 2006 Academic Annual Report

Department of Counseling

Year in Review

Accomplishments

As you have heard, increasing public awareness of Indiana State University's accomplishments is crucial to building student enrollment, influencing policy makers, and developing a place of pre-eminence in the Midwest. What do you consider to be your department's accomplishments for the 2006-2007 year that will contribute to this effort? [Please list in priority order and limit to no more than 8.]

1. Master's and doctoral students in our programs delivered over 68,650 hours of supervised counseling or consultation services in local, regional, and national communities. In the immediate Wabash Valley area and across Indiana, these services were provided in 29 community agencies, hospitals, and clinics; and in 32 school corporations (in 107 different schools). Services were provided in an additional 9 community service agencies/hospitals/centers outside of the state. 2. Annual reaccreditation reports were filed with, and accepted by, the American Psychological Association (Ph.D. in Counseling Psychology), the American Association of Marriage and Family Therapy (M.S. in Marriage and Family Therapy), and the Council for Accreditation of Counseling and Counseling Related Educational Programs (M.S. in Mental Health Counseling and M.Ed. in School Counseling). 3. Ten of our counseling psychology doctoral students who applied for internships through the very competitive APPIC National Matching Service received year-long, predoctoral internship training placements at APA-accredited or APPIC-approved training sites for 2006-2007. More than 600 students nationwide were unplaced during the national internship match. Ours was a very strong class! 4. In response to a department analysis of funding and staffing realities, and after graduating our final class of MFT master's students, department faculty officially closed the MFT master's program. AAMFT accepted our final report verifying program closure and discontinuation of AAMFT accreditation. 5. The Departments of Counseling (COUN) and Educational, Leadership, Administration, and Foundations (ELAF) completed a program realignment that moved the Student Affairs in Higher Education master's program and faculty to the ELAF department. The move was to provide students and faculty better disciplinary continuity and access to related faculty resources. 6. The Departments of Counseling (COUN), Educational and School Psychology (EDPS), and Communication Disorders (CD) approved a department realignment that brings the three departments together as the Department of Communication Disorders and Counseling, School, and Educational Psychology. The realignment has been approved by the departments involved, COE Congress, TEC, CAAC, and the Faculty Senate Executive Committee. It will be considered by the full Senate at its first meeting of the 2006-2007 year. 7. The department completed four (4) Program Prioritization reports: Counseling Psychology Ph.D., Counselor Education Ph.D., School Counseling M.Ed., and Mental Health Counseling M.S. 8. The department co-sponsored (with Enrollment Services, the College of Education, and the Indiana Secondary Market for Education Loans Inc.) the first annual Counselor Day On Campus. Thirty-five counselors attended this first-time event.

Research and Scholarship

What is your assessment of accomplishments in the area of research and scholarship that is focused primarily on contributions to practice and discipline-based scholarship? Are you satisfied overall? In which areas do you feel your department does particularly well? In which

areas do you feel your department needs to improve?

Research and Scholarship data based on faculty reports submitted to the department chair include the following for seven (7) full-time faculty members: Articles Published = 6, Trade/Magazine Publications = 3, Conference Presentations = 16. When considered in the context of our supervision intense applied practice graduate programs, faculty members' overall scholarly productivity is satisfactory. Faculty members are most successful in disseminating knowledge through peer reviewed conference presentations and educational workshops - we are strong educators. We are also particularly effective in involving or sponsoring our students in professional conference presentations and publications (32 this academic year). The primary area in which we could improve is the publication of peer-reviewed scholarly articles.

Grants, Contracts & Off Campus Professional Service

What is your assessment of accomplishments in the area of grants, contracts, and off campus professional service? Are you satisfied overall? In which areas do you feel your department does particularly well? In which areas do you feel your department needs to improve?

Two faculty members applied for grants through the Distinctive Programs (Transforming School Counseling) and Promising Faculty initiatives. One faculty member (for a total of three in the department) attended the university sponsored grant development workshop. Grant and contract development remains an area of growth for the department – the groundwork for greater activity in this area is being laid. One faculty member was a co-principle investigator on two internal seed grants (\$8,500) on using BlackBoard technology in qualitative data collection and mentoring, respectively. Off campus, faculty members hold 2 organizational offices, 10 committee memberships/offices, 15 special organization responsibilities, and 9 consultantships. They have also attended 15 professional development seminars/workshops/conferences beyond those at which they present. Faculty members are very active, and visible, in regional and national professional organizations – this brings excellent visibility to ISU. On campus, faculty members hold 4 governing body memberships/offices, serve on 40 standing/administrative/ad-hoc committee memberships, report 3 special responsibilities, and advise 3 student organizations. The high on-campus service load should be examined in the context of overall university, College of Education, and department expectations/goals in the area of grant and contract development.

Teaching

We would like to highlight innovative approaches to teaching. Has your department developed any pedagogies or practices you'd like to share with us? Please describe briefly.

Faculty members in the School Counseling and Mental Health counseling programs continue to expand and assess potential applications of web-based or online technology for instructional and supervisory purposes. Digital recording and real-time video technology capabilities are under exploration. Faculty teaching performance is rated consistently better than the College of Education and the University averages, as reported by the SIR II teaching evaluation summary reports (averages = 4.18, 4.06, and 4.08 for the Department, College, and School respectively). Our particular strengths related to the University mission include: encouraging students to think independently about the subject matter, actively involving students in the learning process, encouraging students to put effort into the courses, challenging students, and providing quality instruction that contributes to our students' learning.

Course Scheduling/Enrollment Management

What have been your greatest challenges in scheduling courses to meet student needs this year? How were you able to overcome them?

Our doctoral programs are cohort-based. We currently admit 8 counseling psychology students and plan to admit 5 counselor education students each year. We have created a rotation schedule (every other year or every third year) for certain classes to create higher enrollment levels. This schedule helps with enrollment but has created sections that exceed the recommended limits for appropriate supervision of clinically-based classes. The current rotation schedule must be re-examined. A related challenge is associated with elective courses: Several elective courses have been cancelled due to low enrollments (less than 8 students). Losing the capability to offer regular and varied elective classes in areas of faculty expertise is frustrating for students and faculty members and decreases program attractiveness in the eyes of potential students.

Outreach

What are the outreach opportunities for your discipline? (non-traditional modes of delivery and timing, etc)

Faculty members are exploring offering continuing education credits for area professionals who may wish to attend selected special topics courses but who do not need university credits for the experience. A pilot continuing education offering is scheduled for summer 2006. Program directors monitor developments in web-based/on-line distance education efforts within counseling specializations. To date, credible accredited counseling and counseling psychology programs that lead to national and state licensure, provide the majority of their curriculum in face-to-face classroom or supervisory settings. Distance technology is being examined as an aid to supervision for students in placements outside of the immediate Wabash Valley area. Completely on-line distance education counseling programs are not recommended by the discipline or technologically feasible at this time.

Strategic Initiatives

Development Activities

What steps have you taken to support development activities in your department? How can your efforts be supported?

On the occasion of the retirement of J. Laurence Passmore, the department worked closely with the COE development officer in an alumni giving effort to grow the endowment of the Passmore Endowed Family Scholarship fund. Our efforts were quite successful. We continue to let alumni know about this development opportunity. Department programs maintain e-mail lists to facilitate contact with program alumni. We have considered the feasibility of developing a regular electronic department newsletter to support connections with our graduates.

Community Engagement I

Please summarize your faculty's efforts in community engagement this year.

Our efforts in community engagement fall primarily in the area of graduate-level clinical practice internships and practica that benefit the public. These supervised clinical practice experiences are required for licensure as counselors and psychologists. In the context of these experiences, students provide more than 68,000 hours of supervised professional services to the public in more than 100 community agencies and schools.

Experiential Learning

We are interested in hearing about any innovative approaches you might have taken to incorporate experiential learning into your course or departmental work this year.

Several ongoing faculty led research teams involving master's and doctoral students have operated

again this year. Each has resulted in peer-reviewed presentations at professional conferences and manuscripts submitted for publication by student-faculty teams. Supervised clinical practica, field work, and internship training in appropriate professional practice settings (e.g., clinics, mental health centers, hospitals, universities/colleges [teaching and clinical service provision], counseling centers, schools, correctional facilities) are required for each student. Community engagement and experiential learning are ongoing aspects of our applied practice graduate programs. Our community partners are many and include, among others: RHIT, SMWC, IVYTech, Union Hospital Family Practice Residency and Richard G. Lugar Center for Rural Health at Union Hospital, Hamilton Center, Inc., school corporations state-wide, Vigo County Division of Family and Children, FSA Counseling Behavioral Health, Gibault Inc., Cummins Behavioral Health System Inc., local state correctional facilities, Upward Bound Program, ISU Student Counseling Center. These partnerships involve the provision of clinical, counseling, assessment, program evaluation, and/or consultation services to meet needs identified by, or in collaboration with, the partner agency. These community efforts directly benefit the public by meeting the service provision needs of our partners while meeting the supervised training needs of our students. Each of our graduate students is engaged in a supervised applied practice setting for one-and-a-half to three-and-a-half academic years, depending on their major.

Future Goals

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The University is highlighting experiential learning, community engagement, and eminent programs as aspects of our campus that will attract students and resources. How is your department planning to contribute to these strategic initiatives in ways that will help ISU be recognized as a Pre-eminent University?

Planned, programmatic, developmental experiential learning activities are, and always have been, an integral aspect of all our applied practice graduate programs. They are required by our accrediting organizations (APA & CACREP) and will remain an important part of our professional preparation programs.

Feedback

This section is to allow you to share your ideas for enhancing enrollment or dealing with budget and other challenges facing the administration.

Regarding enrollment: It is critical that centrally maintained university webpage information and application pages are accurate and accessible. When one unit makes a webpage adjustment that affects another, the unit or programs affected must be notified. Our recruitment efforts were undone by a website change that provided an inaccurate message to prospective applicants that one of our nationally accredited programs did not exist. Regarding student recruitment: Assistantship and scholarship funding seems to be 'released' to academic units later every year. It is very hard to competitively recruit graduate students in counseling and counseling psychology when we don't have a firm commitment regarding the funding we can offer potential students. Each year we lose a few top candidates because of this delay in funding. Nationally, there is an April 15th deadline for students to accept offers that come with money - this year, we were barely able to make offers in advance of that deadline. It is crucial that full-time faculty positions be approved for search EARLY in the recruiting season, preferably before the start of the academic year. Year after year, we seem to enter the search markets well after several of our sister schools - how can we compete for the candidates who might provide an excellent match for us when we only have access to late-comers to the job search market?