

## Geneva College

2020-2021

### M.A. in Counseling Program

#### Annual Report

#### Summary:

This report contains an overview of the M.A. in Counseling Program for the 2020-2021 school year, including institutional data, college, faculty information and points of excellence, program and institutional outcome assessment data, diversity, worldview and professionalism reviews, curriculum changes, budget requests, and a revised two-year curriculum plan which includes on-line courses and recommendations in these areas. An area of recent strength is the program's approval from CACREP to offer a fully on-line delivery method. This has expanded the reach of the program beyond the region and increased the enrollment numbers. One critical area of weakness that arose in the academic year is the CACREP-imposed FTE ratio and the Core vs. Non-Core ratios that must be maintained in both the on-campus and on-line environments. This program issue is currently under review to determine how it can be addressed.

#### Section One: Introductory Overview

The 2020-2021 year held a significant change for the M.A. in Counseling Program. In the fall semester 2020 the full online version of the program was offered to students. Permission was previously sought and granted from the Council for Accreditation of Counselor Related Educational Programs (CACREP), the program's accrediting body. As noted previously, CACREP granted permission for this change in delivery method in early Spring of 2020, giving the program permission to begin offering a fully-on-line program in fall 2020. Additionally, the program submitted a CACREP COVID-19 special report. There was a delay in the submission process, but this issue was addressed. The report was developed and sent to CACREP. The report was accepted by the board in June of 2021.

Additionally, due to the improvements of the COVID-19 pandemic, the program began returning to offering on ground courses but utilized the on-line delivery methods for any course when the need arose. The technology platform continued to most frequently use the Zoom option by full-time and part-time faculty.

#### COUNSELING PROGRAMS/ STUDENT OUTCOMES DATA

During the 2020-2021 Academic year, there were 15 graduates of Geneva College's M.A. in Counseling Program. The program offers the following concentrations: Clinical Mental Health, Marriage, Couple, and Family, and Professional School Counseling. All three programs are accredited under the 2016 CACREP standards.

## CACREP Counseling Programs/ Student Outcome Data

Concentration	# of Grads During the 2020-21 Academic Year	Average Completion Rate of Both Full and Part-Time Students*	Credentialing Exam Pass Rate*	Job Placement Rate**
Clinical Mental Health	8	20%	71%	100%
Marriage, Couple & Family	4	75%	100%	75%
Professional School Counseling	3	0%+	75%	100%

\*Completion rate is based on a four-year average number of credits per term for full-time and part-time students. Based on this calculation, the expected time of completion is two years for a full-time student and four years for a part-time student. Any student who completes their degree outside the expected time frame is not included here.

\*\* Job placement rate is the of graduates from the program who were actively seeking work in the field

+ Graduation within the expected time frame was impacted by pandemic-related closure of schools.

## Historic Combined Credentialing Exam Pass Rate

Academic Year	Combined Credentialing Exam Pass Rate
2020-2021	87%
2019-2020	75%**
2018-2019	92.8%
2017-2018	94.1%

\*\*No students took the exam during the fall 2019 administration, and many students delayed taking the spring 2020 administration due to the COVID-19 pandemic.

## Professional School Counselor Praxis Test Results

100% pass rate of School Counseling students who took the Praxis in 2020-2021 academic school year.

## Program Level Outcomes Assessment Report

### Statement of Philosophy

Professional counselors use various interventions to facilitate wellness, personal growth, and mental health among those whom they counsel. A multidimensional holistic view of persons examines the interplay of physical, psychological, social, and spiritual aspects of life. The practice of professional counseling is based on knowledge of mental health, counseling, and human development principles and involves cognitive, affective, behavioral and systems interventions and strategies.

### Mission Statement

The mission of the Master of Arts in Counseling Programs is to educate, supervise, and mentor students to develop knowledge, skills, and personal awareness necessary for them to function as professional counselors. The Master of Arts in Counseling Program promotes excellence in professional preparation by providing a comprehensive education that integrates an understanding of Christian faith with professional counseling in a variety of religious and secular settings. The programs are based on a holistic biological, psychological, sociocultural, and spiritual understanding of human development. In addition to general counseling proficiency, students specifically are trained to become Marriage, Couple, and Family, mental health, or school counselors.

1. The mission of the Marriage, Couple, and Family Counseling Program is to train students in the knowledge, skills, and practices of counseling in order to provide competent care for individuals, couples, and families within a multicultural and pluralistic society of embracing (1) a family systems orientation to counseling, (2). The highest ethical standards of the profession, (3) an exploration of the person of the counselor, and (4) professional development through participation and leadership in professional organizations.
2. The mission of the Clinical Mental Health Counseling Program is to train entry-level counselors capable of functioning competently and ethically in mental health delivery environments wherein they work from an overall developmental/wellness model utilizing a neumbiopsychosocial framework that employs systematic and culturally sensitive intervention strategies.
3. The mission of the School Counseling Program is to prepare school counselors capable of supporting the academic, career, and personal/ social development of the students whom they serve, P-12, through (1) the use of data to inform school counseling programs and practices (2) excellence in knowledge and practice, (3) integrity through adherence to codes and standards for ethical practice, (4) management of their own professional development, and (5) competent school counseling and educational practice.

## Outcomes

1. Students will demonstrate knowledge, skills, personal, and ethical awareness in the following core areas: human growth and development, group counseling and group work, social and cultural diversity, counseling and helping relationships, career development, assessment and testing, research and program evaluation, and professional counseling orientation and ethics. This outcome will be assessed through participation in class lectures and group work, presentations, writings, role plays, capstone projects, and/or various forms of formative and summative assessments.
2. Students will demonstrate knowledge and understanding of the Christian faith and an ability to analyze and evaluate counseling issues from that perspective. This outcome will be assessed through participation in classroom discussions, presentations, writings, and/or various forms of formative and summative assessments.
3. Students will demonstrate mastery of counseling knowledge, skills, personal, and ethical awareness in practicum and internship experiences and in a counseling specialization (Marriage, Couple, and Family counseling, clinical mental health counseling, or school counseling).
  - a. Students in the Marriage, Couple, and Family Counseling Program will demonstrate skills and knowledge so as to assess couple and family function and dysfunction; and join the respective relational system using interventions to create therapeutic change for the purpose of creating greater relational satisfaction within a framework of theoretical and ethical guidelines while being aware of social, cultural, sexual, and religious factors which impact the relational system in internship experiences.
  - b. Students in the Clinical Mental Health Counseling Program will demonstrate basic mental health counseling skills and mastery of essential mental health knowledge in internship endeavors.
  - c. Students in the School Counseling Program will demonstrate the knowledge and performance competencies to facilitate the academic, career, and personal/ emotional development of students through effective ethical application of data-informed decision-making, counseling, consulting, coordinating, and appraising skills.
4. Given the array of personal skills and abilities possessed by diverse individuals, students will select and develop a personal style of practice, supervised experiences, and professional development.

There are 4 student outcomes (see Appendix A) that are assessed on a yearly basis through an exit interview with graduate as a summative assessment. Additionally, on-going formative assessments of the outcomes exists within individual courses and the Counselor Preparation Comprehensive Exam (CPCE).

*Outcome #1 is assessed through* classroom participation and group work, class presentations, written communication (both academic and reflective), role-play activities, capstone projects, and a variety of other assignments, both formative and summative in design

*Outcome #2 is assessed through* participation in classroom discussions, presentations, writings, and a variety of other assignments, both formative and summative in design.

*Outcome #3 is assessed through* participation in classroom discussions, presentations, writings, and a variety of other assignments, both formative and summative in design. Additionally, this outcome is assessed through scores on Professional Ethics section of the Counselor Preparation Comprehensive Exam.

Outcome #4 is assessed through participation in classroom discussions, presentations, writings, and a variety of other assignments, both formative and summative in design.

Below, the reader will find the results of the student outcomes, as assessed in the exit interview. There were eighteen responders to this survey.

### Outcome #1

The following questions are to be answered in regard to Geneva's over-all MA in Counseling Program.

To what extent did the core program courses equip you with knowledge, skills, personal, and ethical awareness?

Not at all	0
Somewhat	1
The objective was met	4
Above average	11
Excellent	2

### Outcome #2

To what extent did the overall program assist you in development of understanding of the Christian faith and evaluation of counseling issues through a Christian perspective?

Not at all	1
Somewhat	1
The objective was met	5
Above average	8
Excellent	3

### Outcome #3

To what extent did the overall program prepare you for knowledge, skills, and personal and ethical awareness in your track specializations area?

Not at all	0
Somewhat	1
The objective was met	4
Above average	6
Excellent	7

#### Outcome #4

To what extent did the program provide you with opportunities to develop your own personal and professional style of practice?

Not at all	0
Somewhat	2
The objective was met	7
Above average	5
Excellent	4

Please rate your overall satisfaction with your experience in the MA in Counseling Program at Geneva College?

Not at all	0
Somewhat	1
The objective was met	3
Above average	11
Excellent	3

### Recommendations:

As part of the exit survey, students were given the opportunity to provide qualitative feedback on the overall program. Suggestions included the following:

1. Class on career preparedness and training for the field
2. Increase of Core Faculty
3. Addition of diverse faculty
4. Better communication between faculty and students
5. Different options for classes instead of week long intensive classes
6. Better communication to students regarding program milestones

### Institutional-Level Student-Learning Outcome Assessment Report

*Worldview is assessed during Degree Candidacy and again during the exit interview. At degree candidacy, students are to include: "A thoughtful 3-5-page essay describing your career goals and worldview. Elaborate on your holistic sense of personal identity (psychological, physical, social, intellectual, and spiritual), your worldview (core beliefs, views of human nature as they relate to the counseling profession), and your professional goals (educational and career)." During the 2020-21 school year, all students were accepted into Degree Candidacy.*

*Professionalism: Students acknowledge that all vocations are arenas for honoring God and demonstrate competency in the essential skills, literacies, data, theory and methods of their major field to a professionally recognized standard for a graduate and sufficiently for their own vocational calling.*

*Professional behavior is a main emphasis of the M.A. in Counseling Program. At an orientation session for incoming students conducted at the beginning of each semester, students are given a copy of the American Counseling Association (ACA) Code of Ethics (2014), which governs how a counselor should behave professionally. Each student is required to provide a signed Ethics Statement in which he or she acknowledges that they have received a copy of the ACA Code of Ethics and will adhere and abide by them. In addition, each student receives a copy of the M.A. in Counseling handbook which further outlines professional behavioral expectations. At program orientation, the Program Director reviews the handbook as well as behavioral and ethical expectation of both the program and the profession. Finally, as part of our core curriculum, all students enroll in both a professional ethics class as well as a faith-based counseling class in which students engage in conversations with professors concerning professional and ethical counseling and practice viewed through a Christian lens.*



*For CACREP accreditation, Professional Ethics is a core subject. Professional and ethical competencies are tested on the Counselor Preparation Comprehensive Exam (CPCE), a national standardized exam, which students are required to take and pass before enrolling in internship.*

*Due to the COVID-19 pandemic and closing of Pearson testing centers nation-wide, data is not readily available for the entire 2021 academic year. During the time of June 2020 through September 2021, 23 students took the exam, 23 passed for a pass rate of 100%.*

*When defining “diversity” as a goal for Geneva College, we understand it to mean the inclusion of persons from a variety of racial, national, cultural and groups, both sexes and various ages. The college welcomes students from diverse religious backgrounds and commitments.*

*All students in the M.A. in Counseling Program must enroll in CNS 534, Social and Cultural Foundations. Students must demonstrate competency in this course as part of their core studies and as part of CACREP certification. Furthermore, they must complete a cultural immersion project. The course focus is as follows:*

*Theories and techniques of effective multicultural counseling will be studied as understood in various cultural contexts related to ethnicities, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, groups, communities, and English Language Learners (ELL's) in school settings. Students will examine the role of the counselor in advocacy, conflict resolution, bereavement, and crisis intervention. Students will focus on their own awareness, knowledge, and skills in multicultural counseling (Impellizzeri, 2015).*

*Furthermore, during the 2018-2019 school year, the M.A. in Counseling Program underwent a Pennsylvania Department of Education (PDE) program audit for the purpose reaccreditation of the school counseling program. At that time, every course was audited for curriculum content in to ensure that each course met the standards. This audit included the Social and Cultural Foundations class. The School Counseling Program received reaccreditation through PDE in Spring of 2019.*

*Also, culturally diverse studies and activities are infused in every course throughout the curriculum. For example, cultural competency is addressed in all core and non-core courses, and it is assessed in both the practicum and internship courses.*

### **Curriculum Review and Changes**

*In the fall of 2020, the M.A. in Counseling offered a new on-line version of the courses to allow students to complete the program online, except for students needing to complete the mandatory one-course Professional Ethics on ground. During this academic year new online courses were offered. For example, the program developed an additional four courses for roll-out in fall 2020, developed an additional five courses for spring of 2021, and seven courses for the summer 2021. Again, these courses were developed in response to feedback from students wanting more flexibility in scheduling and more on-line options, as noted in their exit interviews. Decreasing enrollment also contributed to this change and the program*

*anticipates that the on-line option will increase our enrollment and expand the reach of our program beyond regional boundaries.*

### **Physical Improvements**

No physical improvements occurred with regards to equipment. However, there were improvements to technology. After review of the program needs it was decided to return to the basic Zoom video subscription that were previously used and did not transition to the 4 Zoom Pro accounts mentioned in the 2019-20 report. The reason for this change was because after further investigation it was determined that a program called SmartVault would better serve the students in the program who need to store securely audio and video recording required for their field experience. The program has continued to utilize its Microsoft Teams account in the realm of providing on-line supervision to students in a clinical setting. The program requested this type of technological program be offered so that it meets HIPAA-Compliant.

The program continues to review applicant folders into SLATE. This program has allowed us to review applicant folders electronically which, in turn, allowed us to move applicants through the application process at a much quicker and efficient pace. This has continued to improve our turn-around time on applications significantly, allowing us to return admissions decisions to applicants more quickly.

### **Points of Excellence**

#### **Dr. Jonathan Impellizzeri**

#### **Professional Presentations**

King, J., & **Impellizzeri, J.** (2021, March). *Help me! I'm stuck! Using the conceptual mapping task to promote self-efficacy in supervision.* Law and Ethics in Counseling Virtual Conference.

**Impellizzeri, J.** (2020, July). *Examining the anatomy of couple relationships: Research and interventions for couples in conflict.* CE Webinar through the Center for Education and Research at Cognitive Behavior Institute, Pittsburgh, Pennsylvania.

### **Publications**

Hayne, H., Dietlin, O., Michel, R., **Impellizzeri, J.**, & Tolentino, L. A. (2021). Development and exploratory factor analysis of the political identity and relational impact scale. *Measurement and Evaluation in Counseling and Development*

<https://doi.org/10.1080/07481756.2021.1958233>

Bayne, H., **Impellizzeri, J.**, Dietlin, O., & Michel, R. (2020). Impact of the 2016 presidential election on politically divided relationships. *Journal of Counseling and Values*, 65. p. 137-154

<https://doi: 10.1002/cvj.12134>

King, J., & Impellizzeri, J. (2020). In Mary Olufunmilayo Adekson (Ed.), Beginning your counseling career: Graduate preparation and beyond. (pp. 64-80). Routledge.  
<https://doi.org/10.4324/9780429456350>

**Dr. James K. Matta, Sr.**

## **PRESENT AND PAST PROFESSIONAL STATUS AND ROLES**

### **Past-President of the American Association of State Counseling Boards (AASCB):**

Elected by AASCB members to serve as AASCB President-Elect from July 1, 2017, until July 1, 2018. Then served as AASCB Past-President from July 1, 2019, until July 1, 2020. In the past year and a half served as the AASCB Past-President's role starting on July 1, 2019 and ending on December 31, 2020.

### **Board Representative for the Federal Association of Regulatory Boards (FARB):**

This national board's mission is to advance excellence in regulation of the licensed organizations from diverse professional backgrounds in the interest of public protection. Assigned by the previous President of the American Association of State Counseling Boards to serve in this role from October of 2017 until December 31, 2020.

## **PROFESSIONAL AWARDS**

In March of 2021 the American Association State Counseling Boards (AASCB) Awards Committee bestowed on the program faculty member the following two awards: 2021 Board Service Award for 3 ½ years of service to AASCB, and the 2021 Past President Life Membership award.

## **PRESENTATIONS AND POSTERS**

**Matta, Sr. J.K.,** Minchen, B., Barnhart, C., Richardson, K., & Ruttinger, J. Bridge over Troubled Water:

Treating Opioid Withdrawal Symptoms with a Non-Pharmaceutical Approach. Poster session has been accepted at the Annual Conference of the American Counseling Association, Atlanta, GA, April 2022.

**Matta, Sr. J.K.,** Minchen, B., Barnhart, C., Richardson, K., & Ruttinger, J. Bridge Over Trouble Water

Treating Opioid Withdrawal Symptoms with a Non-Pharmaceutical Neuromodulation Approach. Annual Conference of the Pennsylvania Counseling Association, State College, PA. November 2021.

## **Dr. Kenya Johns**

### **Education**

PhD, Clinical Supervision and Education, **Duquesne University**, Pittsburgh, PA  
*August 2016 – December 2021*  
Graduate Assistant  
CACREP-Accredited Doctoral Program

### **Professional Presentations**

**Johns, K., & Cabell, A.** (2021, November). ACES CIN Career Education Panel. Presented by ACES CIN Mentorship Panel.

**Johns, K.** (2020, April 23). The Story Behind the Admission: Developing Ways to Maintain Minority Student Retention. Presented at Mental Health 2020, University of Southern California, CA.

**Johns, K.** (2020, May). Providing a Voice: Discussions on How to Improve Retention of Minority Students. Presented at NARACES 2020, Pittsburgh, PA.

Johns, K., & Barnes, N. (February, 2021). Using the Social-Ecological Model to Explore the Impact of Military Life on Substance Use and Treatment. Presented at Strengthening the Heartland's 2021 Virtual Addiction Conference, North Dakota.

Johns, K. (May, 2021). Forever Trapped: Managing Addiction while Experiencing Incarceration. Presented at AHC 2021 Conference, Virtual Conference.

Johns, K., & Barnes, N. (June, 2021). But you don't look like me: Creating relationships with BIPOC youth. Presented at 2021 Positive Youth Development Summer Sessions, South Dakota.

Johns, K. (November, 2021). The Other Side of the Ivory Tower: Understanding the Impacts of Diversity in the Counseling and Supervision Role. Presented at PCA 53<sup>rd</sup> Annual Conference, King of Prussia, PA.

Johns, K. (November, 2021). Tears Behind the Smiles: Creating Spaces that Supports BIPOC. Presented at PCA 53<sup>rd</sup> Annual Conference, King of Prussia, PA.

Johns, K., & Barnes, N. (October, 2021). Using the Kaleidoscope Career Model to Create a "Safe Space"? for Black Female Counselor Educators. Presented at ACES 2021 Conference, Atlanta, GA.

Johns, K. (October, 2021). LGBTQI+ Basic Training. Presented at South Side, PA.

Johns, K. (April, 2021). Diversity Equity & Inclusion Opening Speaker. DE&I Series. Presented at eaver County, PA.

**Johns, K., & Ayesu, A.** (2020, April). Muting the Oppressed: How the Counseling Community Silences the Voices of Minorities. Presented at American Counseling Association Conference, San Diego, CA.

**Publications**

Johns, K. (2021). The Locked Cage – Understanding the Impacts Incarceration has on Children and Families within the School. Will be published In: Counseling Practices and Navigating Controversial Issues in Underserved School Populations, edited by Meredith Rausch. Springer, New York, NY.