

Geneva College
M.A. in Counseling
Annual Report
2018-2019 Academic Year

Summary:

This report contains and overview of the M.A. in Counseling Program for the 2018-2019 school year, including program and institutional data, faculty information and points of excellence, program, student and institutional outcome assessment data, diversity, communication and professionalism reviews, and curriculum revisions.

Overview:

The M.A. in Counseling program faced a challenging academic year. Dr. Imac Holmes resigned from full-time teaching in December of 2018. With the decrease in numbers and missing target enrollment numbers, the decision was made to not replace Dr. Holmes' position, reducing the number of full-time faculty from five to four. Highlights included both Dr. Shannan Shiderly and Dr. Jim Matta being granted tenure, effective August 2018. In April of 2019, the Board of Directors granted Dr. Jonathan Impellizzeri tenure, effective August of 2019. This brings the number of tenured faculty members in the department to three. Dr. Caleb Thompson earned his Ph.D. in Counselor Education and Supervision from Duquesne University in January 2019.

CACREP accreditation continues to be vital to the life and success of the Counseling program. In compliance with CACREP 2016 standards, the FTE ratio must not exceed 12:1 at each location. As of spring 2019, the FTE ration calculation at main campus was 12:1 and 9:1 at the Regional Learning Alliance in Cranberry (RLA), thus maintaining compliance with CACREP regulations despite the loss of Dr. Holmes.

During the 2018-2019 academic school year, the Counseling program held classes at both the main campus of Geneva and at the Regional Learning Alliance in Cranberry. This partnership began in January of 2013. Number of classes taught at each location is was as follows:

Location	Fall 2018	Spring 2019
Main Campus	12	9
Regional Learning Alliance	9	13

Total number of student credit hours generated for the 2018-2019 school year was 735. Comparatively, the number of student credit hours generated the previous academic year was 867, representing a decrease of 132 student credit hours.

Student Enrollment Data

In March of 2019, the Geneva College Board of Trustees made the decision to discontinue our partnership with the RLA (effective May 2020) after several year of declining enrollment numbers in the M.A. in Counseling Program and the increasing cost at the RLA. It was their recommendation that the program be offered on-line as a second site. It is our hope that by doing so, we can expand our

recruiting area to the entire state of Pennsylvania and possibly into other states, thus increasing our enrollment number. Below please find a table which summarizes our decreasing enrollment numbers since opening the RLA in January of 2014.

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Full-Time	53	63	44	38	35	27	34	29	22	27
Part-Time	42	31	38	37	33	30	20	25	21	18
Grand Total	95	94	82	75	68	57	54	54	43	45

The above chart also highlights that our student demographics are changing as well. We have observed an increase in students working full-time while taking classes part time. For example, in the fall of 2019, almost 49% of our students were part-time students, representing an increase in part-time students from previous years. An on-line option would allow more flexibility for students working full-time. This seems to align with student needs, as exit interviews from the past three years request more flexibility and on-line class options.

As a result of this decrease, the college began to engage in discussions regarding the feasibility of running classes at two locations. In April of 2018, it was decided that Geneva College would discontinue their partnership with the RLA and offer an on-line program as a second “location.” This move will make the program more accessible to students outside of driving distance to either the main campus or the RLA

The program began phasing out of the RLA during the summer of 2019. The contract for the use of office space terminated in August 2019. Only one first-year class (CNS 536) will be offered on ground at the RLA along with a three year-two classes. No first-year courses and three second-year courses will be offered on-ground at the RLA in spring of 2020. The M.A. in Counseling program will be fully out of Cranberry at the end of spring 2020. A curriculum plan will be developed during summer of 2019 which will provide a road map for a fully on-line program (in addition to a fully on-ground program on main campus) beginning fall 2020.

The M.A. in Counseling program continues to contribute to the mission of the college through providing a Christ-centered environment in which students are prepared for faithful and fruitful service to God and to others. This is accomplished though faculty members infusing faith

Regional and National Demand Data:

O*NET describes Mental Health Counseling as an occupation with a “Bright Outlook”, meaning the occupation is expected to grow rapidly (10% increase or more) over a ten- year period from 2016-2026. During this same time span, it is projected that there will be more than 100,000 job openings in the field (Retrieved July 12, 2018 from <https://www.onetonline.org>).

Regionally, according to the United States Department of Labor, Bureau of Labor Statistics, Pennsylvania has the second-highest employment rate of mental health counselors. Pittsburgh ranks in the top ten

metropolitan areas in the country for counselor employment, employing 2,250 mental health counselors in 2016 (Retrieved July 12, 2018, from <https://www.bls.gov/oes>).

A recent article published in Inside Education (Roll, 2017), states that enrollment trends continue to rise, but at a much slower pace than previously seen. The author also reports that enrollment of international students is declining while the enrollment of students from minority groups is increasing. This is consistent with what our program has seen over the past few years. When reviewing the number of students enrolled in the program, the reader will see that the 2014-2015 school year saw our largest enrollment number in program history. This represented a rapid enrollment growth from the previous year. However, since then, the overall enrollment number has been steadily declining but leveling off.

Program Level Outcome Assessment Report

Below is the M.A. in Counseling Statement of Philosophy, Mission, and Student Outcomes:

Statement and 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 neuropsychosocial 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 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 outcome assessment data, as measured through the exit interview:

Outcome #1

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



100% of students report that the core courses of the program well-equipped them with knowledge, skills, personal and ethical awareness.

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	0
● Somewhat	1
● The objective was met	1
● Above average	5
● Excellent	2



Eight of the nine respondents (88.8%) reported that they felt the program assisted them in their understanding of the Christian faith and evaluation of counseling issues through a Christian Perspective. One respondent reported that the program somewhat assisted with this.

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	0
● The objective was met	2
● Above average	3
● Excellent	4



100% of respondents reported that the program prepared them with knowledge, skills, and personal and ethical awareness in their track specialization areas.

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	1
● The objective was met	1
● Above average	3
● Excellent	4



Eight of the nine respondents reported that the program provided them with opportunities to develop their own personal and professional style of practice. One respondent indicated that the program assisted somewhat in this.

Overall Program Satisfaction

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	0
● Above average	5
● Excellent	3



Eight of the nine respondents indicated that overall, they were satisfied with the M.A. in Counseling Program at Geneva College. One respondent indicated that he or she was somewhat satisfied with their overall experience.

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. Offering different times for courses as this would help students who work & need to use vacation time. I think this would help attract more working adults to the program. For the past 3 years I had to use all of my vacation time for school and it affected my self-care.
2. Updated the drug and alcohol class!

3. Further integration of faith into more classes would be wonderful. It seemed that the Christian counseling course was really the only one that integrated faith on such a deep level & having this more developed throughout the program would be a suggestion that I have. Some professors did a better job at this than others.
4. Addition to more resources (i.e. books, research studies, online resources) integrated in each class to help encourage continual learning in the core areas. Having more knowledge of psychopharmacology and the physical aspects of mental health to better understand how we as clinicians can promote healthy living. I thought the program did well in teaching the holistic idea but lacked in stressing physical well-being (even with ourselves). It would also be helpful to have more skills practice and learning more about different techniques to use within the counseling session (in-class role plays and feedback)
5. Incorporate focused elements of thanatology into the program would be beneficial; each counselor will encounter death and dying. As a new student, I could have used a bit more direction concerning the overall program and even content. At that point, I didn't even know the questions to ask, what elements were important, and why. Also, from my perspective, I would have done better to take CNS 541 (Clinical Mental Health Counseling) more toward the beginning of the program rather than the end. It felt introductory and somewhat repetitive.
6. I wished we could have done more school counseling specific classes.

Data from the exit interviews was reviewed by the Counseling Department faculty at our fall 2019 data review meeting. To help address concerns about the flexibility of classes, the M.A. in Counseling program began taking steps to offer classes on-line in addition to the on-ground program on main campus for the 2019- 2020 school year. Our goal is to have a fully on-line program in addition to the on-ground program on main campus by the 2020-2020 academic year.

Institutional-Level Student-Learning Outcome Assessment:

Professional Behavior:

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. During the 2019-2019 school year, 11 students took the CPCE. Ten students earned a passing grade on the first administration. The one student who did not pass the first time took it a second time and earned a passing grade. Therefore, our overall CPCE pass rate for the year was 100% with 94.5% of students passing the exam on their first attempt.

Test Date	How Many Took The Exam	How Many Passed the Exam	Percentage
June 2018	2	2	100%
October 2018	9	8	89%
December 2018 (retest)	1	1	100%

To further support the professional development of our students, the M.A. in Counseling program provided financial assistance for six students and three faculty members to attend the Pennsylvania Counseling Association (PCA) Annual Conference which was held in Pittsburgh, PA in November 2018. Two of the three faculty members who attended presented at the conference, and three of the six students who attended presented with faculty.

Several graduates of the program also presented with faculty at both PCA and the North Atlantic Region Association for Counselor Education and Supervision (NAACES) in Burlington, Vermont (September 2018)

Communication:

Communication is assessed at Degree Candidacy using a rubric that is attached in Appendix B. Degree candidacy is only granted to those students who demonstrate the expected competency level including that necessary for verbal and written communication skills. During the 2018-2019 school year, all students were accepted into degree candidacy.

Curriculum Review and Changes:

During the 2018-2019 school year, CNS 501 Psychopathology and Diagnosis was made a required course for all students in the M.A. in Counseling Program, regardless of track. The faculty, in agreement with our advisory board, determined that familiarity with psychological disorders as well as diagnostic skills were critical for all students obtaining the degree.

Additionally, the M.A. in Counseling department, led by Dr. Shannan Shiderly, created a pathway for students to earn a Master of Education Degree with a concentration in School Counseling. This pathway was created to reach an untapped population of certified educators who wish to seek the school counseling certification without having to obtain the whole 60-credit Counseling degree. The new degree offering was approved by the Geneva College governing board at their final meeting of the 2018-2019 school year.

In March of 2019, it was announced that the M.A. in Counseling program will teach-out its Cranberry location and instead offer an on-line program as a second site option. Steps have been taken to close the RLA location in May 2020.

Three core classes are being conducted on-line during the fall of 2019. An additional four on-line core classes will be offered in spring of 2020. These are in addition to on-ground core classes that are being offered on main campus. Second-year classes will continue to be offered on-ground for the 2019-2020 school year. The M.A. in Counseling faculty are in the process of writing a new two- year curricular plan to address these changes.

Faculty Points of Excellence:

Below please find scholarly activities that the M.A. in Counseling Program faculty have participated in over the 2018-2019 academic year:

Dr. Jim Matta:

Served as the President of the American Association of State Counseling Boards from July 1st 2018 till July 1st 2019. This is the national regulatory organization that regulates the practice of counseling in the United States.

Represented the American Association of State Counseling Boards at the State Licensing Board Conference conducted by the National Board of Certified Counselors in Minneapolis, Minnesota in September 2018. Met and discussed national counseling issues (i.e. national portability issues) with various leaders of national organizations, such as the President of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the Chief Executive Officer of the National Board of Certified Counselors, etc.

Matta, Sr. J.K., & Pickut, R. Portability & Endorsement-Part I: An Interactive State Discussion. Annual Conference of the National Board of Certified Counselors' State Licensing Boards Meeting, Minneapolis MN, September 20, 2018.

Matta, Sr. J.K., & Pickut, R. Portability & Endorsement-Part II: An Interactive State Discussion. Annual Conference of the National Board of Certified Counselors' State Licensing Boards Meeting, Minneapolis MN, September 21, 2018.

Matta, Sr. J.K., & Pickut, R. National Counselor Licensure Endorsement Process Update. Annual Conference of the National Board of Certified Counselors' State Licensing Boards Meeting, Minneapolis MN, September 21, 2018.

Matta, Sr. J.K., Belisky, R., Boudreaux, E., & Solares, K. Integrating Treatment Approaches to Address Adolescent Comorbidity. Beaver County School Counseling Association Meeting, Geneva College, Beaver Falls, PA November 30, 2018.

Matta, Sr. J.K., Belisky, R., Boudreaux, E., & Solares, K. Integrating Motivational Interviewing and Cognitive Behavioral Therapy to Address Adolescent Comorbidity Issues. Annual Conference of the Pennsylvania Counseling Association, Pittsburgh, PA. November 10, 2018.

Represented the American Association of State Counseling Boards at the American Counseling Association that was held in New Orleans this year (March 28-31, 2019). This required attending any of the leadership functions offered by the American Counseling Association for the purposes of building relationships and working on national issues (i.e. interstate compact boards).

Worked with the Officers of our college chapter Chi Sigma Iota, Alpha Omega Psi, to hold the induction ceremony of new members on March 1st, 2019. There were a total number of 14 new members inducted this evening. It was held on a Friday night and with the inductees and family and friends approximately 70 people were in attendance on campus at this event. There are now over 160 students that have been inducted into this CSI chapter in the last 6 years.

Dr. Jonathan Impellizzeri:

Impellizzeri, J., Savinsky, D. M., King, J. A., & Leitch-Alford, L. (2018, April). *Eliciting and verifying rich qualitative data in clinical research through the Conceptual Mapping Task*. Presented at the Christian Association of Psychological Studies Annual International Conference, Norfolk, Virginia.

Bayne, H., **Impellizzeri, J.**, Dietlin, O., & Michel, R., (2018, February). *Relationships and politics stirred: Navigating politically divided, close relationships in the wake of the 2016 presidential election cycle*. Presented at the International Association of Marriage and Family Counselors Annual Conference, New Orleans, Louisiana.

Savinsky, D. M., **Impellizzeri, J.**, Leitch-Alford, L., & King, J. A. (2017, October). *Eliciting and verifying rich data in counseling research through the Conceptual Mapping Task*. Presented at the Association for Counselor Education and Supervision National Conference, Chicago, Illinois.

Haer, K., Perry, H., **Impellizzeri, J.**, Sewald-Cesneros, A., and Lillios, E. (2017, September). *Helping never married single women as they cope with ambiguous loss and redefine singleness beyond the marital "waiting room"*. Presented at the American Association of Christian Counselors, Nashville, Tennessee.

Dr. Shannan Shiderly

Consultation services provided to Mandaue Christian School, Mandaue City, Philippines. (May 2018).

Shiderly, S. L., & Thompson, C. P. (2017, October). *Forged in Fire: One Program's Journey to CACREP Re-accreditation under the 2016 Standards*. Presented at the annual ACES conference, Chicago, IL.

Thompson, C. P., & **Shiderly, S. L.** (2018, October). *CounselorTED: One Program's Journey to CACREP Re-accreditation under the 2016 Standards*. Accepted to the annual NARACES conference, Birmingham, VT.

Shiderly, S. L., Bellinger, G., Denny, J., and Dewar, E. (2018, September). *Supervising the 21st Century School Counselor: An Innovative Technology Approach*. Accepted to the annual NARACES conference, Birmingham, VT.

Shiderly, S.L. (2018) *Conscience and Moral Development: Origins of bullying*. Unpublished manuscript, Geneva College, Beaver Falls, PA.

Certified Clinical Trauma Professional (June 2017)

Child and Adolescent Trauma Professional (June 2018)

Dr. Caleb Thompson

Thompson, C. P. (2017, August). *K-12 In-service Workshop: Recognizing and Responding to Childhood and Adolescent Depression and Related Suicidal Behaviors*. Presented at an In-Service Event at Eden Christian Academy, Sewickley, PA.

Shiderly, S. L., & **Thompson, C. P.** (2017, October). *Forged in Fire: One Program's Journey to CACREP Re-accreditation under the 2016 Standards*. Presented at the annual ACES conference, Chicago, IL.

Thompson, C. P., & Shiderly, S. L. (2018, October). *CounselorTED: One Program's Journey to CACREP Re-accreditation under the 2016 Standards*. Accepted to the annual NARACES conference, Birmingham, VT.

Thompson, C. P. (2018, October). *Your Virtual Counselor: Integrating Digital Avatars into Pedagogical and Clinical Practices*. Accepted to the annual NARACES conference, Birmingham, VT.

Thompson, C. P. (2018, October). *Tried-and-True Technological Integrations for Career-related Pedagogy and Evaluation*. Accepted to the annual NARACES conference, Birmingham, VT.

February 2018 – PA Licensed Professional Counselor (LPC), *License #: PC010299*

March 2018 – Hired as part-time Psychotherapist, Cognitive Behavior Institute (CBI)