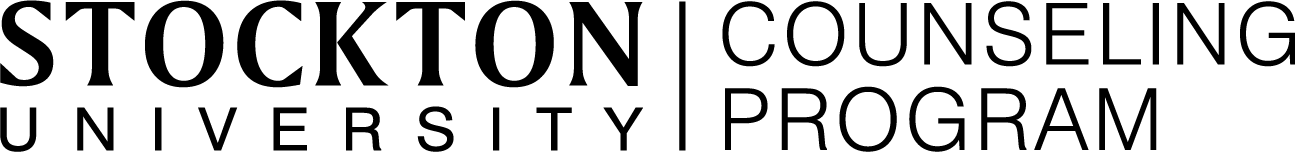
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**MASTERS IN COUNSELING ANNUAL REPORT 2020**

COMPLETED BY SARA MARTINO, PROFESSOR, DIRECTOR

1. **Progress on goals from the previous year.**
2. Successfully launch the program in Hammonton for the fall semester, and to establish some networking and relationships with practicum and internship sites.

We successfully launch the program in the fall of 2019 in Hammonton. We taught our cohort of 26 students across two afternoon/evenings and actively engaged them on the campus. We successfully placed 24 students into practicum placements after two students took a leave of absence after the fall semester. Therefore, we achieved 100% placement for the spring practicum course. We also have built up several networking relationships with area placements and so should have all 24 students placed by the start of the fall internship course.

1. Recruit faculty to increase our faculty in the program and to allow for more students enrolled in the program.

We engaged in a successful search for one tenure track faculty member to replace John White who stepped down as Internship Coordinator. We will move forward in the 2020-2021 school year with one tenured professor, two tenure-track professors, and one visiting assistant professor. This allowed us to accept 23 students for the fall of 2020. One student will be reenrolling for practicum in the spring, bringing the 2020-2021 academic year total to 24.

1. To set up supervision for practicum class in the spring term 2020.

We set up five faculty supervisors for the spring 2020 semester who successfully provided campus supervision for the entire semester, even after the pandemic closure of our Hammonton campus. Additionally, faculty supervisors immediately began training students on telehealth procedures to prepare them for the possibility of telehealth services due to COVID-19.

1. Hold two information sessions for students wanting to apply to the program.

We successfully attended all of the open houses for this year, both in person and virtual, for a total of six open houses.. In addition, we hosted an information session through graduate studies at our site in Hammonton and had 37 prospective students in attendance.

1. **Report on curriculum, students, course enrollment, faculty**

**Curriculum:** Following a cohort model, we offered 10 courses to our cohort of 26 students, five courses in the fall and five courses (with six sections) in the spring. All clinical courses, in this case Practicum, have to be in sections of 12 students maximum. In addition, we provided faculty supervision to go alongside the Practicum classes.

**Students**: We enrolled 26 students in the fall of 2019 and we ended the year with 24 students completing all course requirements. The make-up of this first year cohort was 65% female and 35% male students. Additionally, we had 87% Caucasian students and 13% Latino students.

**Faculty**: The program had four core faculty members for the 2019-2020 school year. We had two tenured full professors, one assistant professor, and one visiting professor teaching all courses for the program. Of that breakdown, the faculty is 75% female and 25% male as well as 100% Caucasian.

**Enrollment and Enrollment Strategies**: We received 42 applications for this admissions cycle, which is down slightly from 48 applications in the spring of 2019. While this was again more than enough to fill the cohort, we will be working towards increasing the applications moving forward. Our main strategy for increasing enrollment will be on obtaining CACREP accreditation, which will allow more students from other institutions to search and locate our program. An additional measure has been increasing our community engagement and offering summer courses across different majors as well as to community members.

1. **Report on assessment of program effectiveness/impact**

The Counseling program has begun a rather extensive amount of program assessment, in line with the requirements of CACREP accreditation. We have evaluated each class by the CACREP standards taught and reach a rubric score for each class based on those. This method of assessment allows us to evaluate the effectiveness of the class assignments and class structure and helps us to make sure that students are learning the necessary skills to prepare them for licensure in the future. The Psychopathology course rubric breakdown is accessible at the following link:

<https://docs.google.com/spreadsheets/d/1sYRoLnCGfwpnFtpJ5cTaPOIOJDK25ADQ6AXb24gharI/edit?usp=sharing>

All of the data from the last year (2019-2020) will be compiled this summer and will be reported in the 2021 annual report. The breakdown of possible rubric scores is attached as **appendix A.**

In addition, We completed an evaluation of faculty supervision after the spring 2020 semester and were given detailed feedback on student experience and the supervision effectiveness. Some of the qualitative comments we received are as follows:

*Dr. Martino helped me consider different points of view when dealing with clients that may have caused friction toward my personal world-views and helped me navigate the situation with ease. She consistently and thoroughly talked through every case with us and had us both bounce ideas off of each other through the semester.*

*My supervisor provide resources we could read and guided us through expanding our knowledge. He appropriately asked question about my personal life with the goal to better my education and counseling career.*

*My supervisor was able to bring up dynamics of my clients I did not think about. She paid attention to all details and had great memory of what was previously mentioned about my clients.*

We have also mapped our curriculum to fit into ELOs (Essential Learning Outcomes) as well as CACREP standards. A curriculum map is attached as **appendix B**.

1. **Community engagement/impact of community engagement**

The Counseling program is actively engaged in the InterProfessional Education summit (IPE) that was scheduled to come to Stockton in April of 2020. This event has been pushed back to next spring due to the pandemic but regardless the Counseling program is engaged in the planning process, under Dr. Erin Sappio and will have student participants in the summit next year.

This summer our Internship students engaged the local Hammonton community and beyond with free webinars to help the community cope with the pandemic and other community issues associated with stay at home orders. The events are scheduled for June 11th and June 12th but an update will be provided for next year’s annual report. The flyers for these events are included as **appendix C**.

Lastly, we had faculty engaged in the following community events:

Sara Martino is currently serving as co-chair of the Presidential Task Force on Gender Based Violence and is working with many community members from Stockton, from student to staff to administrators.

Sara Martino is speaking as a guest lecturer for her local group of NAMI (National Alliance for Mental Illness) to provide family members with suggestions and outlets for caregiving.

As a member of the Evesham Veterans and Disabilities Affairs Board, Erin Sappio gathered resources for the Deputy Township Manager to include on the township page:

<http://www.evesham-nj.org/index.php/individuals-w-disabilities>

Erin Sappio submitted a meditation to include on a website of resources for the provision of “Support and Hope during COVID 19”  <https://www.njpsychologistscare.org/meditation-mindfulness>

Elyssa Smith is the professor who is overseeing community outreach through free webinars to the Hammonton community.

Publications:

Simpkins, D. and **Martino, S**. (2019). Public displays of affection in same-sex versus opposite-sex couples and the influence of loved ones’ approval. *Journal of Behavioral Health*, VOL 8, NO. 3, PAGE 71–78.

**Sappio, E**. (Jan 2020).  *Fostering a Growth Mindset: Steps to Get Started in Your District.*New Jersey Association of School Psychologists Newsletter.

**Smith, E. B.**(2019). Holding the Tension of Opposites: Counselors’ Experiences of the Therapeutic Internalization Process. *The* *Journal of Humanistic Counseling*, *58*(3), 204-222. doi: 10.1002/johc.12120

**Smith, E. B.** (2019). Poetry as Reflexivity: (Post) Reflexive Poetic Composition. *Qualitative Inquiry,*Online first, 1-3. doi: 10.1177/1077800419879202

McGrath, A. M., **Smith, E. B.,** Southerland, A. J., & Maurya, R. (2019). Spirituality and religion within clinical supervision: Chapter reflections and considerations. ASERVIC Newsletter, Summer 2019 XXIX(4), 4-5.

Singh, R., Moody, E., Rigles, B., & **Smith, E**. **B.**(2019). What it takes to raise children with autism in a rural state. *Advances in Neurodevelopmental Disorders (ANDI)*, *3*(1), 7-28. doi: 10.1007/s41252-018-0082-4

1. **Diversity**

Our students in the counseling program have been actively engaged with diverse clients as part of their practicum experience. We have two students who are serving as bilingual therapists at their practicum site in Vineland and several students who are working with clients sent to drug court in Galloway, NJ.

Our new student body is going to be more diverse, with 38% of the student cohort indicating African American or Latino as their ethnicity. We do need work on hiring more diverse faculty members once we are a bit larger of a program.

1. **Instructional sites/Atlantic City**

While our program is not housed in Atlantic City, it is fully run from the Hammonton Kramer Hall location. This has increased Stockton’s connection to the local community as well as to create access to a wider variety of placements for our students.

1. **Goals for the upcoming year**
2. To successfully submit and be reviewed by CACREP and to ultimately become an accredited institution.

We will be applying for CACREP accreditation beginning in the fall of 2020, which is the earliest time that we are eligible apply. This will be a massive undertaking and is the MAIN GOAL of the program for the coming year. We have applied for a small grant to help defray some of the costs of the accreditation process, but you will see in the budget below that there is a large line item for costs incurred for applying to become accredited. This is of upmost priority for the health and success of our program moving forward.

1. Recruit faculty to increase our faculty in the program and to allow for more students enrolled in the program
2. To increase our community contacts and relationships to allow for student placements and to meet community needs.
3. Hold at least one information session for students wanting to apply to the program.
4. **AY2020-2021 Budget**
5. Funding for 5 supervisors to provide triadic supervision in the spring semester. Funding will be based on FTE ratios, and time spent in supervision (2 hours).
6. Albert Ellis institute trip to NYC-$600 for student tickets.
7. Food for information session event-$250
8. CACREP accreditation information is as follows: $16,350 based on the latest calculations found below. If the grant is funded, we would receive $2500 to cover the cost of the application fee and possibly an additional $2500 to defray the cost of site visits. This would bring the total down to $11, 350

CACREP Accreditation Fees

APPLICATION PROCESS FEES – MUST BE PAID BY CHECK

**Application Fee (due at the time the self-study is submitted)**

$2500.00

**Site Visit Fee (invoiced when a visit is approved)**

$2000 per visitor for 2-5 visitors

ANNUAL MAINTENANCE FEES (cover July 1 through June 30) – MUST BE PAID BY CHECK $3800

Newly accredited programs will receive a prorated invoice following receipt of their accreditation decision.

OTHER FEES – CAN BE PAID BY CREDIT CARD

Student Graduation Certificate:          $50\*

APPENDIX A

Rubric scoring for Core CACREP standards in all classes

4 = Competent: student demonstrates level of mastery expected of a beginning professional counselor and exceeds expectations in terms of mastery of the material/construct.

3 = Advanced Emerging Competence: competence beyond that expected for the level of training (i.e., 1st or 2nd year) but not yet complete mastery of the material/construct.

2 = Adequate Emerging Competence: meets expectations for level of training (i.e., 1st or 2nd year) and it is understood that mastery is expected.

1 = Unsatisfactory: does not meet expectations for level of training; the candidate needs much more assistance or knowledge to demonstrate mastery of the material/construct.

APPENDIX B

Curriculum Map

Student Learning Outcomes, Location in the Curriculum, and Assessment Strategies for Eight CACREP Goals

|  |  |  |
| --- | --- | --- |
| **Student Learning Outcomes** | **Location in the Curriculum ELOs addressed** | **Assessment and ELO** |
| **Goal 1: Professional Counseling Orientation and Ethical Practice** |  |  |
| a. Understand history and philosophy of the counseling professionanditsspecialtyareas | Pre-Practicum, Mental Health and Public Policy\* | Course Grades, NBCC Exam, Licensure achievement  ELO’s:  Program Competence, Ethical Reasoning |
| b. demonstrate awareness the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation |
| c. Learn counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams |
| d. understand the role and process of the professional counselor advocating on behalf of the profession |
| e. be able to explain advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients |
| f.participate inprofessional counseling organizations, including membership benefits, activities, services to members, and current issues |
| g.participate in professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues |
| h. understand current labor market information relevant to opportunities for practice within the counseling profession |
| i. follow ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical andlegal considerationsinprofessional counseling | Legal and Ethical Issues | Course Grades, NBCC Exam, Licensure Achievement |
| j. understand technology’s impact on the counseling profession | PrePracticum, Mental Health and Public Policy\* |

|  |  |  |
| --- | --- | --- |
| k. learn strategies for personal and professional self- evaluation and implications for practice | Pre-Practicum, Foundations of Supervision\* |  |
| l. learn self-care strategies appropriate to the counselor role | Pre-Practicum |
| m. learn the role of counseling supervision in the profession | Pre-Practicum, Legal and Ethical Issues, Foundations of Supervision\* |
| **Goal 2: Social and Cultural Diversity** |  |  |
| a. demonstrate awareness of multicultural and pluralistic characteristics within and among diverse groups nationally and internationally | Psychopathology, Lifespan Development, Theories of Counseling, Multicultural Counseling, Practicum, Internship I/II, Counseling in the Criminal Justice System\*, Mental Health and PublicPolicy\* | Course Grades, Practicum and Internship Site Feedback, NBCC Exam, Licensure Achievement  ELO’s:  Global Awareness, Program Competence |
| b. understand theories and models of multicultural counseling, cultural identity development, and social justice and advocacy |
| c.understand multicultural counseling competencies |
| d.beaware of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others |
| e. know the effects of power and privilege for counselors andclients |
| f. understand help-seeking behaviors of diverse clients |
| g. recognize the impact of spiritual beliefs on clients’ and counselors’ worldviews |
| h. develop strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination |
| **Goal 3: Human Growth and Development** | | |
| a. understand theories of individual and family development across the lifespan | Lifespan Development, Couples and Family Counseling\*, Counseling Children and Adolescents\*, Counseling Older Adults\* | Course Grades, Practicum and Internship Site Feedback, NBCC Exam, Licensure Achievement |

|  |  |  |
| --- | --- | --- |
| b. understand theories of learning | Lifespan Development, Counseling Children and Adolescents\*, Counseling in School Settings\* | ELO’s:  Program Competence |
| c. understand theories of normal and abnormal personality development | Psychopathology, Lifespan Development, Theories of Counseling |
| d. demonstrate awareness of theories and etiology of addictions and addictive behaviors | Psychopathology, Substance Abuse Counseling\*, Counseling in the Criminal Justice System\* |
| e.know the biological, neurological, and physiological factors that affect human development, functioning, and behavior | Psychopathology, Lifespan Development, Substance Abuse Counseling\*, Health Psychology\*, Counseling Older Adults\* |
| f. understand systemic and environmental factors that affect human development, functioning, and behavior | Psychopathology, Lifespan Development, Mental Health and Public Policy\*, Counseling in the Criminal Justice System\* |
| g. comprehend effects ofcrisis, disasters, and trauma on diverse individuals across the lifespan | Psychopathology, Crisis Intervention\* |
| h. develop a general framework for understanding differing abilities and strategies for differentiated interventions | Pre-Practicum, Practicum, Internship I/II, Assessment and Testing |
| i. demonstrate knowledge of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan | Pre-Practicum, Practicum, Internship I/II, Legal and Ethical Issues, Multicultural Counseling, Health Psychology\*, Counseling Older Adults\* |
| **Goal 4: Career Development** | | |
| a. understand theories and models of career development, counseling, and decision making | Career Counseling | Course Grades, NBCC Exam, |

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| --- | --- | --- |
| b. understand approaches for conceptualizing the interrelationships among and between work, mental well- being, relationships, and other life roles and factors |  | Licensure Achievement  ELO’s:  Program Competence |
| c. describe processes for identifying and using career, avocational, educational, occupational andlabor market information resources, technology, and information systems |
| d. develop approaches for assessing the conditions of the work environment on clients’ life experiences | Career Counseling, Assessment and Testing |
| e. identify strategies for assessing abilities, interests, values, personality and other factors that contribute to career development |
| f. identify strategies for career development program planning, organization, implementation, administration, and evaluation |
| g.understand strategies for advocating for diverse clients’ career and educational developmentandemployment opportunities in a global economy | Career Counseling |
| h. identify strategies for facilitating client skill development for career, educational, and life-work planning and management |
| i. understand methods of identifying and using assessment tools and techniques relevant to career planning and decision making | Career Counseling, Assessment and Testing |
| j. demonstrate awareness of ethical and culturally relevant strategiesforaddressingcareerdevelopment | Career Counseling, Legal and Ethical Issues, Multicultural Counseling |
| **Goal 5: Counseling and Helping Relationships** | | |
| a.understand theories and models of counseling | Theories of Counseling, Pre-Practicum, Practicum, Internship I/II, Foundations of Supervision\* | Course Grades, Practicum and Internship Site Feedback, NBCC Exam, Licensure achievement |
| b. utilize a systems approach to conceptualizing clients |
| c. understand theories, models, and strategies for understandingandpracticingconsultation |

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| --- | --- | --- |
| d. develop ethical and culturally relevant strategies for establishing and maintaining in-person and technology- assisted relationships | Theories of Counseling, Pre-Practicum, Practicum, Internship I/II, Legal and Ethical Issues, Multicultural Counseling | ELO’s:  Program Competence, Communication Skills |
| e. understand the impact of technology on the counseling process | Theories of Counseling, Pre-Practicum, Practicum, Internship I/II, Legal and Ethical Issues |
| f. utilize counselor characteristics and behaviors that influence the counseling process | Theories of Counseling, Pre-Practicum, Practicum, Internship I/II, Multicultural Counseling, Couples and Family Counseling\*, Counseling Children and Adolescents\*, Counseling Older Adults\* |
| g. utilizeessential interviewing, counseling, and case conceptualizationskills |
| h. use developmentally relevant counseling treatment or intervention plans | Theories of Counseling, Psychopathology, Assessment and Testing, Pre-Practicum, Practicum, Internship I/II, Couples and Family Counseling\*, Counseling Children and Adolescents\*, Counseling Older Adults\*, Substance Abuse Counseling\*, Crisis Intervention\*, Counseling in the Criminal Justice System\* |
| i. understanding of development of measurable outcomes for clients |
| j. use evidence-based counseling strategies and techniques for prevention and intervention |
| k. develop strategies to promote client understanding of and access to a variety of community-based resources |
| l. understand suicide prevention models and strategies |
| m. understand crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid |
| n. demonstrate knowledge ofprocesses for aiding students in developing a personal model of counseling |
| **Goal 6: Group Counseling and Group Work** | | |
| a.understand theoretical foundations ofgroup counseling and group work | Pre-Practicum, Practicum, Internship I/II, Group Counseling, | Course Grades, Practicum and InternshipSite |

|  |  |  |
| --- | --- | --- |
| b. understand dynamics associated with group process and development | Substance Abuse Counseling\* | Feedback, NBCC Exam, Licensure achievement  ELO’s:  Teamwork and Collaboration, Communication Skills, Program Competence |
| c. understand therapeutic factors and how they contribute to group effectiveness |
| d. understand characteristics and functions of effective group leaders |
| e. develop approaches to group formation, including recruiting, screening, and selecting members | Group Counseling, Assessment and Testing |
| f. understand types of groups and other considerations that affect conducting groups in varied settings | Group Counseling |
| g.demonstrate knowledge of ethical and culturally relevant strategies fordesigning and facilitating groups | Group Counseling, Multicultural Counseling, Legal and Ethical Issues |
| h. develop direct experiences in which students participate as group members in a small group activity, approved by the program, for aminimum of 10 clock hoursover the course of one academic term | Group Counseling | Course Grade |
| **Goal 7: Assessment and Testing** | | |
| a.understand historical perspectives concerning the nature and meaning of assessmentand testingin counseling | Assessment and Testing | Course Grades, Practicum and Internship Site Feedback, NBCC Exam, Licensure Achievement  ELO’s:  Critical Thinking, Quantitative Reasoning |
| b.understand methods of effectively preparing for and conducting initial assessment meetings | Assessment and Testing, Pre-Practicum, Practicum, Internship I/II |
| c.demonstrate awareness of procedures forassessing risk of aggression ordanger to others, self-inflicted harm, or suicide | Assessment and Testing, Pre-Practicum, Practicum, Internship I/II, Crisis Intervention\* |
| d. understand procedures for identifying trauma and abuse and for reporting abuse | Assessment and Testing, Pre-Practicum, Practicum, Internship I/II |
| e. identify use of assessments for diagnostic and interventionplanning purposes |

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| --- | --- | --- |
| f.understand basic concepts ofstandardized and non- standardized testing, norm-referenced and criterion- referenced assessments, and groupandindividual assessments | Assessment and Testing, Research and Evaluation, Career Counseling |  |
| g. understand statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations |
| h.understandreliability andvalidity intheuseof assessments |
| i.understand the use of assessments relevantto academic/educational, career, personal, and social development | Assessment and Testing, Career Counseling |
| j. understand the use of environmental assessments and systematic behavioral observations | Assessment and Testing, Theories of Counseling, Pre-Practicum, Counseling Children and Adolescents\*, Counseling Older Adults\*, Counseling in the Criminal Justice System\*, Health Psychology\* |
| k. understand the use of symptom checklists, and personality and psychological testing | Assessment and Testing |
| l. understand the use of assessment results to diagnose developmental, behavioral, and mental disorders |
| m. develop ethical and culturally relevant strategies for selecting,administering, and interpretingassessmentand test results |
| **Goal 8: Research and Program Evaluation** | | |
| a. understand the importance of research in advancing the counseling profession, including how to critique research to inform counselingpractice | Research and Evaluation | Course Grades, Practicum and Internship Site Feedback, NBCC Exam, Licensure Achievement  ELO’s:  Quantitative Reasoning, Information Literacy and |
| b.developunderstandingofevidence-basedcounseling practices |
| c. understand needs assessments |
| d. demonstrate knowledge of outcome measures for counseling programs |

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| --- | --- | --- |
| e.understand the evaluation of counseling interventions and programs |  | Research Skills, Program Competence |
| f. develop competence in qualitative, quantitative, and mixed research methods |
| g. develop competence in designs used in research and program evaluation |
| h. understand statistical methods used in conducting researchandprogram evaluation |
| i. understand analysis and use of data in counseling |
| j.develop ethical and culturally relevant strategies for conducting,interpreting, and reportingtheresultsof research and/or program evaluation |

**\* Elective course**

APPENDIX C

Flyers for Community events

A screenshot of a cell phone

Description automatically generated

A screenshot of a cell phone

Description automatically generated