CADEMIC AFFAIRS PORTFOLIO AND OPERATIONS REVIEW

DEPARTMENT/PROGRAM PHASE 1 TEMPLATE

Name of school/college: College of Education
Name of department/program: Community Counseling and School Counseling
Date: May 12, 2016

Introduction

As the school/college reviews and builds out data sets provided by the university, it will also solicit, in a manner appropriate to the organization and culture of that school/college, the information needed from departments or programs for well-informed analysis and recommendations. Such material falls into two categories:

1. Workload and operations information that is held (or largely held) within the department/program rather than the school/college or central university data sources, such as faculty service performed within the department/program.
2. Information, perspectives, and concerns that the department/program believes should be considered as part of the broader review, such as challenges inherent to teaching within a particular discipline.

The questions below reflect the baseline information that meets the criteria above. Schools and colleges should feel free to add to these questions as appropriate. Please note that this template is part of the Workload and Operations phase; each department/program will have another opportunity to provide information relevant to the Portfolio Review.

Department/Program Review

Please address the questions below and add whatever information deemed relevant to this process.

To the extent that this information is not already available in the template for your school or college, advise regarding the parts of the workload for your faculty not captured by course load and credit generation measures. In particular, if there is any research/scholarship/creative work or service that distinguishes the contributions of the faculty in this department or program from others in the school/college and university, please describe it.

<u>Introduction to Program</u>

Community Counseling (renamed Clinical Mental Health Counseling for AY 17) and School Counseling faculty prepare graduate students to work in P-12 schools, community colleges, universities, community mental health agencies, human service organizations, hospitals, private practice, social advocacy organizations. The programs prepare graduate students for national certification and state licensure examinations. Recently, the program submitted significant program revision requests increasing credit hours from 72-90 to comply with the 2016 Council for Accreditation of Counseling and Education Relations Programs (CACREP) standards.

Response:

Accreditation

The CACREP self-study must be completed by faculty incorporating a vast amount of information that results in three to five thousand pages of material for review by the national accreditation board in 2017 with a site visit in early 2018. At many comparable universities in the Northwest (Western Washington, Gonzaga, etc.), there is a designated accreditation coordinator. Accreditation is the faculty member or staff member's primary service task. At Seattle U., organizing accreditation is one of many service tasks to the university, college and program for one or more faculty.

Professional Development

In order to maintain licensure as a mental health counselor, school counselor, certified chemical dependency counselor or national certified counselor, faculty are required to complete 20-30 contact hours (depending on type of license/certification) per year of professional development.

Is there information that needs to be considered as a part of an analysis of the "teaching productivity" of the department or program? Are there differentiators in the kinds of instruction taking place or the population of students being educated that impact the ability of faculty to generate credit hours?

Response:

The 2016 CACREP accreditation standards require the following:

- For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty.
- Institutional data reflect that the ratio of full time equivalent (FTE) students to FTE faculty should not exceed 10:1.
- Group supervision for practicum and internship should not exceed 12 students.
  In practicum, weekly supervision must occur with each student in one of the following ways:
  - If provided by the university, one hour per week of individual or triadic supervision. A faculty member is limited to six students with this form of supervision.
  - If provided by the practicum site, the faculty instructor must be in bi-weekly consultation with the site supervisor to discuss student progress.

Context of a Clinical Internship: Faculty assume legal liability for counseling practica and internship students and must be available for consultation when an intern has a student or client in crisis. Examples of crises are suicide risk; homicide risk; child abuse; elder abuse; mental health decompensation and any unusual response to developmental or situational crises. Further the faculty member will consult and triage with the site supervisor to insure that protocols are followed and the Seattle University student has followed due diligence with their actions.

What unrealized opportunities do you see? Are there ways that the contributions of the department/program to the mission and financial health of the university could be improved?

Response:
The Clinical Mental Health and School Counseling Programs are currently in the process of developing a chemical dependency counseling certification that will help to generate professional development hours for persons currently holding a Master's degree.

The Counseling Programs could also add clinical supervision, ethics and other required professional development courses to a web based platform as a form of continuing education for professionals. The alumni of the program are a primary target for on-going professional development.

What particular constraints or challenges does the department/program face?

Response:
University based challenges:
The collection, analysis and dissemination of outcome data is a large task that is assumed by faculty. While faculty do hold responsibility for analysis and recommendations, the systems within the university for collecting large data sets in aggregate form are disjointed. For example, student evaluation data in CANVAS cannot be readily combined with other data sets.

External challenges:
There are rules/policies in place with the Department of Health in the State of Washington that prohibit the growth of the mental health counseling profession in this state. For example, Washington issues a "mental health specialist designation" to persons with bachelor degrees in social work, but will not extend this designation to masters students graduating from nationally accredited 90 quarter hour mental health counseling programs. Persons with this designation receive Medicaid/Medicare reimbursement which is important for hiring. Unfortunately, Washington has lagged behind in updating mental health counseling standards for licensure compared with the majority of states in the U.S. This situation impacts careers for graduates who plan to work in Washington.

Is there anything else you would like to put on the record?

Response:
Per 2016 CACREP standards, the program is required to identify a Program Coordinator **who (1) has responsibility for the coordination of the counseling program(s), (2) responds to inquiries regarding the overall academic unit, (3) provides input and makes recommendations regarding the development of and expenditures from the budget, (4) provides or delegates year-round leadership to the operation of the program(s), and (5) receives release time from faculty member responsibilities to administer the academic unit.

Based on current college operations, the Counseling programs do not have a designated program coordinator to fulfill the responsibilities outlined above. These responsibilities have been distributed among the faculty members who have taken on "liaison roles" that have no associated work units or release time. Faculty would like to know if the university will support this accreditation requirement and offer work units or release time for the role of program coordinator?

****From CACREP 2016 Standards**
Section 1: The Learning Environment
http://www.cacrep.org/section-1-the-learning-environment/

The College of Education purchased the Panopto audio visual software system to view recordings of supervised counseling experiences and receive supervisory feedback in fulfillment of a clinical accreditation requirement. The Panopto system was purchased five years ago and does not receive technology support from the university. The Counseling faculty members are frequently engaged in troubleshooting technology issues with the Panopto system technicians over the phone. Additionally, this system is used by Social Work, Psychology and Marriage and Relational Therapy although the College of Arts and Sciences and STM did not contribute to the purchase of the system. The Counseling Program would like to know how the university will help support technologies needed to sustain quality counseling and professional helper programs in the future.