



Annual CACREP Report 2023

Hello and welcome to our annual CACREP Report. For those of you I have not met, I'm Dr. Ashley Luedke and I am the Counselor Education Program Director and a Licensed Mental Health Counselor in New York and Florida. This document will highlight some of the changes and accomplishments from our program and faculty this past year so let's jump right in!

It is an exciting time as another academic year has come to a close. The past year has brought some significant changes to the Counselor Education Program here at St. Bonaventure University (SBU). Earlier this year, we were thrilled to welcome Dr. Demah Payne to our faculty as a Visiting Assistant Professor. We have also received many requests from potential adjunct faculty and we welcomed several new adjuncts including Dr. Robert Pincus, Nikki Pauli, and doctoral students David Loeffler and Justin McDonald. We also had one faculty go up for tenure and promotion, and another go up for promotion. This requires putting together an incredibly detailed packet of evidence regarding teaching, scholarship, and service that includes letters of support from other counselor educators and alumni. The application is reviewed by the Program Director, Dean, Provost, Recommendations committee made up of a representative of each school at SBU, and finally the President. We are thrilled to congratulate Dr. Rebecca Scherer on being awarded tenure and promotion to Associate Professor and to Dr. Susan Branco on being awarded promotion to Associate Professor.

We are continuing to welcome cohorts each semester and have welcomed 30-50 students each term. The best part is graduation and in May 2023 we saw our largest group of over 80 students included in commencement! Continuing our tradition from last year, we held a meet and greet Saturday evening before commencement and were thrilled to be able to spend time with over twenty students who joined us with their families. Dr. Hauser, Dean of the School of Education and Dr. Hoffman, Dean of the Graduate School both stopped by to say hello and spend some time with our students as well.

In other big program news, after much thought and debate we ultimately decided to end the residency requirements. Previously students were required to come to campus twice during their first and second summers for 3 days. This caused a significant time and financial impact and after reviewing feedback from all stakeholders we decided to eliminate this to better serve our students and remove any potential barriers. We also decided to review our coursework and after conducting surveys of key stakeholders we decided to eliminate the grief counseling and brief counseling courses that were attached with the residency. In their place we have created an introduction to play therapy course, and human sexuality issues in counseling. We believe that both of these courses cover topics and skills that will be incredibly beneficial to our school counseling and clinical mental health counseling students. Both courses ran for the first time this summer and we are thrilled to have them added to the curriculum.

The faculty have been hard at work this year not only in their regular teaching responsibilities but with their scholarship and service to the profession activities. All of the faculty have presented at various key conferences this year and several have had some amazing publications accepted and published this year. I also have to give a special shout out to Dr. Rebecca Scherer who has been championing our CACREP self-study as we prepare for our accreditation review.





Every 8 years CACREP accredited programs are evaluated through a written self-study and then through a site visit. Faculty have been putting a great deal of effort into the program to ensure that students are leaving prepared to jump in to the profession. In the following materials you will see more detailed information about all of the things we have been working on with the publication of our annual report. On behalf of the faculty I thank you for your continued support of the Counselor Education Program.

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UNIVERSITY MISSION STATEMENT

Founded in 1858, St. Bonaventure is a Catholic university dedicated to educational excellence in the Franciscan tradition. We are committed to the constant pursuit of distinction in our undergraduate and graduate programs, our innovative liberal arts core and all of our courses of study. At St. Bonaventure University, we come to know our students on an individual basis and become their mentors. We strive to bring out the best in every individual. As an academic and spiritual community, we endeavor to prepare our students for the challenges they will face in their professional careers as well as in their personal lives. True to our Franciscan heritage, we encourage students to manifest our values through lives of citizenship and service.

SCHOOL OF EDUCATION MISSION STATEMENT

The St. Bonaventure University School of Education prepares innovative educators at the graduate and undergraduate levels. The Franciscan commitment to social justice through respect for diversity and the dignity and worth of the individual provides the foundation for our work with university students and school communities. Our state and nationally accredited programs integrate theory with practice and meet rigorous academic and professional standards. Our collaborative and highly qualified faculty members guide candidates on their journey of professional and personal discovery.

COUNSELOR EDUCATION PROGRAM

MISSION STATEMENT: The mission of the Counselor Education Program is to prepare students for the professional practice of counseling in a multicultural and diverse society. Specific program goals are: (a) support for the mission of St. Bonaventure University; and (b) adherence to the highest standards of Counselor Education. The programs abide by the principles set forth by the American Counseling Association [ACA]. The Clinical Mental Health and School Counseling programs are fully aligned with the standards put forth by CACREP (Council for Accreditation of Counseling and Related Educational Programs).

GOALS: The goals of this program are to provide students with common core curricular experiences in the following eight content areas: Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment and Research and Program Evaluation, as well as areas associated with their specific focus of study. Note: this program is housed in the NCATE accredited School of Education.

OBJECTIVES: In keeping with the St. Bonaventure University mission and values, students will graduate the program with a professional identity grounded in:

- Compassion for all individuals and believing in the worth and dignity of all members in society.
- A commitment to seeking wisdom, which involves intellectual pursuits as well as how to live authentically.





- Integrity as demonstrated by accepting responsibility to practice as an ethical and competent reflective practitioner in an intentional way.

ASSESSMENT PLAN: Specific key performance indicators in support of the highest standards of counselor education are set and are in line with CACREP accreditation principles. At the completion of the degree programs, the student will be able to:

1. Professional Orientation: Students are able to demonstrate ethical decision making grounded in their professional identities as clinical mental health or school counselors.
2. Social and cultural: Students will practice from a culturally responsive approach
3. Human growth: Students will conceptualize clients from a combination of models that emphasize wellness across the lifespan
4. Career: Students will be able to articulate the role of work and how it impacts key domains of clients' and students' lives or well-being
5. Counseling and helping: Students will be able to form a therapeutic working alliance with clients and work intentionally from a theoretically informed lens
6. Group counseling: Students are able to synthesize an understanding of group work
7. Testing and assessment: Students are able to communicate with clients and other stakeholders about the entire assessment process
8. Research and program evaluation: Students will demonstrate knowledge of how to consume, engage in, and apply research as it pertains to their specialty
9. Clinical mental health counseling: Students will demonstrate an identity as reflective clinical mental health counselors that are committed to client growth and wellness in a variety of settings
10. School counseling: Students will demonstrate an understanding of the multiple roles school counselors have as leaders, advocates, and systems change agents in P-12 schools and be able to evaluate components of a comprehensive school counseling program.
11. Students will demonstrate appropriate dispositions as a professional counselor.

GOALS FOR PROFESSIONAL PREPARATION PROGRAMS PROFESSIONAL COMMITMENTS AND DISPOSITIONS:

COUNSELOR EDUCATION DISPOSITIONS:

- Cultural Responsiveness: Ability to engage with, respond to, and interact respectfully with cultures. Demonstrates cultural humility, compassion, curiosity, and comfort with differences.
- Interpersonal abilities: Interact with peers and faculty with collegiality and respect. Demonstrate professionalism, navigate conflict, appropriate netiquette, conflict resolution skills, and avoidance of third rail issues.
- Self-awareness: Knowing strengths and areas of growth, being able to reflect, seeks appropriate supervision, pausing before reacting and speaking.
- Emotional maturity: Applying feedback in a meaningful way, ability to regulate and hold space in session. Addresses countertransference appropriately. Demonstrates social emotional management, especially when working with clients and students.





- Openness/tolerance for ambiguity: Able to tolerate distress, trials and tribulations of graduate study, and demonstrate growth over time as a counselor in training. Flexibility and ability to adapt.

FACULTY DEMOGRAPHICS AND ACHIEVEMENTS

Faculty Demographics Chart

| | Male | Female |
|-------------------------------------|------|--------|
| American Indian or Native Alaskan | 0 | 0 |
| Asian | 0 | 0 |
| Black | 1 | 1 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Hispanic | 0 | 0 |
| Two or More | 1 | 1 |
| Unknown/Other | 0 | 0 |
| White | 2 | 5 |
| Veteran | 0 | 0 |
| With a Disability | 0 | 0 |

FACULTY ACHIEVEMENTS

Core faculty are quite active in publishing and presenting research and scholarly activity. Dr. Moro and Luke have recently authored textbooks relevant to the profession. Dr. Branco has been published twice in the Journal of Counseling and Development in the past few years. The core faculty have 7 publications in the ACA family journals and over 50 publications in the past few years in counseling and counseling related peer-reviewed journals.

All core faculty members are members of either ACA, ACES, or ASCA, along with specialty divisions. All regularly attend and present at our state, regional, and national conferences. All are licensed in mental health, working towards licensure, or certified in school counseling in their respective states. All core faculty members engage in professional development and renewal activities to maintain current licenses and/or certifications.

Core faculty members devote their time and energy to professional service and advocacy in counseling. To name a few highlights, core faculty have served on editorial boards across the counseling profession, as grant and proposal reviewers, and in positions of leadership on national, regional, and state boards.





STUDENT DEMOGRAPHICS

Spring 2023 Enrolled Student Demographics

| | | |
|-------------------------------------|------|--------|
| Total Enrollees | 309 | |
| Gender | | |
| Female | 251 | |
| Male | 58 | |
| Non-binary | 0 | |
| Ethnicity by Gender | | |
| | Male | Female |
| American Indian or Native Alaskan | 1 | 1 |
| Asian | 0 | 4 |
| Black or African American | 5 | 19 |
| Hawaiian Native or Pacific Islander | 0 | 0 |
| Hispanic | 4 | 21 |
| Two or More | 3 | 6 |
| Unknown/Other | 1 | 4 |
| White | 44 | 196 |
| International Student | 0 | 0 |
| Active Duty Military | 0 | 0 |
| Veteran | 1 | 1 |
| First Generation | 0 | 1 |

Plans to Increase Diverse Enrollment

The Counselor Education Program, like the University, provides equal opportunity in its admissions, educational programs, and all activities without regard to race, color, national or ethnic origin, gender, marital status, sexual orientation, religion, age, disability, veteran status, or any other legally protected category. Within the two tracks in this program, School Counseling and Clinical Mental Health, 32% of actively enrolled students represent a racial or ethnic minority. The program director takes the following plans seriously when trying to increase diversity within the counselor education program.

- Using the meet and greet format with HBCU's to increase diverse numbers of applicants and subsequent enrollees.
- Relying on an external admissions team and student success coaches to help assist students with the application process for graduate studies.

SUMMARY OF PROGRAM EVALUATION RESULTS

Assessment Plan 2022-2023 and Changes Made to the KPI's

1. Professional Orientation: Students are able to demonstrate ethical decision making grounded in their professional identities as clinical mental health or school counselors.





- a. CE 636: Ethical Decision-Making Model Assignment and 629: Ethical Decision-Making Assignment
- b. CE 610: Ethics Case Conceptualization

KPI 1: The faculty have decided to add in another data point from CE 639: Human Sexuality and will continue to collect data.

2. Social and cultural: Students will practice from a culturally responsive approach.
 - a. CE 540: Diagnostic Interview Assignment; Diagnostic Interview portion of the rubric
 - b. CE 638: Cultural Interview Assignment
 - c. CE 610, 620A/B, 625A/B: Supervisor evaluation

KPI 2: Faculty have decided to drop 540: Diagnosis of Psychopathology as a data point and invest more time into training site supervisors on how to evaluate interns.

3. Human growth: Students will conceptualize clients from a combination of models that emphasize wellness across the lifespan.
 - a. CE 511: Developmental Case Conceptualization
 - b. CE 620B: Video and Case Conceptualization and Presentation, 625B: Case Conceptualization & Treatment Plan

KPI 3: The faculty have decided to add in another data point from CE 656: Play Therapy and will continue to collect data.

4. Career: Students will be able to articulate the role of work and how it impacts key domains of clients' and students' lives or well-being
 - a. CE 510: Interview Assignment
 - b. CE 570: Career Program Proposal Presentation

KPI 4: The faculty have decided to continue to monitor the issues around APA and Career, specifically engagement in the career class.

5. Counseling and helping: Students will be able to form a therapeutic working alliance with clients and work intentionally from a theoretically informed lens.
 - a. CE 530: Theory Skills Demonstration
 - b. CE 634: Intervention & Theory Demonstration
 - c. CE 632: School-Based Training for Establishing and Maintaining the Therapeutic Working Alliance with Children and Adolescents and CE 649: Couple or Family Assessment Poster
 - d. CE 610, 620 A/B, 625 A/B: Supervisor evaluation

KPI 5: The faculty have decided that no changes are needed at this time.

6. Group counseling: Students are able to synthesize an understanding of group work.
 - a. CE 550: Weekly Quizzes
 - b. CE 620A & CE 625A: Group Leadership Proposal

KPI 6: The faculty have decided that no changes are necessary at this time.





7. Testing and assessment: Students are able to communicate with clients and other stakeholders about the entire assessment process.
 - a. CE 560: Assessment Paper
 - b. CE 540: Character Analysis Assignment
 - c. CE 642: Risk Assessment and CE 633: Risk Assignment

KPI 7: The faculty have decided to drop the data point from 642: Introduction to Crisis Counseling/633: Special Topics in School Counseling due to not being a good fit for the KPI.

8. Research and program evaluation: Students will demonstrate knowledge of how to consume, engage in, and apply research as it pertains to their specialty.
 - a. CE 500: Research Proposal
 - b. CE 620A/ CE 625A: Group Leadership proposal

KPI 8: Faculty have decided that no action is necessary at this time.

9. Clinical Mental Health: Students will demonstrate an identity as reflective clinical mental health counselors that are committed to client growth and wellness in a variety of settings.
 - a. CE 510: Rogers Assignment
 - b. CE 637: Case Conceptualization and Treatment Plan
 - c. CE 625A: Reflective Growth Experience Video

KPI 9: The faculty have decided to spend time refreshing the course content of 637: Management of CMH and the assignment for the Assessment Plan.

10. School: Students will demonstrate an understanding of the multiple roles school counselors have as leaders, advocates, and systems change agents in P-12 schools and be able to evaluate components of a comprehensive school counseling program.
 - a. CE 628 Lesson Plan
 - b. CE 650 Classification Resource Manual

KPI 10: The faculty have decided to move 628: Foundations of School Counseling up in the curricular sequencing for the School Counseling track.

11. Dispositions: Students will demonstrate appropriate dispositions as a professional counselor. Students are evaluated by faculty and adjuncts at:

1. Admissions
2. Successful completion of 18 credit hours
3. Successful completion of 36 credit hours

Students are evaluated by site supervisors in:

1. Practicum
2. Internship I
3. Internship II

Students evaluate themselves:

1. In practicum application

KPI 11: Faculty are currently reviewing the data for this KPI.





SUBSEQUENT PROGRAM MODIFICATIONS

The Counselor Education program has made many modifications in the last few years. The program has moved from a face-to-face format to a face-to-face and online program to a completely online program. With the move from a face-to-face program to an online program, the online program used to require two several day residencies. The residencies used to be held in person on campus until the Covid-19 pandemic required the residencies be held virtually. After three years of virtual residencies, the faculty, coupled with feedback from students and other stakeholders about the difficulty of engagement, chose to discontinue the residency program and move to professional development opportunities throughout the academic year.

In addition to the difficulty of sustained engagement and required attendance at the residencies, students and faculty alike wanted to add different relevant topics to the curriculum. Previously, the residency experience was a part of two courses, Residency I: Solution Focused Brief Therapy and Residency II: Grief Counseling. After removing the residency requirement and surveying the students for feedback, the two courses were made into 7-week content courses without a residency requirement, Human Sexuality and Play Therapy.

The School Counseling curriculum has also gone through several changes primarily related to course offerings and timing when those courses are offered in a student's plan. After consulting with NYSED and other school counseling colleagues, we've updated the MSED in School Counseling curriculum to better align with current issues and trends impacting school counselors today. Previously, our school counseling curriculum consisted of five school counseling specific courses (School Counseling Internship I, School Counseling Internship 2, School Counseling and Special Education, Program Management of School Counseling, and Seminar in School Counseling). We have now transitioned to offering seven specific school counseling courses (School Counseling Internship I, School Counseling Internship 2, School Counseling and Special Education, Foundations of School Counseling, Ethical and Legal Issues in School Counseling, Child and Adolescent Counseling, and Special Topics in School Counseling) to offer more specific curriculum to address the unique needs, roles, and responsibilities of professional school counselors. Additionally, previously our school counseling students took their school counseling-specific courses near the end of the program. We've changed this so our school counseling students take the Foundations of School Counseling course as either their fourth or fifth course in the program. This helps them gain a better understanding of professional school counseling early in the program and ensure they are a good fit for the school counseling profession and vice versa.

Faculty have also made several other program modifications. One of the most significant changes includes the changes made to the ethics courses. When the online program initially started, there was only one ethics course. Faculty were concerned with the ability of students to successfully apply this course to future certification and licensure applications and decided to separate the course by track and rename each course. Also, School Counseling students reported that they were not receiving enough ethical information related specifically to the school environment. Based on the concerns raised, the program modified the one ethics course into two track specific courses.

