

# Emporia State University

## Department of Counselor Education Annual Report

**December 2021-August 2022**

This report summarizes annual program evaluation activities, modifications, and changes for the Clinical Counseling and School Counseling programs of Emporia State University (ESU) from Fall 2021 to Summer 2022.

### **Program Evaluation**

The master's degree in Clinical Counseling is a 60-credit hour degree. Evaluations of the Clinical Counseling degree program are conducted as such:

- Ongoing course-level assessment as conducted by the ESU Office of Institutional Effectiveness each semester.
- Survey and focus groups consisting of students, faculty, site supervisors, former students, and employers. These are conducted every six (6) years with the oversight of The Teachers College at ESU.

The master's degree in School Counseling has changed from a 48 credit to 60 credit hour degree starting Fall 2022. Evaluations of the School Counseling degree program are conducted as such:

- Ongoing program assessment each semester with the oversight of the Kansas State Department of Education (KSDE) due 2023.
- Survey and focus groups consisting of students, faculty, site supervisors, former students, and employers. These are conducted every six (6) years with the oversight of The Teachers College at ESU.

### *Summary*

*Master's Degree in Clinical Counseling (concentrations Addictions, Clinical Mental Health, Rehabilitation Counseling)*

An average of twenty (20) students per year completed the Clinical Counseling degree over a five (5) year span (2017-2022).

The Clinical Counseling program completed a survey and focus group in their six (6) year cycle in Spring 2022. The survey and focus group were comprised of current students, alumni, and employers/supervisors in the field. The following recommendations were made by the participants:

- There was a consensus that the Theory & Practice of Appraisal class and Group Processes class should have some adjustments. Specifically, it was suggested that the appraisal class spend more time with assessments and the protocols as to who to administer and interpret them for clinical purposes.

- Respondents encouraged change in the group class to address a variety of group counseling settings to give student a more comprehensive experience.
- Respondents asked too that faculty bring more real-life experiences into the classrooms. They see the importance of having opportunities to have examples of clinical work to apply what they are learning.
- Employers/supervisors from state agencies asked that students have a better understanding of case management and what to expect as employees of the state agency.
- Employers/supervisors also asked that students read orientation paperwork and come ready to do the work expected of them. They indicated, at times, some students do not take their field experiences as seriously as they would like. They noted too the importance of students knowing how to work with integrated teams.
- When asked about important coursework students need the topics both students and employers/supervisors agreed on was trauma-informed work, multiculturalism, suicidal ideation, and further work in diagnosis and treatment planning.

Faculty has begun working on modifying these courses and revising field services orientation and expectations.

### *Master's Degree in School Counseling*

An average of twenty-nine (29) students per year completed the School Counseling degree over a five (5) year span (2017-2022).

The School Counseling program was due to complete a survey and focus group in their six (6) year cycle as of Spring 2022. The previous assessment was completed May 1, 2017. The focus group survey has been moved to Spring 2023. The following recommendations were provided by the 2017 survey and focus group:

- 1) Emphasize counseling technique as well as theories, with opportunities to practice.
- 2) Information on special education should be provided by school-related counseling courses rather than generalist counseling coursework.
- 3) Consultation with parents should be emphasized in the parenting and consultation course.
- 4) Mental health issues (diagnosis, treatment planning, trauma informed care) should be provided in several courses during the program.
- 5) Specific skill areas need to be addressed: multicultural issues in schools, technology in counseling.
- 6) Creation and management of behavior plans and working with teachers to establish interventions for disruptive behaviors in the classroom.

As of Fall 2019, all the above-listed recommendations were implemented.

### **Program Accreditation**

All Counselor Education programs are currently accredited until October 31, 2024.

### **Program Modifications**

Due to a rise in student demand for online classes, the Clinical Counseling program moved fully

online as of Spring 2022.

### **Substantial Program Changes**

#### *Master's Degree in School Counseling*

There were three school counseling faculty vacancies at the end of Summer 2022. The positions are currently under an active search and will be filled by Fall 2023, with two position potentially filled for Spring 2023.