

PALM BEACH ATLANTIC UNIVERSITY  
COUNSELOR EDUCATION PROGRAM

# ANNUAL REPORT 2021



Palm Beach  
Atlantic  
UNIVERSITY

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# MESSAGE FROM OUR PROGRAM DIRECTOR



From the inception of the Counseling program in 1994, the counseling faculty have consistently reviewed and evaluated information regarding the design and implementation of the program given its objectives and mission. The goal was to provide updates necessary to provide best practices and adapt to licensure. Almost 30 years later, with the same passion and fervor, we remain committed to rigorous instruction, assessment and evaluation, aligned to CACREP standards.

We have embarked on an exciting and important adventure! The journey towards accreditation is not without its challenges, but yields such rewarding results. It is with unending gratitude that I acknowledge the collaborative efforts of the PBAU Counselor Education Department. Dr. Larry Shyers, Dr. Philip Henry, Dr. David Lawson - veterans in our field and pillars of our program; Dr. Steve Vensel, Dr. Katheryn Bosso, Dr. Kozachuk-Allen - diligent and dependable; Mrs. Laura Finnell Rendon Finnell - for your clinical expertise, thank you. As a team, we are appreciative of the consistent administrative oversight of Provost Templeton, and the clerical support of Mrs. Renee Risnear.

Dr. Stephanie Carroll, you fought the good fight. You finished your course. You kept the faith.

**Dr. Devie Forrester**

Assistant Professor of Counseling  
Director, Counselor Education

The Council for Accreditation of Counseling and Related Programs (CACREP) requires that Counselor Education program faculty disseminate an annual report that includes, by program level, a summary of the program evaluation results, subsequent program modifications, and any other substantial program changes. The report is published on the program website under the Reports tab, and students currently in the program, program faculty, institutional administrators, and personnel in cooperating agencies (e.g., employers, site supervisors) are notified that the report is available. This report serves to provide an overview of the requirements listed above, for the Clinical Mental Health as well an overview of the Counselor Education program.

# MISSION STATEMENT

The mission of the Counselor Education Program is to facilitate a holistic educational experience, through which students develop personal and professional qualities, competencies, ethical judgment, and spiritual awareness, as they prepare for professional service in school counseling, clinical mental health counseling, or for advanced study in a related field.

# PROGRAM LEARNING OUTCOMES

1. Exhibit proficiency in counseling skills unique to forming and utilizing professional relationships in school and community settings.
2. Perform competently in the foundational knowledge base, outlined by the Council for Accreditation of Counseling and Related Program (CACREP), as well as the specific subject matter (2016 CACREP Standards 5.C) required for delivery of ethical, professional care in clinical mental health counseling. These include:
  - A. Professional counseling orientation and ethical practice
  - B. Social and cultural diversity
  - C. Human growth and development
  - D. Career development
  - E. Counseling and helping relationships
  - F. Group counseling and group work
  - G. Assessment and testing
  - H. Research and program evaluation
  - I. Diagnosis and treatment in counseling
3. Demonstrate ability to integrate theologically informed and spiritually sensitive interventions in counseling practice when appropriate and desired by clients.
4. Effectively apply counseling knowledge, skills, and dispositions in professional practice.

# PROGRAM EVALUATION RESULTS

Student learning is continuously assessed throughout the program, using Key Performance Indicators (KPIs) for each PLO. To successfully assess these domains at multiple points in the program, at least two KPIs have been assessed.

## **ASSESSED RESULTS – AY 2020-2021**

The following is an itemized representation of student performance related to competency in foundational and specialty knowledge base, per the program's learning outcomes.

### **OBJECTIVE 1:**

This objective is determined met when that 90% of students will earn 80% or higher on the designated assessment.

At least 90% of students attained an 80% or higher on the KPI assignment in COU 5133 (formerly COU 5132). Additionally, at least 90% of students were rated at "Meets/Exceeds Expectations" on the CCS-R (Part 1: Skills) by their site supervisor in COU5713, across both campuses (WPB/Orlando).

More specifically, 67/68 students enrolled in COU5133, attained at least 80% on their KPI assignment in COU 5132, and 17/17 students enrolled in COU5713, were rated at "Meets/Exceeds Expectations" on the CCS-R (Part 1: Skills) by their site supervisor, across both campuses (WPB/Orlando).

## OBJECTIVE 2:

This objective is determined met when that 90% of students will earn 80% or higher on the designated assessment.

The knowledge base required by CACREP includes the following core areas. The program objective is considered met when at least 90% of all students attain the minimum percentage score of 80% on their KPI assignment

CACREP Standard	KPI Course	% Students obtaining > 80%
2.F.1	professional counseling orientation and ethical practice	93%
2.F.2	social and cultural diversity	97%
2.F.3	human growth and development	97%
2.F.4	career development	100%
2.F.5	counseling and helping relationships	99%
2.F.6	group counseling and group work	99%
2.F.7	assessment and testing	100%
2.F.8.	research and program evaluation	94%
5.C.2.d	diagnosis and treatment in counseling - specific subject matter (2016 CACREP Standards 5.C)	97%

**Overall, 97% of students obtained 80% or higher and/or "meet/exceeds expectations" on assigned KPI assignments and/or Final Evaluations.**

### **OBJECTIVE 3:**

This objective is determined met when that 90% of students will earn 80% or higher on the designated assessment (identified below).

55/55 students in COU5173 obtained an 80% or higher on the assigned KPI.

36/36 students in COU5723 successfully integrated this content as a part of their case conceptualization

### **OBJECTIVE 4:**

This objective is determined met when that 90% of students are rated at "meet/exceeds expectations on the CCS-R.

Of the 97 students who enrolled in Practicum and Internship courses, 100% of them were rated at meet/exceed expectations on CCS-R.



# CLINICAL REVIEW

## **CLINICAL MENTAL HEALTH COUNSELING (CMHC)**

- A total of 101 students were registered in Practicum and/or Internship
- 54 students successfully finished clinical experiences as follows:
  - Fall – 25
  - Spring – 14
  - Summer – 15
- 47 students continued in their clinical experience.

## **SCHOOL COUNSELING (SC)**

- A total of 8 students were registered in Practicum and/or Internship.
- SC interns were placed in St. Lucie, Palm Beach, Brevard, Lake, and Orange counties.
- CE program began partnerships with Faith Christian Academy (Orlando) and Jupiter Christian School (West Palm Beach) for SC Practicum placements.
- SC students began using *Tevera* during SP 21 semester.

## **SITE SUPERVISOR FEEDBACK**

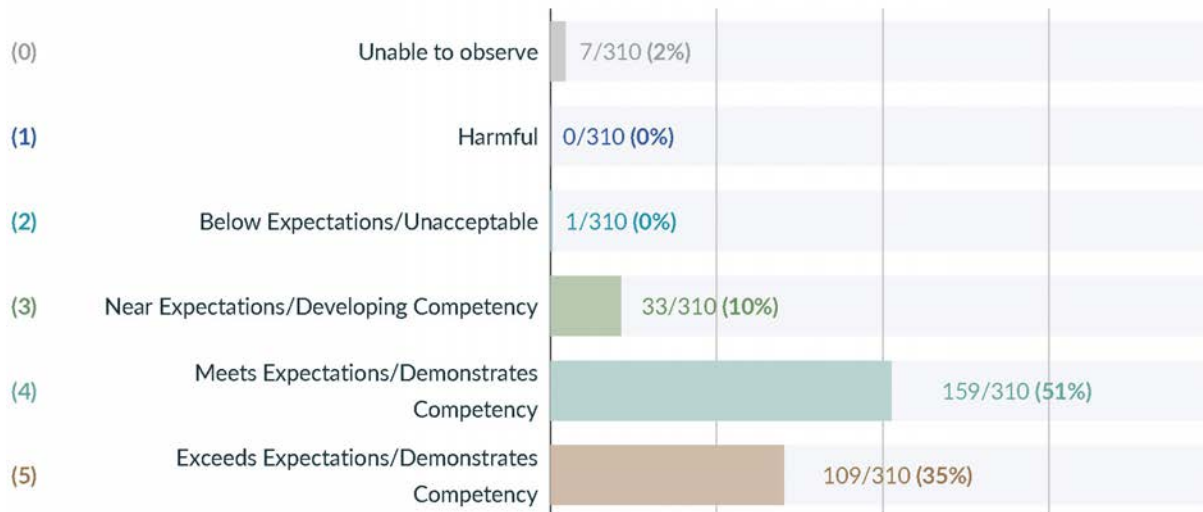
Counselor Competencies Scale – Revised (CCS-R) assesses the Skills, knowledge, and dispositions across 23 domains, in the counseling setting, at the mid and end points of the practicum and internship experience.

Practicum and Internship instructors review the CCS-R evaluations completed by site supervisors. Information is used during site visits and to help both the student intern and the site supervisor. These reviews take place mid and end of each semester that a student is in practicum and internship.

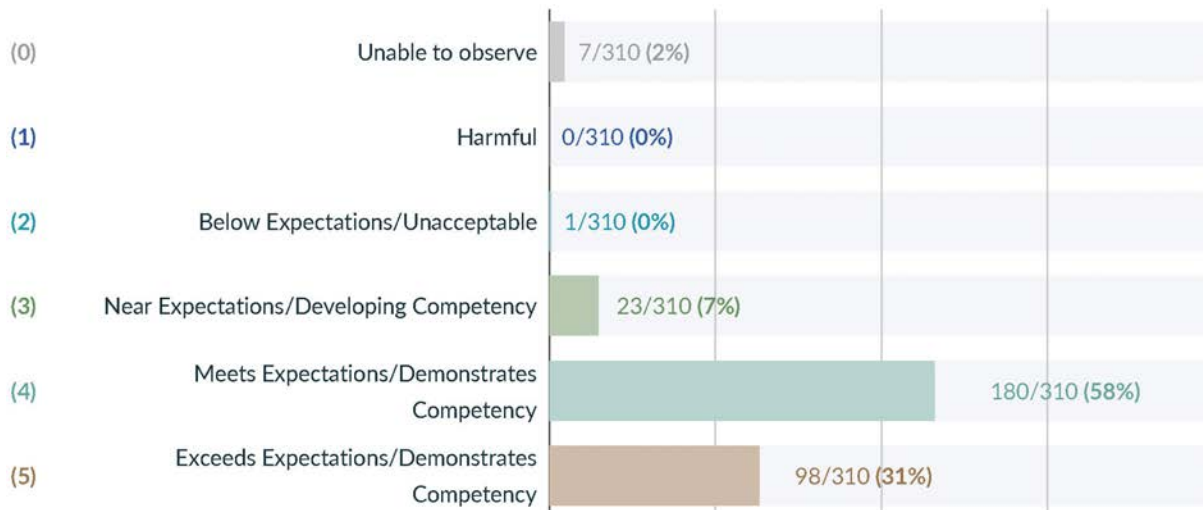
Feedback from site supervisor CCS-Rs is included in Practicum Orientation meetings to ensure that students are adequately prepared to meet site supervisors' expectations when they are at the sites. Practicum/Internship instructors use the information when checking in with site supervisors for site visits and ongoing communication regarding student growth and development.

The results below, capture the performance of our students during this assessment period.

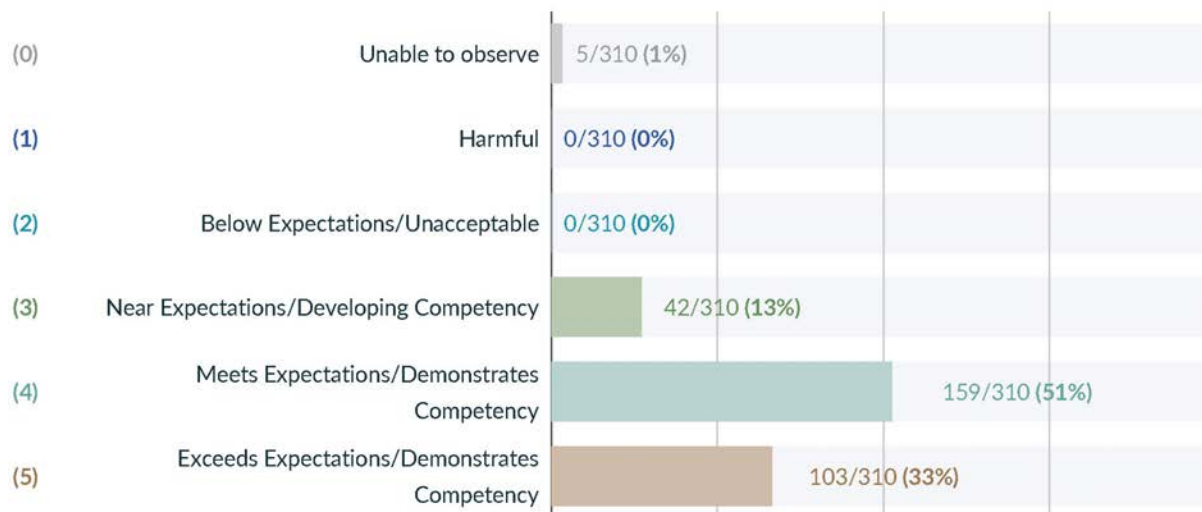
Reflecting, summarizing: summarizing content, feelings, behaviors, and future plans (with couples and families, summarizing relational patterns of interaction)



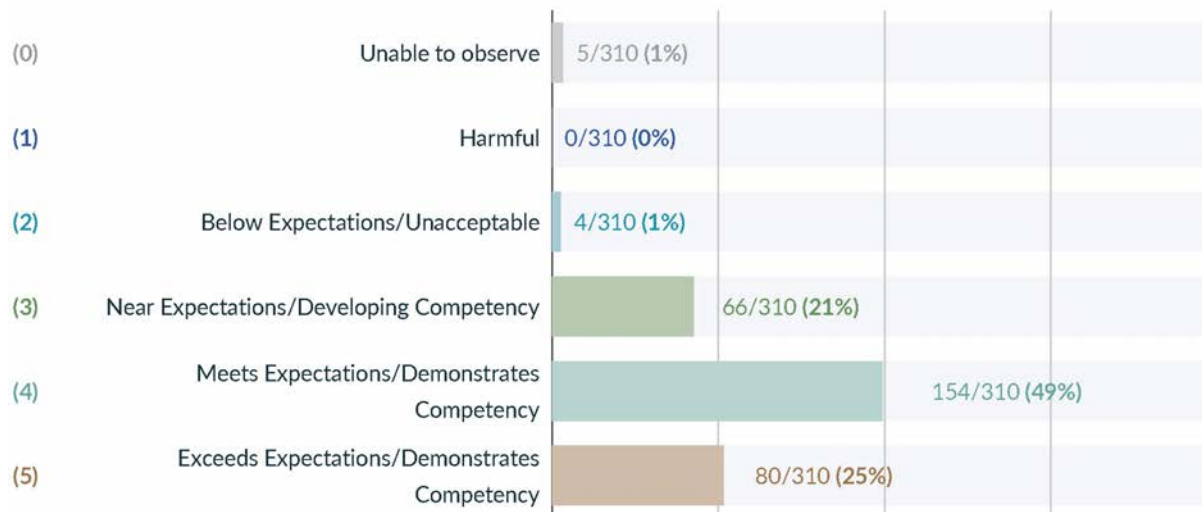
Reflection, reflection of Feelings: reflection of feelings (with couples and families, reflection each clients' feelings)



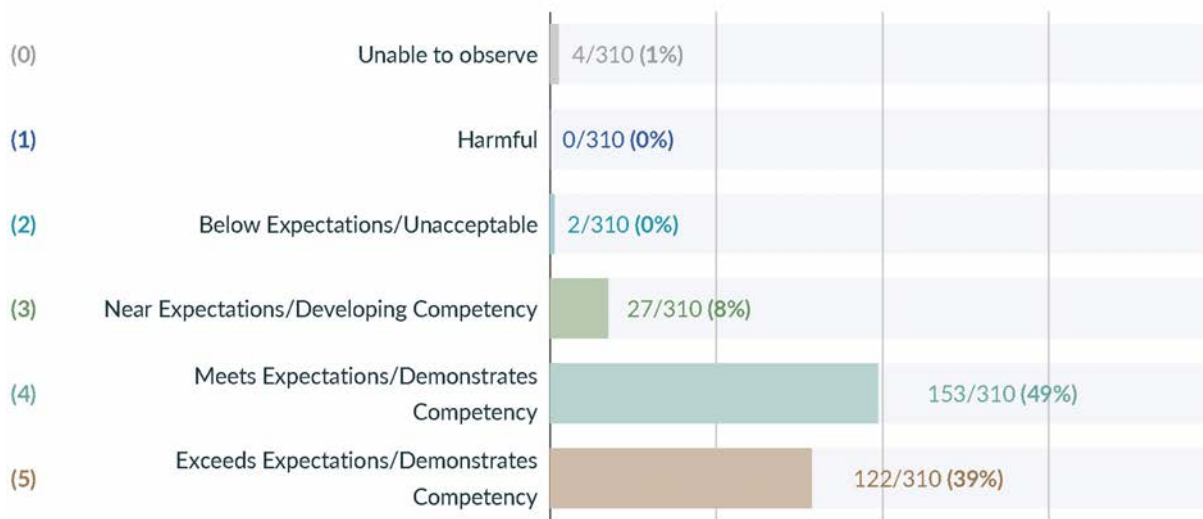
Reflecting, paraphrasing: Basic reflection of content-paraphrasing (with couples and families, paraphrasing the different clients' multiple perspectives)



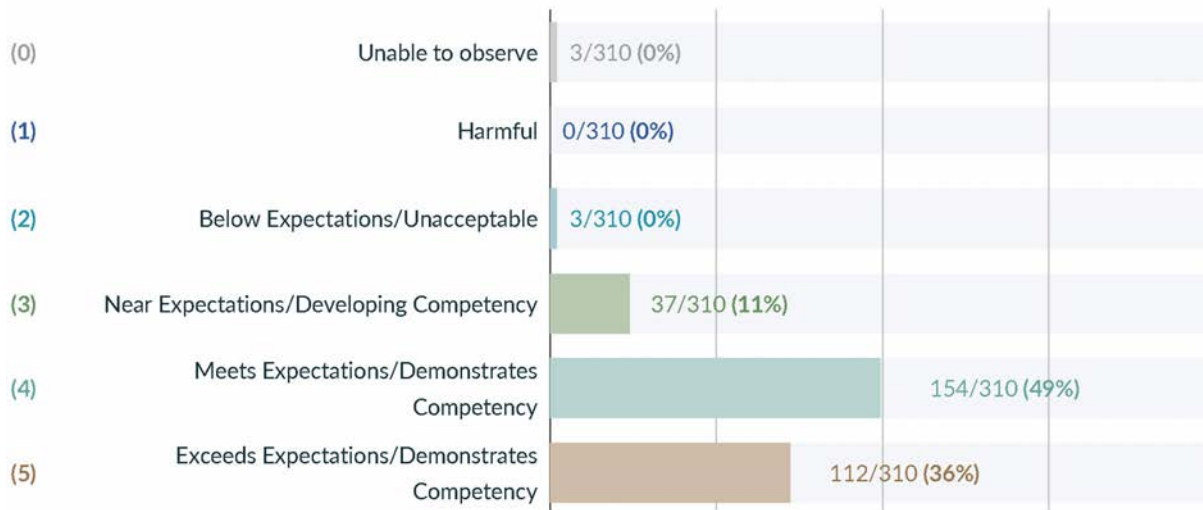
Confrontation: counselor challenges clients to recognize and evaluate inconsistencies



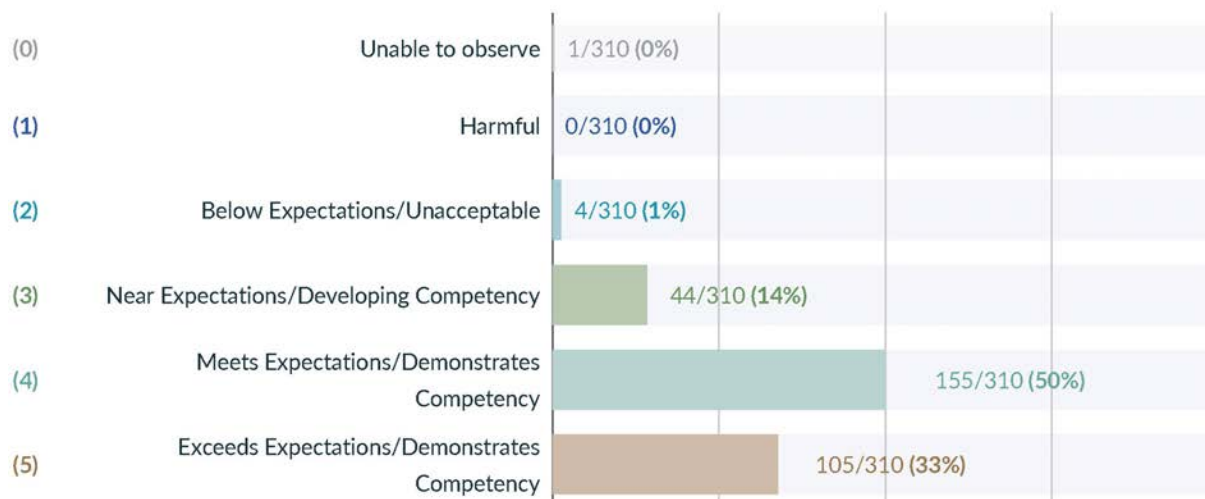
Goal setting: counselor collaborates with clients to establish realistic, appropriate, and attainable therapeutic goals (with couples and families, supports clients in establishing common treatment goals)



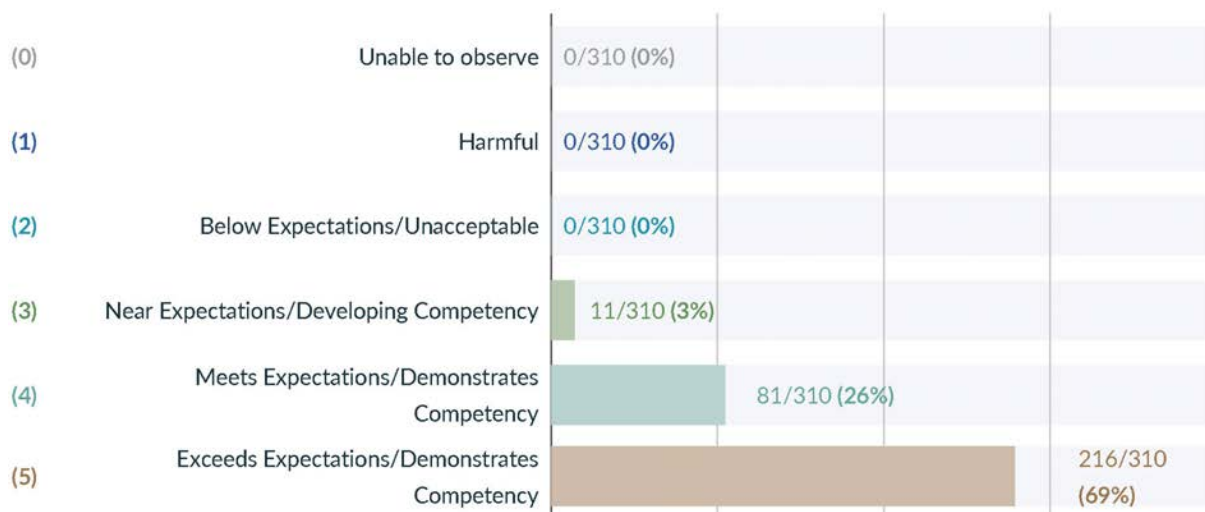
Focus of counseling: counselor focuses (or refocuses) clients on their therapeutic goals (i.e. purposeful counseling)



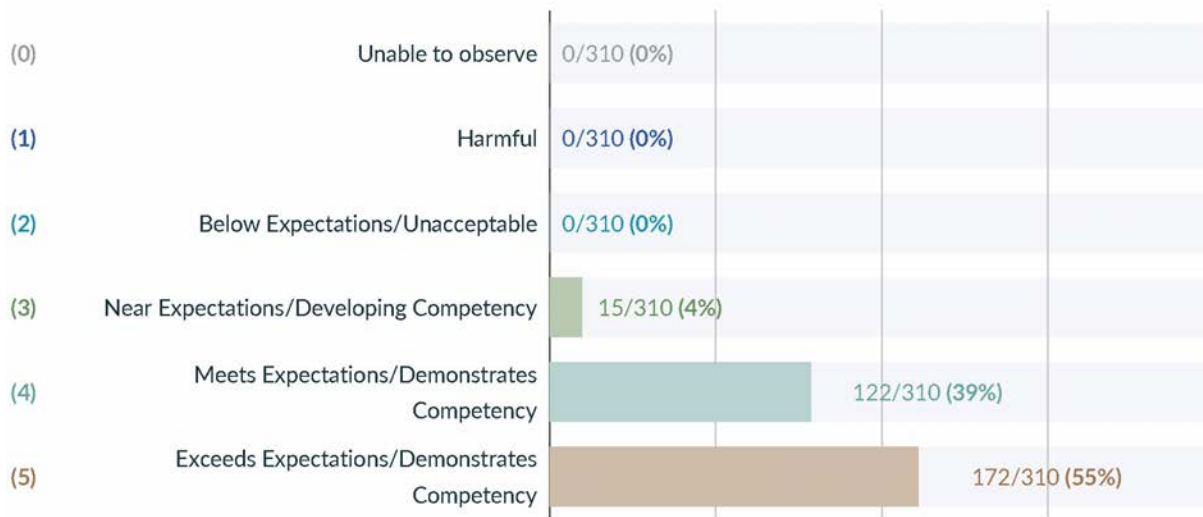
Questions: Use of appropriate open and closed questioning. (e.g., avoidance of double questions)



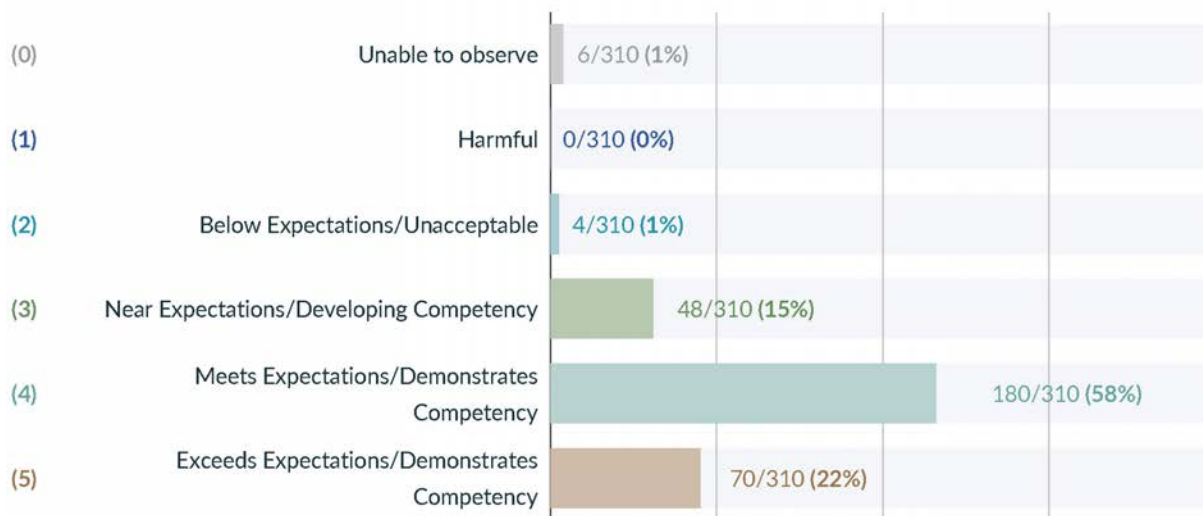
Facilitate therapeutic environment, respect and compassion: counselor expresses appropriate respect and compassion for clients



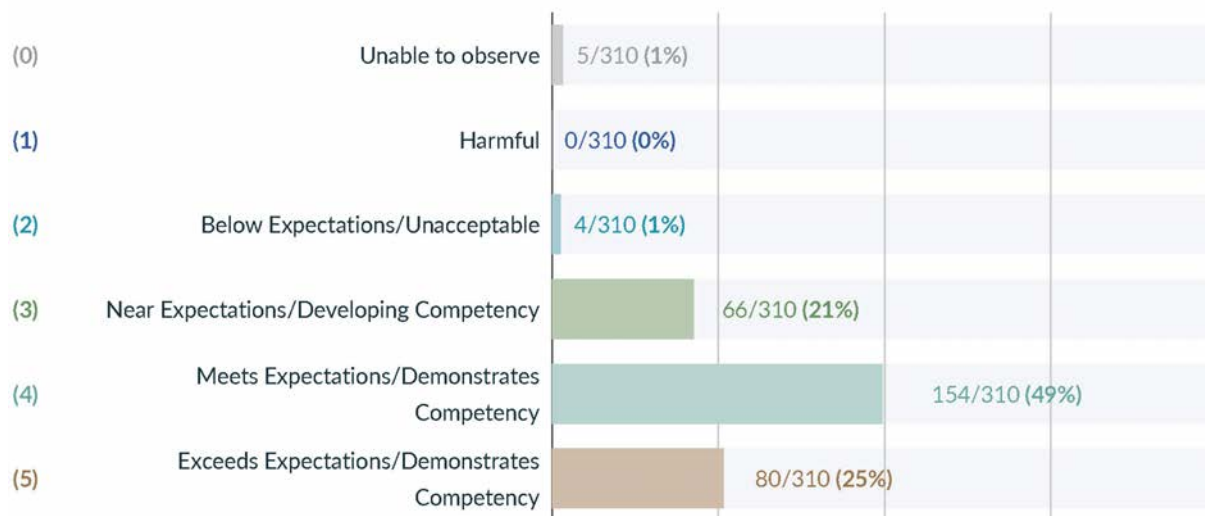
Professional ethics: adheres to the ethical guidelines of the, ACA, ASCA, IAMFC, APA, and NBCC, including practices within competencies



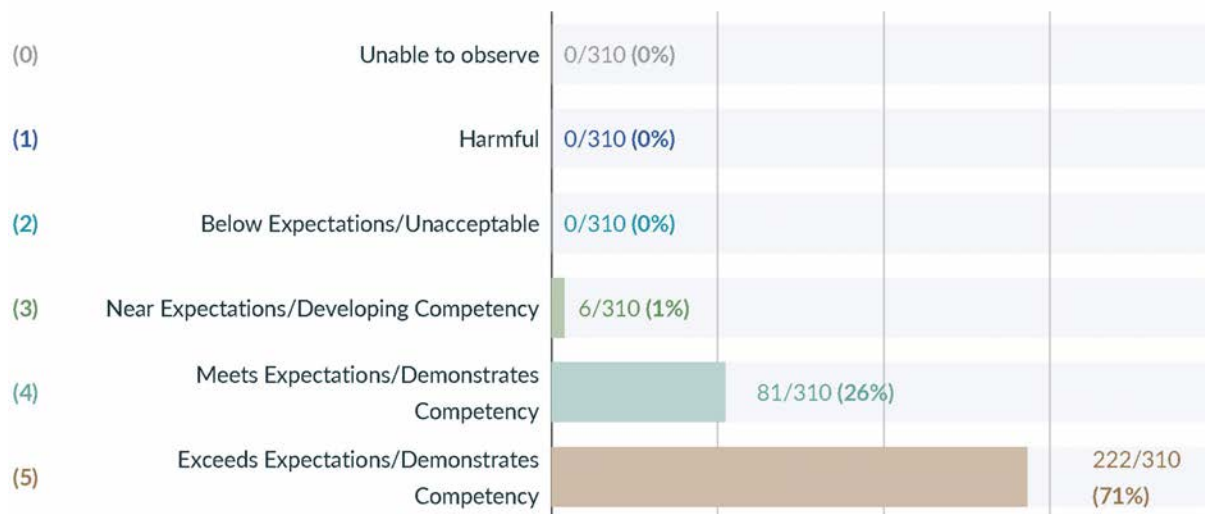
Advanced reflection (meaning): advanced reflection of meaning including values and core beliefs (taking counseling to a deeper level)



Confrontation: counselor challenges clients to recognize and evaluate inconsistencies

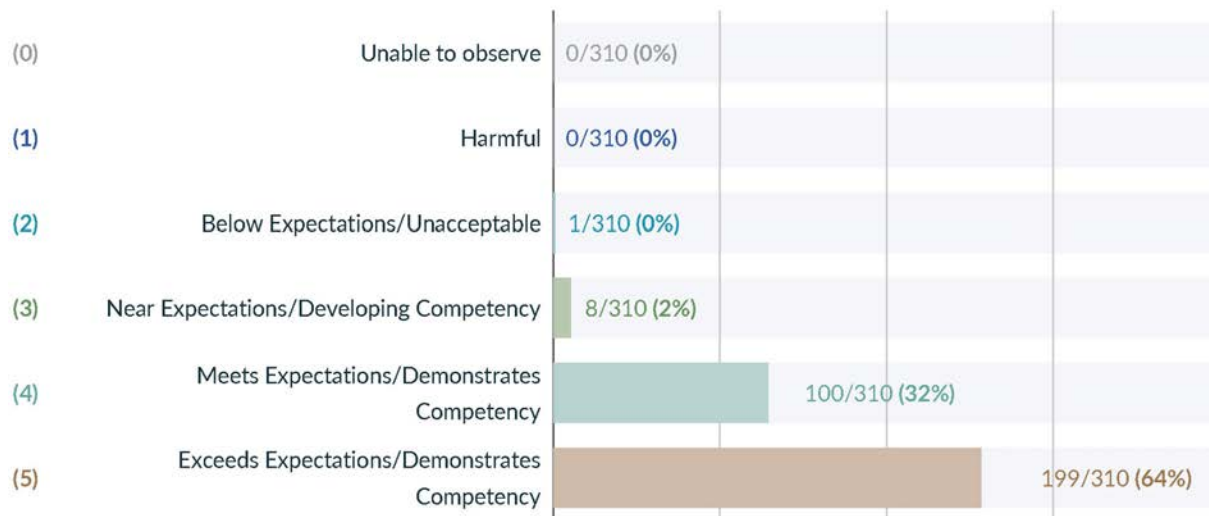


Professional behavior: behaves in a professional manner towards supervisors, peers, and clients (e.g., emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others

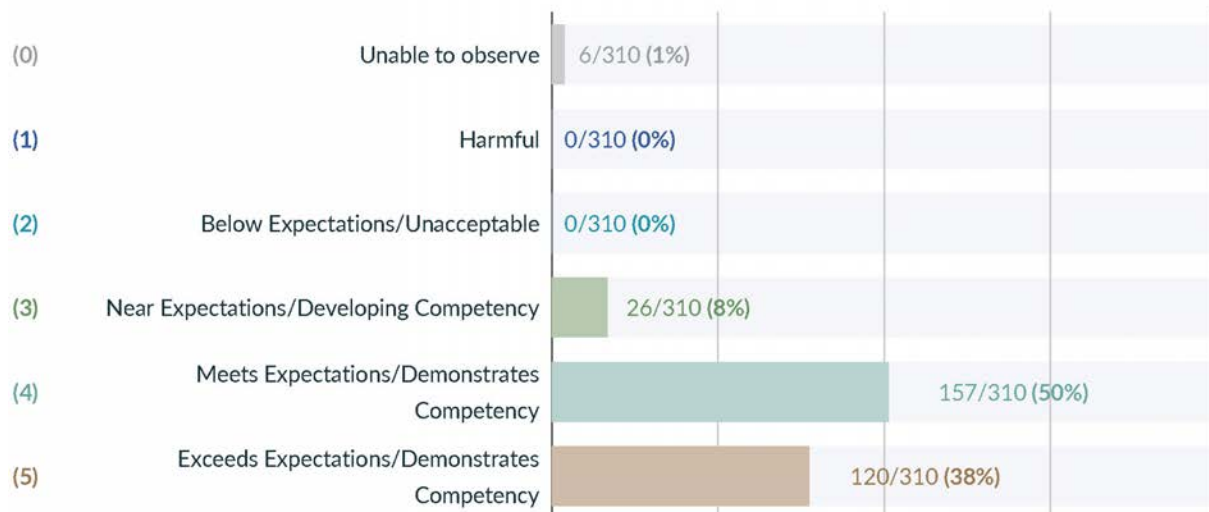




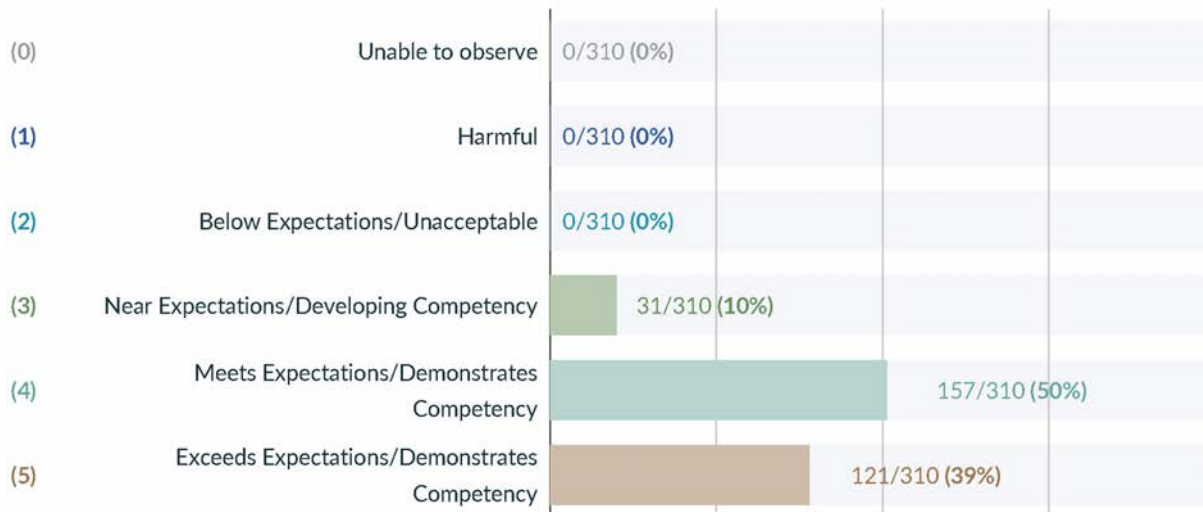
Openness to feedback: responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback



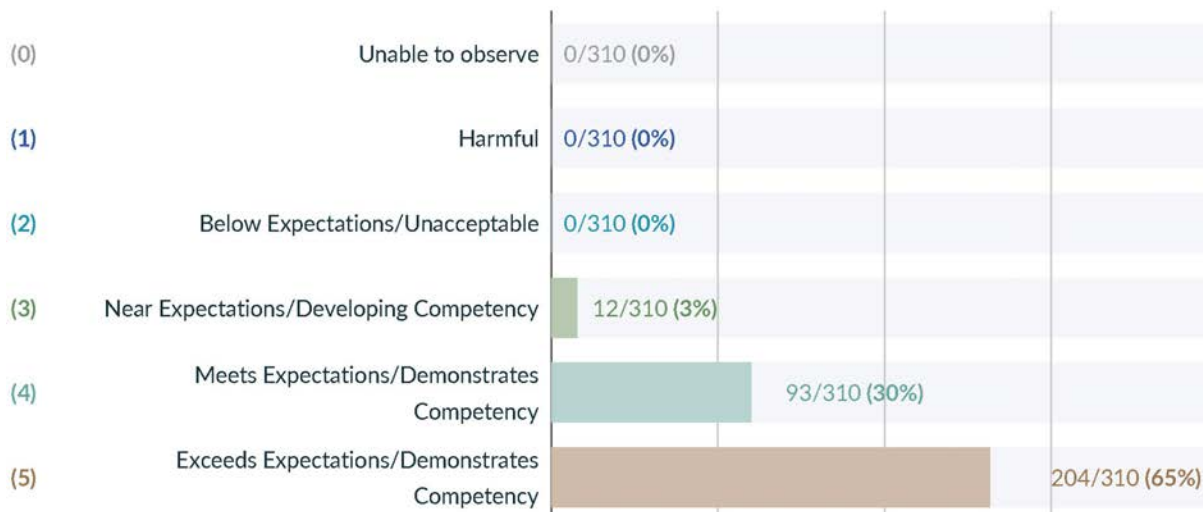
Record keeping and task completion: completes all record keeping and tasks correctly and promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)



Multicultural competence in counseling relationship: demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship



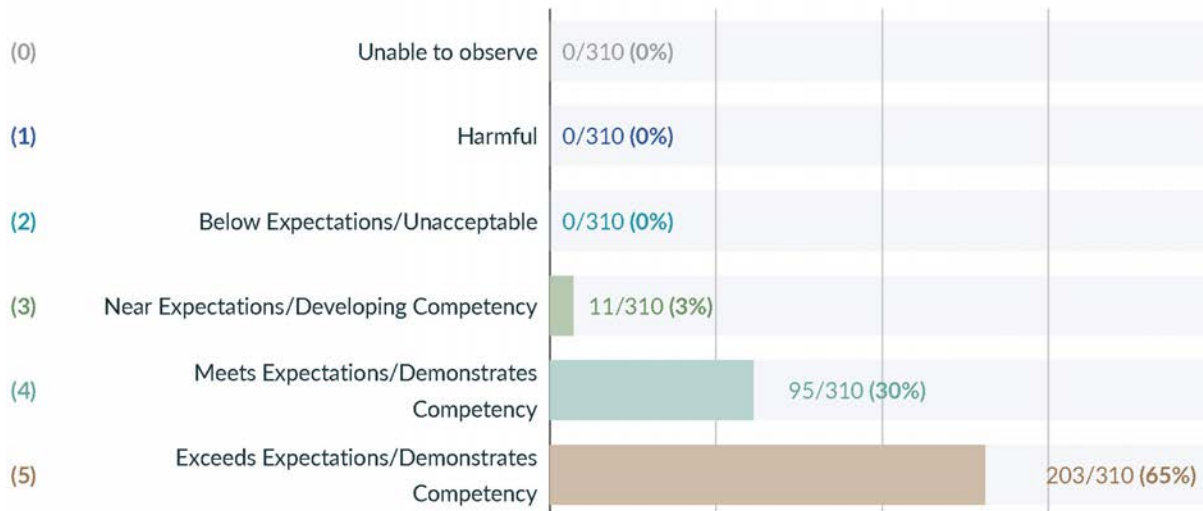
Motivated to learn and grow/initiative: demonstrates engagement in learning and development of his/her counseling competenceis



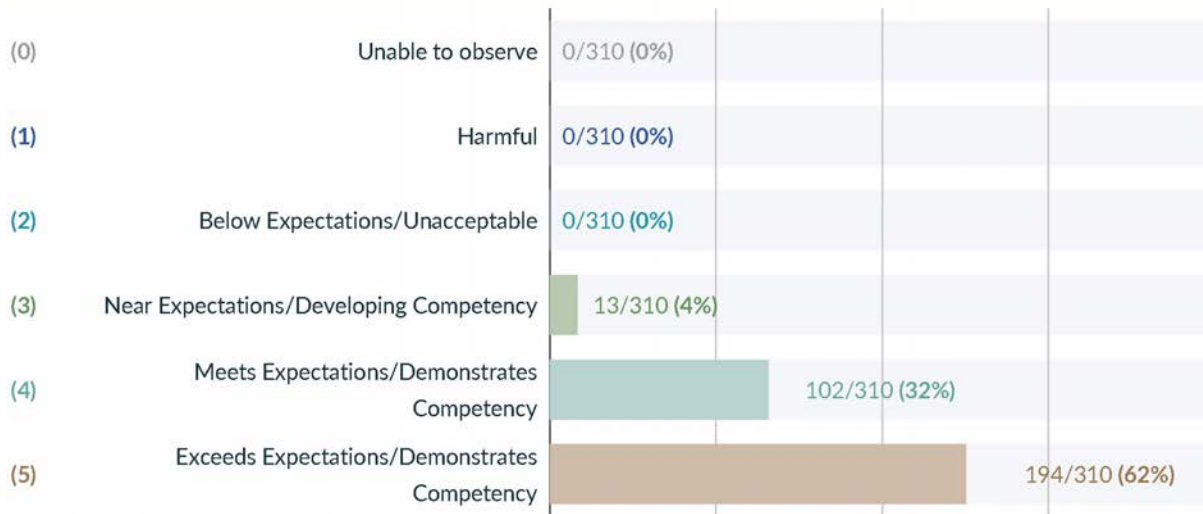
Emotional stability and self-control: demonstrates self-awareness and emotional stability (i.e., congruence between mood and affect) and self-control (i.e., impulse control) in relationships with clients



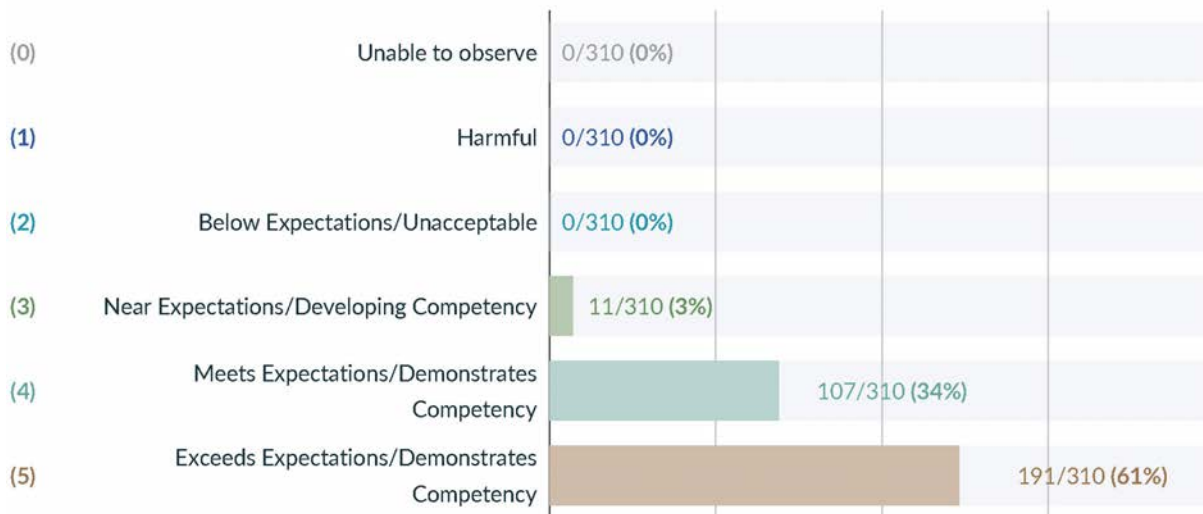
Knowledge and adherence to site and course policies: demonstrates an understanding and appreciation for all counseling site and course policies and procedures



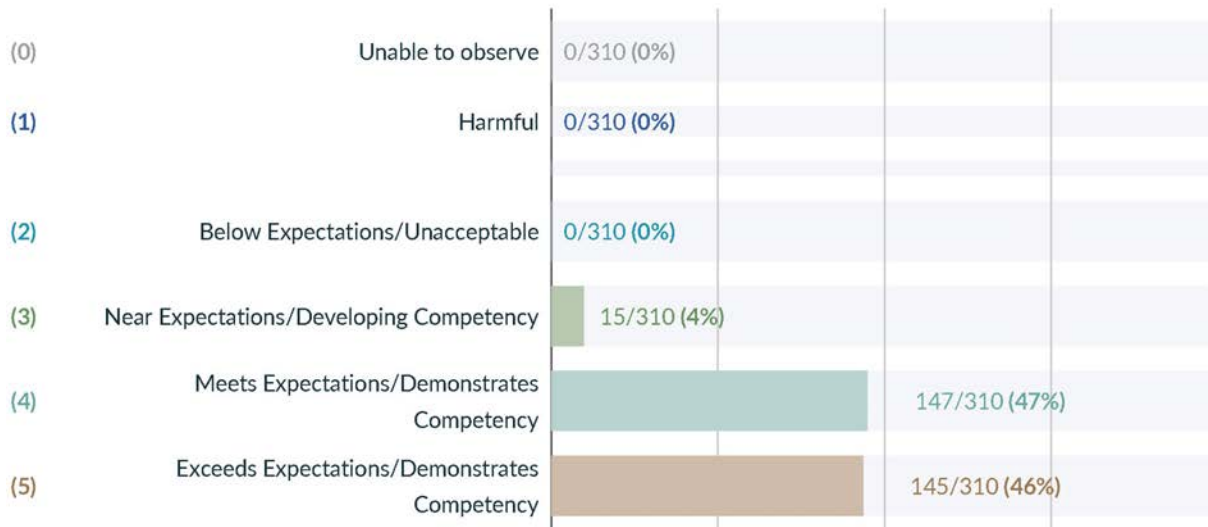
Professional and personal boundaries: maintains appropriate boundaries with supervisors, peers, and clients



Congruence and genuineness: demonstrates ability to be present and "be true to oneself"



Flexibility and adaptability: demonstrates ability to adapt to changing circumstance, unexpected events, and new situations



# SUBSEQUENT PROGRAM MODIFICATIONS AND SUBSTANTIAL PROGRAM CHANGES

Program modifications have been made in response to data gleaned from institutional/program review, monitoring of state legislative action, and CACREP guidelines that inform program alignment for compliance.

## PROGRAM MODIFICATIONS

Updates based on review of data, with a focus on compliance and growth, are informed by the following:



### Institutional/Program Review

Annual PLO Assessment Report  
APR - Every 8 years



### State Legislative Review

Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling



### CACREP Alignment

Continuous review and sustained implementation of standards

**Clinical Modification:** We're "paperless"! The CE program implemented the use of *Tavera* for the Practicum application process during Fall 2020.

Tavera is a digital platform that allows the CE faculty to manage field experience component of the program. The platform allows for the tracking of clinical hours, documentation of site and supervisor evaluations of students and vice versa. Upon graduation, students will continue to have access to their accounts, as they document and track hours towards state licensure.

#### **Data Collection modification**

In a continued effort to streamline the data collection process KPI data results were documented and aggregated electronically. This modification allowed for better review and analysis of the data.

**Substantial Change:** MCFC Specialization discontinued /MFTS concentration created

Counselor Education faculty observed the following legislative decisions that had been determined by the State of Florida during the creation of the self-study for CACREP accreditation:

Regarding Marriage and Family, the 2020 Florida Statutes state: 491.0045 Intern registration; requirements. — s. 491.005 (3)(c) Has a minimum of a master's degree with major emphasis in marriage and family therapy or a closely related field from a program accredited by the Commission on Accreditation for Marriage and Family Therapy Education or from a Florida university program accredited by the Council for Accreditation of Counseling and Related Educational

Programs and graduate courses approved by the Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling. For clinical Mental Health s. 491.005 (4)(b)2.:

Beginning July 1, 2025, an applicant must have a master's degree from a program that is accredited by the Council for Accreditation of Counseling and Related Educational Programs which consists of at least 60 semester hours or 80 quarter hours to apply for licensure under this paragraph.

The team determined, that whereas the program is in alignment with and able to meet requirements outlined for its Clinical mental Health program, state statutes preclude it from continuing its Marriage, Couples and Family program, as graduates will not be able to successfully apply for registered internship with the state of Florida. The Marriage, Couples and Family Counseling Specialization was immediately discontinued, and students were given the opportunity to pursue Clinical Mental Health, or School Counseling. Simultaneously, a concentration in Marriage and Family Therapy Studies was created.