



COUNSELING, HUMAN SERVICES, AND WELLNESS

SCHOOL OF EDUCATION

Indiana University South Bend

Indiana University South Bend

Counseling and Human Services Department

School of Education

College of Professional Studies

2024

ANNUAL REPORT TO CONSTITUENTS



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Mission Statement

The mission of the IU South Bend Counseling and Human Services Program is to prepare knowledgeable, ethical, and multiculturally competent school counselors, clinical mental health counselors and addictions counselors. Faculty members embody diversity of experience and provide students with a rigorous exploration of theoretical orientation and evidence-based practices in an environment that promotes personal growth and reflection. Graduates exemplify the learning, skills training, and dispositions that reflect both career-readiness and the highest standards of the counseling profession.

Each year, the Counseling and Human Services Department (CHS) provides an annual report as part of the program review process, in accordance with the Council for Accreditation on Counseling and Related Educational Programs (CACREP) standards. CACREP accredits two master's degrees within the Division of Counseling, Human Services, and Wellness: Clinical Mental Health Counseling and School Counseling.

The CHS program of IU South Bend is well known in the northern region of Indiana. Our graduates have gone on to serve as counselors and administrators in various institutions in the surrounding area as well as all over the state and the country. Our accredited CHS programs equip graduates with the qualifications needed to apply for licensure or certification in school and clinical mental health counseling, enabling them to achieve their career goals in the helping professions.

Faculty & Personnel Updates

- ✓ IU South Bend has recently reorganized its administrative structures. Coinciding with this reorganization, the former dean accepted a new position as Associate Vice Chancellor for Academic Affairs. Dr. Jesús García-Martínez was appointed as the Interim Dean of the new College of Professional Studies. Dr. Tony Randles has been appointed as the Assistant Dean of the School of Education.
- ✓ Dr. Joseph Campbell was appointed Division Head of Counseling, Human Services, and Wellness.
- ✓ Dr. Kurt Hanus joined the counseling faculty as an Assistant Professor. He is an experienced mental health and school counselor who received his Doctorate in Clinical Psychology and meets the CACREP standards as core faculty.
- ✓ Drs. Campbell, Linton, and Professor Kelleybrew opened a grant funded Community Counseling Clinic to provide free counseling services to the community.
- ✓ Melissa DeLaurenti joined the program staff as the part-time Administrative Assistant of the counseling clinic.

Accreditation Update

The Clinical Mental Health and School Counseling programs, both accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), underwent a program review through a self-study submitted in 2020. In May of 2022, a team of reviewers met, via Zoom, with faculty, students, alumni, and other individuals affiliated with the Counselor Education programs. The outcome of this visit led to the continued accreditation of the Clinical Mental Health Counseling and School Counseling

programs. An Interim Report was submitted to CACREP in April 2024, and a follow up report is due May 2025.

Clinical Mental Health Counseling Specialty Area

Our Master's of Science program track in clinical mental health counseling is 60 credit hours. The program track has been accredited by CACREP since 2005. Students in the clinical mental health counseling program complete coursework in various areas related to counseling and mental health. These students also engage in one semester of practicum and two semesters of internship experiences while in the program. The clinical mental health counseling track can be completed in 3 years of study and provides graduates with the necessary qualifications to apply for licensure as a Licensed Mental Health Counselor/Associate in the State of Indiana.

School Counseling Specialty Area

Our 60 credit hour Master's of Science program track in school counseling has been accredited by CACREP since 2005. Students in the school counseling program complete traditional classroom work, take part in and engage in extensive field work during their time in the program. The school counseling track can be completed in 3 years of study and provides graduates with the necessary qualifications to apply for licensure as a School Counselor in the State of Indiana.

Re-Opening of On-Site Community Counseling Clinic

The counseling program opened the IU South Bend Community Counseling Clinic that serves as a field placement opportunity for field placement students. The clinic is administratively supported by a part-time administrative assistant and faculty director. The clinic currently has 3 counselors-in-training and approximately 20 community-based clients.

2023-2024 ACADEMIC YEAR

Program Statistics

Clinical Mental Health Counseling Concentration Area Report

Sixty-six students with identified tracks of study in clinical mental health counseling were enrolled during the Fall 2023-Summer 2024 school year. Eleven clinical mental health students graduated from the department during the same time period.

School Counseling Concentration Area Report

Twenty-seven students with identified tracks of study in school counseling were enrolled during the Fall 2023-Summer 2024 school year. Ten school counseling students graduated from the department during the same time period.

Recruitment and Admissions

The combined application count for both programs was 24 for the new cohort starting Summer 2024. A review of those applications resulted in the acceptance of 22 new students into the Counselor Education programs.

Year	Program	New Admit Count
Summer 2024	Clinical Mental Health Counseling	17
Summer 2024	School Counseling	5

Updates and Programmatic Changes

Re-organization of Schools and Colleges at IU South Bend

Over the past year, IU South Bend engaged in a process that finalized a new structure for the campus and programs. This includes the introduction of a College of Professional Studies that houses the Schools of Business, Education, and Health Sciences and changes from a department to division structure. From a program perspective, CHS is the counseling graduate programs within the new Division of Counseling, Human Services, and Wellness (CHW). The addition of Wellness in the Division includes the Health, Physical Education, and Recreation (HPER) undergraduate courses and Dr. Tony Randles from the HPER program the Assistant Dean of the School of Education.

Thank you to Drs. Larrier and Linton for their years of dedication, vision, leadership, and service to the counseling programs. Moving forward in the 2024-2025 academic year, Dr. Campbell serves as Division Head of CHW. Students in the counseling programs should not experience significant changes and will continue to have their same faculty advisor, Ms. Carla Murillo serves as the Graduate Advisor, and Michael Harley as Licensing Officer.

Surveys

To support recommendations from our accrediting body, CACREP, and enhance ongoing program review, the Counselor Education programs have redesigned and updated all surveys to align with the new 2024 CACREP standards. Centralized and distributed by the Office of Accreditation within the School of Education, this process enhances data collection and ensures efficient implementation of programmatic changes. Feedback is gathered using surveys such as the Alumni Survey, the Employer Survey, the Site Supervisor Evaluation of the Program, and the Field Student Evaluation of Site and Site Supervisor. The results are aggregated and reviewed by faculty to support continuous improvement. Some of these data are included in the 2024 constituent report, with additional data to be incorporated in 2025.

Appendix I presents the alumni survey data, Appendix II contains the employer evaluation survey information, Appendix III details the student evaluation of internship supervisors, Appendix IV covers the student evaluation of their placement sites, and Appendix V includes the site supervisor evaluation of our program and the placement process. Although the response rate was lower than desired for some surveys, the information gathered still offers valuable insights for the program. Specific data gathered from surveys

in Appendices III-V is not shared in this report due to the sensitive nature of the questions. However, this data is reviewed by faculty for program improvement.

Realignment of Key Performance Indicators

Key Performance Indicators (KPIs) are essential metrics used to assess the quality and effectiveness of counseling programs and student learning. These indicators are directly linked to the program's objectives and required curriculum, ensuring that students acquire the necessary knowledge and skills to become competent professionals. In 2024, the faculty reviewed and updated the current KPI measurements to better reflect key assignments and evaluations that align with the new CACREP standards.

Practicum Application Process Revised

The CHS has redesigned the Practicum Application, based on a previously used process, to ensure a more structured and efficient pathway for students to advance in their training and to protect clients and the community from ineffective or unethical counselors-in-training. The application includes a self-evaluation, peer evaluation, two letters of professional recommendation, and a statement of counseling goals for the field experience. Faculty provide students with a Practicum Orientation that outlines the application process, expectations for clinical experiences and hours, site supervisor and site expectations, and the process for securing a site. This updated approach includes clear guidelines and criteria that students must meet to qualify for practicum placements. By improving this application procedure, CHS aims to better prepare students for their practical experiences, ensuring they are equipped with the necessary skills and knowledge to succeed in their field placements.

Site Supervisor Training

Site supervisors are selected for their expertise and extensive experience in the counseling field. As part of the selection process, it is essential that all supervisors receive the latest information and best practices for supervising counselors in training. Over the past year, the CHS Faculty developed an online training program for site supervisors who lack previous education in counseling supervision. Verification of prior supervision training is documented through the supervision contract. The training was created and piloted in Summer 2024 and fully implemented in the Fall. This fall's internship semester utilized 22 different field supervisors, 20 of whom had previous training or experience in supervision. Those without formal training were provided with the site supervisor training module in Canvas. Since its inception, four supervisors have completed the training program, ensuring they are fully prepared to supervise our students in the field.

Update of Program Policies

Recently, the faculty have updated and introduced several new policies to enhance our program.

- **Group Counseling Work:** Students must complete a group facilitation experience during practicum or internship. Up to 25% of group counseling hours per semester can count towards direct hours after this requirement is met.
- **Accelerated Program:** The graduate counseling program is designed to be completed part-time in 3 years. Courses must be taken in sequence to support

cohort development and ensure sufficient enrollment. Accelerated programs are not approved, but students may extend the program duration with permission due to life changes.

- **Telehealth Counseling:** Students offering telehealth services during field placements must complete specific training. Up to 10 telehealth hours per semester can count as direct hours; additional hours are indirect.
- **Field Work Restrictions:** Students can only gain clinical experience while under university and site supervision and enrolled in practicum or internship courses. They cannot claim to be counselors-in-training or interns outside these conditions.
- **Practicum and Internship Hours:** Practicum hours cannot be applied to internship experiences. Excess hours from the first internship cannot be applied to the second. Students needing to make up hours must get approval, and incompletes are recorded if hours are not met.
- **External Supervision:** If a field site lacks a licensed supervisor, they can contract an external licensed professional. An MOU must be completed, and supervision must be in-person and private.
- **Internship Duration:** Students must remain at their internship placements for the entire semester, even if they complete required hours early. This ensures continued academic and professional development.

NBCC Partnership for Early NCE Access

Last school year, CHS re-established their agreement with the National Board for Certified Counselors (NBCC) in a partnership that allows students to take the National Counselor Examination (NCE) before graduation. This initiative provides several benefits, including the opportunity for students to complete the exam while their coursework is still fresh in their minds. By taking the NCE early, students can get a head start on the certification process, which can be advantageous for their professional development. The process is facilitated by Vanessa Kelleybrew, program faculty member who is responsible for guiding students through the application and examination procedures. This early application process not only helps students transition smoothly into their professional roles but also allows universities to gather valuable data on student performance to enhance their counseling program. With only one cycle of data available as of Fall 2024 and only 5 test takers, scores will not be provided in this year's report. In future reports, though, this information will be shared here.

Addition of Program Assessment Data to [Counseling Website](#)

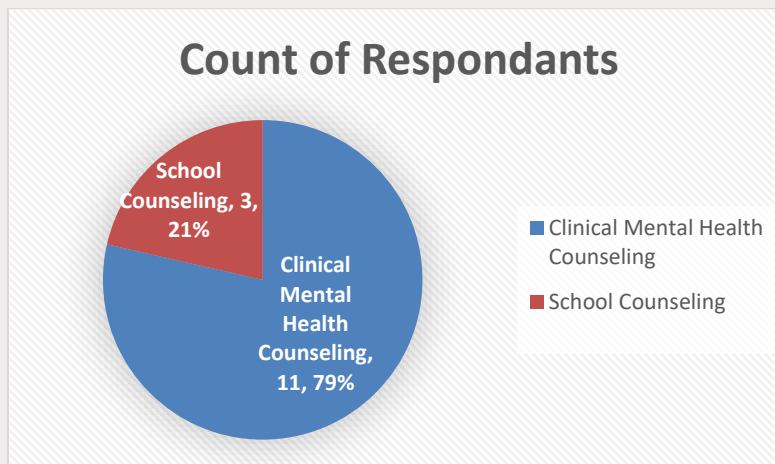
As a way to better share program outcomes, licensure score reports, and survey data, a new section on the counselor education assessment data website will be created Spring 2025 to share this information with the public. This initiative aims to enhance transparency and provide valuable insights into the effectiveness of our programs.

New Placement Partnerships

- University of Notre Dame Psychological Services Center
- Listening Oasis Wellness Space of GCSCORED, Inc.
- IU South Bend Community Counseling Clinic
- Indiana Center for Recovery

Appendix I Alumni Survey Results: 2022, 2023, and 2024

Alumni who graduated in 2022, 2023, and 2024 have been surveyed to gather feedback from them on their experience and training in the program. Fourteen individuals responded from both the Clinical Mental Health and School Counseling programs.



2022 = N of 6, 2023 = N of 7, 2024 = N of 1

The alumni survey results are presented using a 4-point Likert scale, ranging from "**Strongly Agree**" to "**Strongly Disagree**." This scale allows us to quantify the level of agreement or satisfaction among alumni regarding various aspects of the program.

What was your experience with the practicum and internship process?	N	Mean
I was provided ongoing support by faculty to find sites that offered the quality and variety of experiences I needed.	14	3.00
I was supervised during my practicum and internship with secure audio or video recordings and/or live supervision of my interactions with clients, in compliance with privacy requirements.	14	3.71
I had the opportunity to become familiar with a variety of professional activities and resources, including technology, during my practicum and internship.	14	2.93
I received both formative and summative evaluations of my counseling performance and my ability to integrate and apply the knowledge I gained during my practicum and internship.	14	3.50
I had the opportunity to evaluate my practicum and internship fieldwork sites and site supervisors.	14	3.57

Level of preparedness in the Foundational Counseling Curriculum

A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

	N	Mean
I have a strong understanding of the history and philosophy of the counseling profession and its specialized practice areas.	11	3.27
I am well-versed in the multiple professional roles and functions of counselors across specialized practice areas.	11	3.09
I feel confident in my ability to collaborate and consult with other professionals, engage in community outreach, and manage emergency responses as part of my role as a counselor.	11	3.00

B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES

	N	Mean
I have a thorough understanding of theories and models of multicultural counseling, social justice, and advocacy.	11	3.82
I recognize how heritage, cultural identities, attitudes, values, beliefs, and acculturative experiences influence individuals' worldviews and help-seeking behaviors.	11	3.73
I am aware of the effects of stereotypes, discrimination, racism, power, oppression, privilege, marginalization, microaggressions, and violence on both counselors and clients.	11	3.45

C. LIFESPAN DEVELOPMENT

	N	Mean
I have a comprehensive understanding of theories related to individual and family development, cultural identity, learning, personality, and psychological development across the lifespan.	11	3.18
I am knowledgeable about the biological, neurological, and physiological factors, as well as systemic, cultural, and environmental influences, that affect lifespan development, functioning, behavior, resilience, and overall wellness.	11	3.27
I am aware of the effects of crises, disasters, stress, grief, and trauma on individuals and families across the lifespan, and understand models of resilience, optimal development, and wellness.	11	3.45

D. CAREER DEVELOPMENT

	N	Mean
I have a solid understanding of theories and models of career development, counseling, and decision-making.	11	2.91
I am proficient in conceptualizing the interrelationships among work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors.	11	3.45
I am skilled in identifying and using career, educational, occupational, and labor market information resources, technology, and information systems to support clients.	9	3.00

E. COUNSELING PRACTICE AND RELATIONSHIPS

	N	Mean
I am proficient in using critical thinking and reasoning strategies for clinical judgment in the counseling process.	11	3.36
I am proficient in conceptualizing the interrelationships among work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors.	11	3.55

I am skilled in developing culturally sustaining and responsive counseling treatment or intervention plans.	11	3.18
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F. GROUP COUNSELING AND GROUP WORK

	N	Mean
I have a comprehensive understanding of the theoretical foundations of group counseling and group work.	11	3.27
I am knowledgeable about the dynamics associated with group process and development, and how therapeutic factors contribute to group effectiveness.	11	3.00
I am confident in my ability to apply culturally sustaining and developmentally responsive strategies for designing and facilitating groups.	8	3.25

G. ASSESSMENT AND DIAGNOSTIC PROCESSES

	N	Mean
I have a thorough understanding of the historical perspectives concerning the nature and meaning of assessment and testing in counseling.	11	3.00
I am knowledgeable about the basic concepts of standardized and non-standardized testing, including norm-referenced and criterion-referenced assessments, and group and individual assessments.	11	2.91
I am confident in my ability to apply ethical and legal considerations when selecting, administering, and interpreting assessments.	11	2.91

H. RESEARCH AND PROGRAM EVALUATION

	N	Mean
I understand the critical role of research in advancing the counseling profession and its application to inform counseling practices.	11	3.36
I am adept at identifying and evaluating the evidence base for various counseling theories, interventions, and practices.	11	3.18
I am capable of employing ethical and culturally responsive strategies when conducting, interpreting, and reporting research and program evaluations.	11	3.36

CLINICAL MENTAL HEALTH COUNSELING - Specialty Practice Area

	N	Mean
I have a comprehensive understanding of the etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders.	9	2.89
I am knowledgeable about the various mental health service delivery modalities and networks within the continuum of care	9	3.00
I am well-versed in the legislation, government policy, and regulatory processes relevant to clinical mental health counseling.	9	2.44
I am proficient in conducting intake interviews, mental status evaluations, biopsychosocial histories, mental health histories, and psychological assessments for treatment planning and caseload management.	9	3.22
I am confident in my ability to apply techniques and interventions for the prevention and treatment of a broad range of mental health issues.	9	3.33

SCHOOL COUNSELING - Specialty Practice Area

	N	Mean
I have a thorough understanding of models for school counseling programs, PK-12 comprehensive career development, and school-based collaboration and consultation.	2	3.50
I am proficient in developing school counseling program mission statements and objectives, as well as designing and evaluating school counseling curricula, lesson plans, and instructional strategies.	2	3.50
I am confident in my roles as a leader, advocate, and systems change agent in PK-12 schools, and understand the qualities and styles of effective leadership.	2	3.50
I am skilled in consulting with families, school personnel, community agencies, and other referral sources, and can critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement.	2	3.50
I am knowledgeable about strategies for implementing and coordinating school-based interventions, including social-emotional and trauma-informed counseling, and promoting academic development, postsecondary readiness, and equity in student achievement.	2	3.50

Review of Data

Based on the assessment data for the School Counseling program, students provided high ratings for addressing specialty content areas. The faculty are currently reviewing this data and working to identify ways to maintain the same high level of instruction in the school counseling specialty.

Based on the assessment data for the Clinical Mental Health Counseling program, students have given low ratings for addressing issues of legislation, government policy, and processes. The faculty are reviewing this data to determine how and where to enhance knowledge in this area. Currently, the content is offered early in the program (first year), and it appears there are opportunities in the third year to incorporate a module or assignment that would require students to research a topic related to legislation or government policy and integrate it into a case conceptualization for a specific client.

Based on assessment data for the core counseling program, students identified assessment and diagnosis as areas needing further study, with the survey revealing that the two questions related to these topics received among the lowest ratings. Since this area connects with the CACREP Standard 3.G, the upcoming months will provide faculty ways to enhance skills and knowledge in these areas.

Appendix II Employer Survey 2024

Six employers responded to the Employer Evaluation of the Program Survey. The results indicate a range of responses from 2.40 to 3.83 out of a 1.0 (low)-4.0 (high) scale. However, due to the small sample size ($N < 10$), we are not sharing the individual means to protect the confidentiality of the respondents. Once we have a minimum of 10 responses, we will share averages in the next report. Despite this, the range provides a general sense of the feedback received, and faculty actively review survey results as data is available to consider programmatic changes and updates.

Questions asked of employers on the survey:

When compared to other employees or coworkers, please rate IU South Bend counseling program students and graduates you have worked with in the areas below. *Using a 4-point Likert scale, ranging from "Strongly Agree (4.0)" to "Strongly Disagree (1.0)"*

- Professional and ethical behavior
- Knowledge and skills in working with clients/students from diverse backgrounds
- Knowledge and skills in human growth and development
- Knowledge and skills in career development
- Knowledge and skills in counseling practice and relationships
- Knowledge and skills in group counseling
- Knowledge and skills in assessment and diagnostic processes

Employer were also asked to compare the effectiveness of IU South Bend's counseling programs to those of our competitors.

Appendix III

Student Evaluation of Internship Supervisor

During the Fall 2024 semester, fifteen internship students participated in an evaluation of their site supervisors. This survey which gathered detailed feedback on the effectiveness and support provided by the supervisors throughout the field work experience. The evaluations covered various aspects of supervision, including communication, guidance, and the application of counseling techniques. Although this survey has been sent to students to complete for many years, this is the first year it was completed electronically.

Due to the potentially sensitive nature of the feedback, the faculty are evaluating the data. However, to protect student confidentiality and ensure the anonymity of the supervisors involved, this report will present the findings in a summarized format without disclosing exact means per question or specific details.

Questions students answered relating to their site supervisor:

Please use the following indicators to evaluate your Practicum / Internship On-Site Supervisor: Using a 4-point Likert scale, ranging from "Strongly Agree (4.0)" to "Strongly Disagree (1.0)"

- Provides and explains information about the site.
- Provides opportunity for orientation and observation before duties are assigned.
- Secures adequate supplies needed for your work.
- Facilitates relationships with other site personnel.
- Trains and teaches when necessary or appropriate.
- Provides general support and encouragement.
- Meets regularly with student.
- Provides constructive feedback.
- Provides guidance.
- Models counseling and other Professional skills.
- Teaches and models ethical and legal practices.
- Respects client's rights.
- Values diversity in work setting and in clientele.
- Overall supervision skills.
- Adherence to course requirements.

Overall, the evaluations indicate a positive experience with site supervisors, with most ratings falling between 3.60 and 3.87 on a 4-point scale. Below are some key insights the faculty found from this semester's evaluation. Faculty review survey scores both by semester and in aggregate to assess trends in supervision quality.

Strengths:

Respect for Client's Rights and Adherence to Course Requirements received the highest ratings, suggesting that supervisors are committed to ethical practices and meeting academic standards. General Support and Encouragement, Constructive Feedback, Guidance, and Securing Adequate Supplies all scored high as well, indicating strong support and resource provision for students.

Areas for Improvement:

Modeling Counseling and Other Professional Skills received lower ratings suggesting a need for supervisors to demonstrate practical skills more effectively. Providing Opportunities for Orientation and Observation and Meeting Regularly with Students also were low, indicating room for improvement in integrating the student into the site and regular interaction.

Appendix IV

Student Evaluation of Internship Site

Alongside the site supervisor evaluations, sixteen CMHC and three SC internship students completed surveys assessing their placements. Due to the difference in placement modalities, the surveys ask different questions depending on the student's specialty area.

Survey results are reviewed each semester by faculty to identify and address any potential placement issues. Similar to the supervision data evaluation, the faculty handle this feedback with care due to its sensitive nature, and therefore, will not disclose specific question means or detailed responses in this report.

Clinical Mental Health Counseling placement questions: *Please use the following indicators to evaluate the site where you completed your practicum or internship:*

- Orientation and training provided.
- Working space provided.
- Equipment and supplies provided.
- Audio/video/telecommunications equipment provided
- Observation/interactive supervision available.
- Privacy.
- Group facilities.
- Support services provided.
- Support and protection of your rights.
- Respect for client's rights.
- Ethical standards upheld.
- Supervision/feedback.
- Adequate client load.
- Meaningful non-direct client contact services assigned.
- Diversity in client diagnoses and presenting problems.
- Diversity of environment.
- Attractiveness of environment.
- General conduciveness to counselor growth.

School Counseling placement questions: *Please use the following indicators to evaluate the site where you completed your practicum or internship:*

- Amount of on-site supervision.
- Quality and usefulness of on-site supervision
- Ethical standard upheld.
- Diversity in client presenting problems.
- Support and protection of your rights.
- Respect for student's rights.
- Relevance of experience to career goals.
- Exposure to and communication of school goals.
- Exposure to and communication of school procedures.
- Exposure to professional roles and functions within the school.
- Exposure to information about community resources.

Appendix V

Site Supervisor Evaluation of Program

One additional survey completed during practicum and internship helps in program evaluation by providing site supervisors the opportunity to offer feedback on the support and design of the field experience process. The questions in the survey help us measure our alignment with accreditation standards, ensuring a quality placement experience. It is crucial that the faculty in the program provide the necessary structure, guidance, and communication to our site supervisors so they can effectively supervise our students at their locations.

Please use the following indicators to review the counseling program here at IU South Bend.

- Received a supervision agreement that outlined field work roles, procedures, and consultation.
- Information regarding program requirements and expectations for practicum/internship.
- Consultation with program faculty about student learning and performance.
- The program provides opportunities for professional development for field supervisors.
- Regular consultation with university supervisor regarding supervisees.
- The program provides opportunities for training in clinical supervision.

Due to the small sample size ($N < 10$), we are not sharing the individual means to protect the confidentiality of the respondents. Once we have a minimum of 10 responses, we will share averages in the next report. Faculty are reviewing the data gathered and working to improve areas indicated in the survey responses. As with prior surveys, the distribution of this survey transitioned to the Office of Accreditation in Fall 2024, and responses are collected through Qualtrics.