

**COUNSELOR EDUCATION PROGRAM
CACREP VITAL STATISTICS & ANNUAL PROGRAM REPORT 2017-2018**

Vision

The FIU Counselor Education program and its faculty will strive to be leaders by educating and training diverse students in an urban, public, research university through excellence in teaching, transformative research, and substantial service to the university, profession and local/global community.

The purpose of this annual report is to inform students, the public, and important community stakeholders about student enrollment, student success, key findings, decisions, and modifications of the program in line with our program mission statement and objectives. The information below is based upon the 2017-2018 academic year, as required by the Council on Accreditation for Counseling & Related Educational Programs (CACREP).

FIU's Counselor Education program is comprised of three CACREP accredited tracks:

- Clinical Mental Health Counseling (Track coordinator: Dr. Maureen Kenny)
- Rehabilitation Counseling (Track coordinator: Dr. Valerie Russell)
- School Counseling (Track coordinator: Dr. Sandra Logan-McKibben)

Other administrative/service appointments include:

- Program Director, Dr. Kelli Scanlon (Fall 2017) & Dr. Adriana McEachern (Spring 2018 to present)
- CACREP Liaison, Dr. Sandra Logan-McKibben
- Chi Sigma Iota (Delta Iota) Chapter Faculty Advisor, Dr. Sandra Logan-McKibben
- Clinical Coordinator, Dr. Valerie Russell
- SARCA Faculty Advisor, Dr. Valerie Russell
- Continuing Education Coordinator, Dr. Maureen Kenny
- Comprehensive Exam Coordinator, Dr. Valerie Russell

FACULTY DEMOGRAPHICS

During the 2017-2018 academic year, there has been some transition in the faculty. The core faculty during Fall 2017 were Drs. Isaac Burt, Maureen Kenny, Sandra Logan-McKibben, Valerie Russell, & Kelli Scanlon (Program Director). Dr. Scanlon resigned at the conclusion of the Fall 2017 semester and Dr. Burt was granted paternity leave for the Spring 2018 semester. Dr. Adriana McEachern, Professor Emerita, was hired on a visiting line to replace Dr. Scanlon to teach and serve as Program Director. The Spring 2018 semester faculty consisted of Drs. Kenny, Logan-McKibben, McEachern, and Russell. Core faculty members include tenure-track/earning and clinical faculty lines. Each semester, we do utilize adjunct faculty members to serve the course needs of our students. In addition, we are excited to report that two faculty searches were successful (one tenure-track faculty position and one clinical assistant faculty position). Dr. Sandra Logan-McKibben transitioned from a visiting professor line to a permanent clinical assistant professor line, while Dr. Alena Prikhidko was hired on a tenure-track assistant professor line to begin Fall 2018.

CORE FACULTY	Male	Female
African American/Black	1	1
American Indian/Native Alaskan	0	0
Asian American	0	0
Caucasian/White	0	1
Hispanic/Latino/Spanish American	0	1
Native Hawaiian/Pacific Islander	0	0
Multi-Racial	0	1
Other/Undisclosed	0	0

PROGRAM DEMOGRAPHICS

For this academic year, we received 129 applications to our CACREP-accredited Master's program in Counselor Education (from June 1, 2017 to May 31, 2018). Historically, students have been able to enroll in our program on a part-time or full-time basis, according to student preference. However, beginning with students enrolled for Fall 2018, newly admitted students will be expected to enroll in a full-time cohort model, which will ensure timely graduation in 2.5 to 3 years.

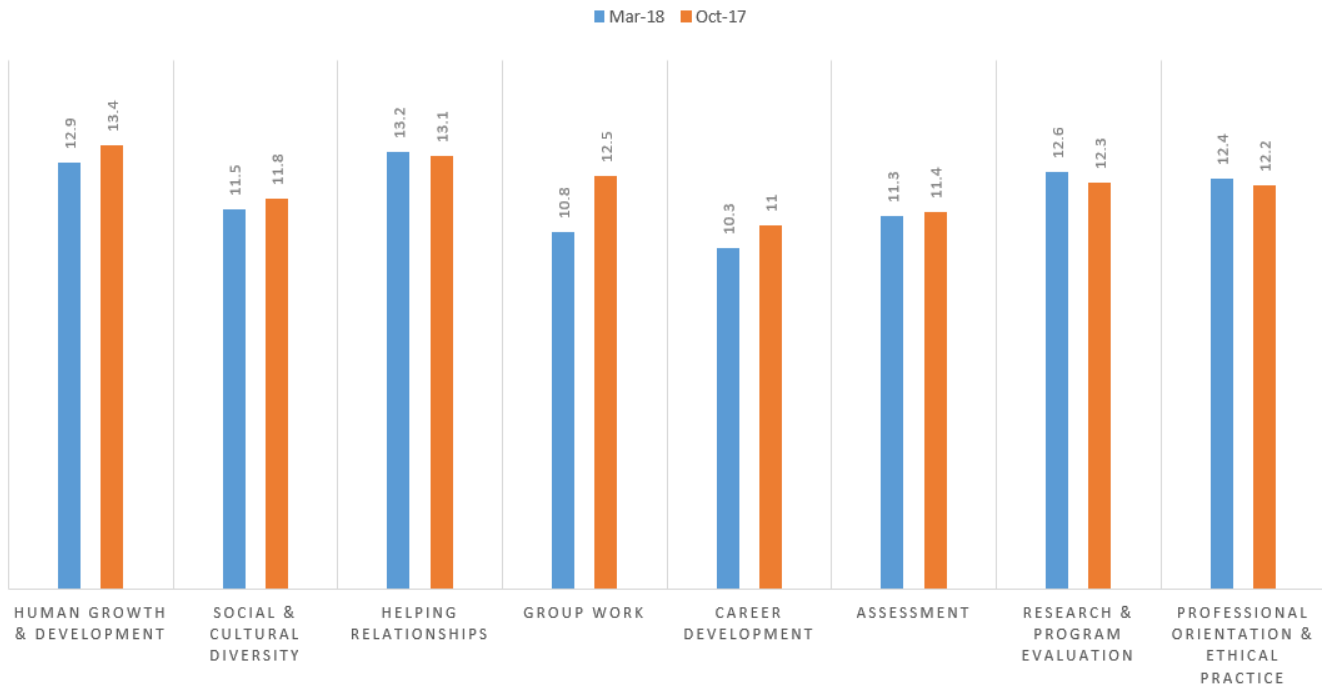
STUDENTS	Male	Female
African American/Black	4	28
American Indian/Native Alaskan	0	0
Asian American	0	1
Caucasian/White	4	8
Hispanic/Latino/Spanish American	12	64
Native Hawaiian/Pacific Islander	0	0
Multi-Racial	1	2
Other/Undisclosed	0	0

Clinical Mental Health Counseling Track (60 semester credits)

Our mission is to prepare competent clinical mental health counselors to significantly impact diverse individuals in a variety of settings (e.g., hospital, agencies, private practice). Our program trains counselors to meet the challenges involved in working in a multiethnic, multicultural, and urban environment. The second part of our mission is to provide both educational experiences that emphasize multiculturalism in practice and theory as well as opportunities for professional and personal growth. Finally, it is our intent to produce ethical and responsible clinical mental health counselors who function to help others achieve positive personal change.

Currently, we have 91 students in enrolled in the CMHC track. In the past year, we have had a total of 31 graduates (from Summer 2017, Fall 2017, Spring 2018). The CPCE is a graduation requirement for all CMHC students. This exam was administered twice: in October 2017 and February 2018. For the October administration, there were 24 test takers, with 21 passing; while for the February administration, there were 18 test takers, with 14 students passing. The results of these two administrations are:

FIU CPCE RESULTS 2017-2018 (STUDENT MEANS)



The passing rate for the CPCE is 100%. The Program Completion rate for the CMHC track is 63%; however, this percentage is reflective of a 2.5-3 expected completion rate. Students have historically been allowed to enroll part-time and have up to six years to complete the program. The job placement rate for Clinical Mental Health Counseling graduates is 92%.

Rehabilitation Counseling Track (60 semester credits)

Our mission is to prepare competent rehabilitation counselors to fulfill the national critical shortage of diverse and trained professionals who can provide vocational and rehabilitation counseling and services to individuals with physical and mental disabilities in a variety of settings (e.g., vocational rehabilitation agencies, private and forensic vocational rehabilitation services, rehabilitation centers, veteran hospitals, treatment centers, assisted living facilities). Secondly, to provide educational experiences that emphasize multiculturalism in practice and theory as well as opportunities for professional and personal growth. Thirdly, to produce ethical and responsible rehabilitation counselors who assist clients with physical, intellectual, and emotional disabilities reach their vocational and independent goals.

Currently, we have 12 students in enrolled in the RC track. In the past year, we have had a total of 3 graduates (from Summer 2017, Fall 2017, Spring 2018). The CRC is a graduation requirement for all RC students. Thus, the passing rate is 100%. The Program Completion rate for the RC track is 0%; however, this percentage is reflective of a 2.5-3 expected completion rate. Students have historically been allowed to enroll part-time and have up to six years to complete the program. The job placement rate for Rehabilitation Counseling graduates is 100%.

School Counseling Track (57 semester credits)

Our mission is to prepare competent professional school counselors to significantly impact diverse individuals in a variety of settings (e.g., K-12) through the implementation of a data-

driven comprehensive school counseling program. Our program trains counselors to meet the challenges involved in working in a multiethnic, multicultural, and urban school environment. The second part of our mission is to provide both educational experiences that emphasize multiculturalism in practice and theory as well as opportunities for professional and personal growth. Finally, it is our intent to produce ethical and responsible school counselors who facilitate learning, development, and achieve positive change for students within urban, diverse school settings.

Currently, we have 22 students enrolled in the SC track. In the past year, we have had a total of 6 graduates (from Summer 2017, Fall 2017, Spring 2018). Successfully passing the following Florida Teacher Certification Exams (FTCE) exams: General Education exam, Professional Education exam, and the Subject Area Exam in Guidance and Counseling, is a graduation requirement of all SC students: Thus, the passing rate is 100%. The Program Completion rate for the SC track is 50%; however, this percentage is reflective of a 2.5-3 expected completion rate. Students have historically been allowed to enroll part-time and have up to six years to complete the program. The job placement rate for School Counseling graduates is 100%.

MAJOR PROGRAM ACTIVITIES

This year, the program faculty updated program objectives, mission, and vision statements; aligned curricula to new 2016 CACREP standards; and identified student dispositions to be formally evaluated. To minimize paperwork, all new student files will be maintained electronically. Hard copy student files will be phased out over the next few years as students graduate. A similar approach will be used for field experience documentation. After seeking out electronic options, the faculty decided to utilize Clinical Training Manager, which will now be a requirement for students, beginning with the Fall 2018 cohort. These students will begin to use Clinical Training Manager during their practicum and internship courses/experiences.

In an effort to increase student success and graduation rates, while also lowering student enrollment, the faculty decided to transition the program structure to a full-time cohort model, requiring students beginning in Fall 2018 to enroll in 3 courses per semester for fall and spring semesters, and a minimum of 2 courses for summer terms. Relatedly, program admissions has been reduced from three times per year, to twice per year, fall and spring. Faculty discussion has also led to the decision to change the course requirement of students enrolling in EDF 5481 Foundations of Educational Research to MHS 6630 Counseling Research & Program Evaluation, in order to meet the 2016 CACREP standards, which were not completely addressed in EDF 5481. Counselor education program faculty will now teach this course, as in the past it has been taught by an educational research faculty member. Additionally, the program updated the School Counseling curriculum, by increasing the program to 60 credits hours with the addition of Substance Abuse Counseling (MHS 6450) as a required course. The 60 hour program will take effect for students who are admitted to the Fall 2018 cohort. In addition, to support student success, the faculty has revised the student orientation from occurring once per year, to twice per year, coinciding with the two admissions cycles. To provide better oversight of student placements during the field experiences (practicum & internship), the faculty have worked to narrow the list of placements, so that we can better ensure quality experiences and appropriate supervision. Additionally, faculty will ensure that all supervisors have received appropriate training or possess supervisory credentialing by the state of Florida. In the Spring 2018 semester, the faculty held a training meeting for on-site supervisors (for CMHC & RC tracks) to discuss supervisory issues and the counseling faculty's expectations of students' field experiences. A 3-hour continuing education workshop on clinical

supervision was provided following the meeting, for those interested in obtaining continuing education credit. Individuals who serve as site supervisors for School Counseling students received an online webinar session during Spring 2018.

A new process for reviewing student progress annually was implemented the Fall 2017 semester. Each fall semester, all faculty convene to review the newly created student dispositions and academic progress of each student in the Clinical Mental Health Counseling track; while each spring semester, faculty will review all students enrolled in the Rehabilitation Counseling and School Counseling tracks. The counselor education student dispositions are listed in the table below.

<i>FIU Counselor Education Student Dispositions</i>	
W	Willingness to be committed to the counseling profession
O	Open to feedback & change
R	Responsible, respectful, & ethical
L	Lifelong learner through professional development
D	Dedicated to self-reflection
S	Self-efficacy in counseling knowledge & skills
A	Authentic and genuine with self & others
H	Honest & forthright
E	Empathic
A	Advocate for social justice & equality
D	Development towards a professional counseling identity

There has been a significant increase in student involvement in professional activities, with the highest number of CSI initiates to-date. On March 9th, 2018, Dr. Donna Gibson, Department Chair from Virginia Commonwealth University served as the keynote speaker for CSI Delta Iota's ceremony, which had 36 new initiates. Also related to CSI, Daniel Balva, one of our alumni was the winner of the [CSI Leadership Essay Contest](#). Dr. Russell has supported the development of a student chapter for the American Rehabilitation Counseling Association. Students have attended professional conferences and accepted leadership/services positions in counseling organizations. Faculty have also participated in such scholarship and leadership activities with Dr. Logan-McKibben accepting a position on the [Board of Directors for the Florida School Counselor Association](#).

Faculty scholarship has been very productive during the 2017-2018 academic year, and they have presented and/or published the following:

- Burt, I.** (2018, April). The silent truth of post paternal depression: Men suffer it as well. Presentation at the *American Counseling Association Conference in Atlanta, GA*.
- Lee-Hughes, K., Hyun, J., **Burt, I.**, & Martinez, M. (2018, April). AMCD Ethnic Vice Presidents: The white papers in action. Presentation at the *American Counseling Association Conference in Atlanta, GA*.
- Burt, I.** (2017, October). *How to meet young adult clients where they are developmentally: The importance of utilizing slang*. Presentation at the *Association for Counselor Education and Supervision Conference* in Chicago, Illinois.

- Burt, I.** (2017, October). *Human trafficking in America: A wake-up call to increase counselors' roles and awareness*. Presentation at the Association for Counselor Education and Supervision Conference in Chicago, Illinois.
- Kenny, M.,** Helpingstine, C., & Rodriquez, M.C. (2018). Commercially sexually exploited girls: Challenges and triumphs of group work. Association for Specialists in Group Work, Savannah, GA, February 2018.
- Kenny, M. & Hall, J.** (2017). Providing Supervision to Bilingual Students: The Challenges of Monolingual Supervisors. Association for Counselor Educators and Supervisors, Chicago, IL, October, 2017.
- Kenny, M.,** Abreu, R., Marchena, M., Helpingstine, C., Lopez-Griman, A. & Mathews, B. (2017). Legal and clinical guidelines for making a child maltreatment report. *Professional Psychology: Research and Practice*, 48(6), 469-480.
<http://psycnet.apa.org/doi/10.1037/pro0000166> [Impact factor: 1.176, acceptance rate of 43%]
- Abreu, R. & **Kenny, M.** (2017). Cyberbullying and LGBTQ youth: A systematic literature review and recommendations for prevention and intervention, *Journal of Child & Adolescent Trauma*. 11, 81-97. <https://doi.org/10.1007/s40653-017-0175-7> [Impact factor: 0.441; acceptance rate of 30%]
- Logan-McKibben, S.** (Summer, 2018). Get to Know the New CACREP President & CEO: Dr. M. Sylvia Fernandez, Chi Sigma Iota *Exemplar*, [33\(2\), 11-13](#).
- Logan, S.** (In Press). Incident 2.2: Responding to school crisis/disasters. In L. Tyson & P. Pederson (Eds.), *Critical Incidents in School Counseling*, 3rd ed. (pp. xx-xx). Alexandria, VA: American Counseling Association.
- Logan, S.** (2018). You gotta go to work. Contributing author. In S. Springer, L. Moss, N. Manavizadeh, & A. Pugliese, *A School Counselor's Guide to Small Groups: Coordination, Leadership, & Assessment*. Alexandria, VA: Association for Specialists for Group Work.
- Logan-McKibben, S.** (2017, November). School Counseling Data is Your Friend. To be presented at Florida School Counseling Association, Orlando, FL.
- Logan-McKibben, S.** (Spring, 2018). Responding to Mass Shootings: A Counselor's Role During Crisis, Chi Sigma Iota *Exemplar*, [33\(1\), 11-13](#).
- Logan-McKibben, S.** (2017, Fall). Working with Immigrant Students and Families: perspectives from School Counseling, Chi Sigma Iota *Exemplar*, [32\(3\), 12-15](#).
- McKibben, W. B., Cade, R., & **Logan-McKibben, S.** (2017, October). Content Analysis in Counseling Research. ACES INFORM presented at Association for Counselor Education and Supervision Conference, Chicago, IL.
- Abreu, R., **McEachern, A. G., Kenny, M. C.** (2017). Myths and misconceptions of LGBTQ youth. School counselors' role in advocacy. *Journal of School Counseling*, 15(8). Retrieved from <http://www.jsc.montana.edu/articles/v15n8.pdf>

McEachern, A. G., McEachern-Ciattoni, R. T., & Martin, F. (2017). Sexting: New challenges for schools and professional school counselors. In T. P. Remley, Jr., W. D. Rock, & R. M. Reed (Eds.), *Ethical and legal issues in school counseling* (4th ed.) (pp. 50-64). Reprinted article from *Journal of School Counseling*, 10(20). Retrieved from <http://www.jsc.montana.edu/articles/v10n20.pdf>

Huber, M. J., Walker, Q., Dunlap, P., **Russell, V.**, & Richardson, T. (2018). A revisited inquiry: A survey of the members of the American Rehabilitation Counseling Association (ARCA). *Rehabilitation Counseling Bulletin*. <https://doi.org/10.1177%2F0034355218755509>

Our CACREP accreditation expires on October 31, 2020. This past academic year, the counselor education faculty convened on a monthly basis to complete tasks and is continuing to work diligently on the CACREP self-study for reaccreditation under the 2016 standards for completion by May 31, 2019. After an initial review, we will welcome and host a CACREP team who will more closely review and evaluate our program to ensure that we meet or exceed the 2016 CACREP standards.

In sum, we are excited to report a total of 40 graduates during this academic year, with 125 currently enrolled, across all three specializations. Moreover, among the three tracks, our students have provided more than 26,000 hours of counseling service to the community. As the only public, CACREP-accredited institution serving the greater Miami-Dade area, we are committed to promoting excellence in counseling and serving the academic and mental health needs in our community.

With Panther Pride,

Dr. Sandra Logan-McKibben

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