2017 Annual Report

Selected Data

Stephen Southern

Introduction

Data were secured and organized by Fran Giordano, Program Director, reflecting findings and trends for the 2016-2017 academic year. Some observations and recommendations suggested by Dr. Giordano have been included. Data gathering continues for reporting to the faculty, students, and other stakeholders.

The counseling program has experienced significant changes in faculty, including hiring a new director and the loss of the assistant director and two additional faculty.

The counseling program no longer requires 80 hours of clinical experience in the practicum year. The faculty voted to reduce the requirement to 60 hours. The CACREP standard requires only 40 hours. The CACREP report was written highlighting the clinical significance of the training program, including two full years of both practicum and internship.

Selected Statistical Data, 2016-2017

Total students: 62
Attended Careers Night: 46
Attended a Grand Rounds: 4
Attended a conference workshop (ICA, ACA, etc.): 7
Attended their preceptor meetings: 62
Attended clinical training meetings: 62
Attended their supervision experiences: 62
Attended Tavistock: 62
Participated in the MHHR clinic: 14
Attended a Jumpstart event: 25
Attended the Supervisors Colloquium: 56
Mentoring

Total students: 14

1st year: 6

2nd year, 2+ track: 6

2nd year, standard track: 1

3rd year (out of 4 years): 1

Career

It would be too early to secure career data from students graduating in 2017. Therefore, we are including data for 2016 program graduates. Unfortunately, the return rate (23%) was low; therefore, results should be interpreted cautiously.

2016 Post-Graduation Survey

Master of Arts in Counseling & Master of Arts in Counseling at Northwestern

According to the University Registrar, 26 students graduated with a master’s degree in counseling in Fall 2015, Winter 2016, Spring 2016, and Summer 2016. Additionally, four students graduated with master’s degrees in Counseling at Northwestern.

Through the 2016 Post-Graduation Survey, data on the first destinations of 6 of 26 (23%) counseling graduates were available. Additionally, data on the first destinations of 2 of the 4 (50%) counseling at Northwestern graduates were available. Their first destinations are described in the table below.

<table>
<thead>
<tr>
<th>First Destination</th>
<th>Counseling (N=6)</th>
<th>Counseling at Northwestern (N=2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time employment or paid public service</td>
<td>4 (66.7%)</td>
<td>1 (50.0%)</td>
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<tr>
<td>Graduate/professional school</td>
<td></td>
<td>1 (50.0%)</td>
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<tr>
<td>Self-employed or freelance work</td>
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<tr>
<td>Entrepreneur or working in a startup company</td>
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<tr>
<td>Fellowship</td>
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<tr>
<td>Post-graduate internship/practicum/student teaching</td>
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<tr>
<td>Part-time employment or paid public service</td>
<td>1 (16.7%)</td>
<td></td>
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<tr>
<td>Volunteer, Undergrad coursework, military, and other</td>
<td></td>
<td></td>
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<tr>
<td>Applying to graduate school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actively job searching</td>
<td>1 (16.7%)</td>
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</tbody>
</table>

Four counseling graduates and two counseling at Northwestern graduates were employed full-time. Details about the employment of these graduates are below.
### Location

<table>
<thead>
<tr>
<th>Region</th>
<th>Counseling (N=4)</th>
<th>Counseling at Northwestern (N=1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>4 (100.0%)</td>
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<tr>
<td>New York, New Jersey, &amp; Connecticut</td>
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<tr>
<td>California</td>
<td></td>
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<tr>
<td>Midwest</td>
<td></td>
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<tr>
<td>Northwest</td>
<td></td>
<td></td>
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<tr>
<td>South Central</td>
<td></td>
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<tr>
<td>South/Southeast</td>
<td></td>
<td></td>
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<tr>
<td>Southwest</td>
<td>1 (100.0%)</td>
<td></td>
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<tr>
<td>Mid-Atlantic</td>
<td></td>
<td></td>
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<tr>
<td>New England</td>
<td></td>
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<tr>
<td>Outside the U.S.</td>
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</tbody>
</table>

### Industry

<table>
<thead>
<tr>
<th>Industry</th>
<th>Counseling (N=4)</th>
<th>Counseling at Northwestern (N=1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academia</td>
<td></td>
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<tr>
<td>Business services (e.g., rotational programs, management, human relations)</td>
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<tr>
<td>Consulting</td>
<td></td>
<td></td>
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<tr>
<td>Financial Services</td>
<td></td>
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<tr>
<td>Investment Banking</td>
<td></td>
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<tr>
<td>Biotechnology or pharmaceutical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthcare</td>
<td>3 (75.0%)</td>
<td>1 (100.0%)</td>
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<tr>
<td>Science and research</td>
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<td></td>
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<tr>
<td>Government - federal, state, local</td>
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<td></td>
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<tr>
<td>Non-profit</td>
<td></td>
<td></td>
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<tr>
<td>Education/Teaching</td>
<td></td>
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<tr>
<td>Visual or performing arts</td>
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<tr>
<td>Entertainment (e.g., film, television, theatre, music)</td>
<td></td>
<td></td>
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<tr>
<td>Communications, marketing, and media (e.g., advertising, broadcast journalism, public relations)</td>
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<td></td>
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<tr>
<td>Law</td>
<td></td>
<td></td>
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<tr>
<td>Engineering</td>
<td></td>
<td></td>
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<tr>
<td>Information technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>1 (25.0%)</td>
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</tr>
</tbody>
</table>

### Salary

The mean salary reported by counseling graduates who were employed full-time was $41,000 (median $42,000). Salaries reported ranged from $30,000 to $50,000 (N=4).
Only one salary was reported by a counseling at Northwestern graduate who was employed full-time. The salary was $40,000.

Companies Employing Counseling & Counseling at Northwestern Graduates

Arlyn School
Compass Health Center
Margaret Mannor
Northwestern University; Chicago Center for Contemporary Psychotherapy
Palome Child & Family Specialist

Universities Attended by Counseling & Counseling at Northwestern Graduates

University of Denver (to pursue a Doctorate in Psychology)

Exit Interview Results

Twenty-four interviews were conducted. The numbers reflect total number of statements across all interviews conducted by Fran Giordano. Most people who had jobs got them through their internship experience.

Question #1: Pre-program information (What made them choose us?)

- Interview: 7
- University Brand: 9
- CACREP: 2
- Undergraduate advisor recommendation: 3
- Psychodynamic focus: 8
- Choose us over Ph.D: 3
- 2+ option: 5
- Wanted to be a counselor: 3
- Seeing clients in first quarter/clinical experience: 9
- Didn’t have to find own internship: 1
- Only applied to us: 4
- Professors that were clinicians: 2
- No GRE: 1
- Just knew it was the “place for me”: 6
- Website: 2

Question #2: Post-graduation plans:

- Looking for a job (out-of-state): 3
- Looking for job (in-state): 10
- Back to home country: 1
- Has job: 9
- Not looking for job right away: 1
Question #3: Personal Development Highlights:

Students describe the program as “life changing.” Dr. Giordano identified the following patterns.

1. Each student talked about a single person (sometimes two) that cared about them, believed in them and/or supervised them well. Talked about excellent supervision and mentoring experiences. Often students mentioned the value of experienced supervisors who knew how to challenge them.
2. Each student talked about an instructor or course that they loved. Almost every course was mentioned by someone.
3. Each student mentioned the psychodynamic emphasis. Some highlighted the preceptor experience. Others mentioned Tavistock or Sonny’s advanced topics course. All students reported how they learned to be self-reflective in a deep and powerful way. This was different than other programs. They could tell because they interacted with other interns from other schools.
4. Another theme was feeling safe in the program. This was also connected to seeking individual therapy while in the program.
5. When students were involved in specialized child track clinical experiences, they mentioned how good the experiences were for them.
6. Capstone and Jumpstart were recalled as being positive experiences.
7. All students expressed how grateful they were for the clinical training. It was longer and more advanced than other programs. They indicated they were prepared to enter clinical work.

Question #4: Regrets:

1. There was a general trend that the faculty seemed distracted and didn’t seem to have a lot of time to devote to the students.
2. Students mentioned the significant changes that were happening to the program and expressed worry, confusion and displeasure.
3. Students wished that they had time to get more involved in other aspects of the program. (research, child experiences, MHHR clinic, Sonny’s TA, Project Strengthen)
4. Students expressed regrets that personal issues got in the way of being more fully engaged in the program.
5. There were some difficulties with internship process and placement. Some students expressed awareness that some internship sites hired their interns and others didn’t. Some expressed regret that they were not placed where graduates were hired.
6. Wished they had more experience working with couples
7. Didn’t have time to read everything.
8. 1st year experience was perceived as stronger than 2nd year.
9. More support for international students
Question #5: Advice to Incoming Students:

- Get involved in internship process early
- Do all the course readings
- Talk to the professors; ask for help
- Get an individual therapist
- Fully invest in the program; be ready for your “stuff” to be stirred
- Be ready to understand your own core damage and attachment issues
- Use your academic advisor
- Talk to someone about problems with supervisor asap; don’t wait
- Practice humility and find ways to keep yourself grounded
- Make lasting relationships
- It is normal to feel like you are going to fail and feel overwhelmed
- Get involved and don’t be scared to volunteer
- Seeing clients right away feels like “baptism by fire”; but it is a great part of the program
- Make friends; leave yourself open to form strong relationships.
- Trust that the program has your best interests at heart; “lean in” to the training model
- Practice self-care
- Show-up and be prepared
- Don’t let your personal life distract you; the program is a special opportunity and not to be wasted
- Take advantage of Jumpstart
- Open yourself to self-reflection and Tavistock
- It’s okay to be vulnerable
- Go to class even if you don’t think you are going to learn anything
- Take advantage of every opportunity
- Remain open-minded

Test Results

100% pass rate on NCE in April 2017 (possibly extending over 3-4 years). It is likely that the NCE test will no longer be administered on campus due to the vendor switching to only computer-based testing. Program participants will continue to take the NCE and data will be organized and reported for the program.

Exit Survey of 2017 Counseling Graduates

The online (Survey Money) survey of 2017 program graduates was initiated two weeks ago. Since there have been only 15 respondents to date, there were not enough data to analyze. Aggregate findings and trends will be reported in the Fall 2017 session and posted on the website.
2017 CACREP Vital Statistics Survey

Deidre Hicks secured and reported the following statistics to CACREP in conjunction with our renewal of accreditation. Data from the traditional and online programs have been combined for some items. These descriptive statistics apply to the CACREP-accredited program in Clinical Mental Health Counseling. The program continues it accreditation under the 2009 standards. A mid-cycle report will be prepared during the upcoming year. We will update syllabi to incorporate 2016 standards.

The program is the equivalent of 64 semester hours.

- 66 students were enrolled in the traditional program; 189 students were enrolled in the online program
- 24 students graduated; 49 online students graduated
- 100% of traditional students completed the program; 59% of online students completed the program
- 100% of traditional students passed the licensure examination; 92% of online students passed the licensure examination
- 80% of traditional students secured employment; 80% of online students secured employment

Master’s Student Demographics

The traditional and online programs were combined to report this data.

Male
1 African American/Black
1 American Indian/Native Alaskan
4 Asian American
27 Caucasian/White
1 Hispanic/Latino/Spanish American
7 Multiracial
2 Other/Undisclosed
1 Nonresident Alien

2 Reporting Disabilities

Female
28 African American/Black
16 Asian American
133 Caucasian/White
8 Hispanic/Latino/Spanish American
1 Native Hawaiian/Pacific Islander
26 Multiracial
7 Other/Undisclosed
4 Nonresident Alien

7 Reporting Disabilities
No Alternative Gender Students Reported
**Faculty Member Demographics**

The traditional and online programs were combined to report this data.

- **Male**
  - 5 Caucasian/White

- **Female**
  - 2 African American/Black
  - 8 Caucasian/White

**No Faculty Members Reporting Disabilities**
**No Alternative Gender Faculty Members Reported**

**Preliminary Findings and Implications**

The traditional and especially the online versions of the Clinical Mental Health Counseling program continue to grow. The child/adolescent track has grown in the traditional program. Applications remain high with many traditional students opting to apply for early admission. Most admitted students matriculate, leaving relatively fewer positions open for regular admission. The faculty members recently met and agreed to explore means for increasing minority and international student participation in the program.

Three faculty members left the program, including the previous program director. A new program director and one faculty member started September 1, 2017. Current faculty members are teaching overloads while the traditional program continues to rely upon a group of talented adjunct or affiliated faculty members.

The traditional program initiated a successful Capstone program involving research and professional presentation. There has been an increasing emphasis upon research and scholarship with room to grow in order to prepare approximately one-third of graduates to enter doctoral programs in the future.

Traditional students complete the program, pass licensure examinations, and report preparation to be employed. The strong clinical emphasis in the program was emphasized by students and faculty members as the key to success. The traditional program is dedicated to preparing reflective clinicians who are able to deeply impact the clients we serve.

There are at times competing interests in this intensive, full-time program. As internship responsibilities increase, there is less time for immersion in academic coursework or pursuit of electives and specialized training. The faculty members have indicated a willingness to examine the curriculum to create some options for students while maintained the clinical integrity of the program.

Students reported some concerns over the changes of faculty members in the program. We will be meeting with the students to provide information, clarification, and support. In addition, it is the interest of the incoming program director to involve students in decision-making and foster collaboration among students, faculty members, supervisors, preceptors, and stakeholders.