2017 Annual Report
Master of Arts in Counseling Program
The Family Institute, Northwestern University
Changes

• Loss of assistant director and two faculty members
• Hiring of new faculty member, Kesha Burch
• Resignation of program director, Fran Giordano, and hiring of new director, Stephen Southern
• Reduction of clinical training hours in practicum from 80 to 60 (CACREP requirement is 40)
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
Exit Interview Results: Choosing Our Program

- 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
Exit Interview Results: Post-graduation

• 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
Exit Interview Results: Personal Development

• Excellent supervision, preceptor experience and mentoring
• Almost every course identified as significant experience
• Psychodynamic emphasis
• Tavistock experience
• Sense of safety and support
• Encouragement of personal therapy
• Specialized child clinical experiences
• Capstone and Jumpstart
• Clinical focus and immersion in clinical training
Exit Interview Results: Regrets

• Faculty seemed to lack time to devote to students
• Significant faculty changes worried the students
• Wished there were more time to get involved in research or specialized/elective training
• Some noted personal issues interfered with full participation in the program
• Some difficulties with placement in internships leading to potential employment
• Wished there was more clinical experience working with couples
• More support for international students
Exit Interview Results: 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
Exit Interview Results: Advice to Incoming Students

- 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
2017 CACREP Vital Statistics Survey

• 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
Findings and Implications

• Growth of program, including child/adolescent track
• Program depends on faculty overloads and group of talented adjunct faculty members
• Capstone experience is highly valued
• Students are successful in completing the program, obtaining licensure and employment
• Excellence in psychodynamic tradition and emphasis on clinical training
• Need for elective and specialized training experiences
• Hiring of additional faculty members
Our Challenge

Change and remain the same