

**Florida Gulf Coast University
College of Education**

**School and Mental Health Counseling Programs
CACREP Self-Study Addendum
Submitted November 27, 2012**

This report is provided as an addendum to the self-study submitted in September 2012 to provide clarification, amplification or documentation as requested in CACREP's letter of October 24, 2012. Each point raised in the letter is noted below in boxed and grey fill. Appendices are included separately as appropriate.

1. Please verify that the program titles and degrees are correct.

<u>CACREP Program</u>	<u>Degree</u>	<u>Program Name</u>
Clinical Mental Health Counseling	M.A.	Mental Health Counseling
School Counseling	M.A. or M.Ed.	
School Counseling		

As indicated in the original self-study, the program names noted are correct as of the 2012-13 Catalog year. However, documentation is being provided here that indicates a program name change has been submitted for the 2013-14 catalog year that changes the program name from Mental Health Counseling to **Clinical** Mental Health Counseling. The proposed name change has now been approved by the College of Education Curriculum Committee (on October 23, 2012), and was forwarded by the Dean of the College of Education for an approval at University level review on October 29, 2012,. The name change is expected to be finalized by the University's Faculty Senate Graduate Curriculum Team at its next scheduled meeting on December 4, 2012. (Copies of name change documents are appended as Appendix 1.0)

2. General

There were several incidences throughout the self-study where reviewers noted that the narrative responses did not correlate to the appropriate standard. For example, Standard III E includes a narrative response about clinical instruction environment which would seem to reflect Standard I H. Perhaps there was formatting issue. Please review.

Documentation has now been reordered and reformatted appropriately and new self-study narrative for that section is attached as Appendix 2.0. No other changes were noted.

Section I. The Learning Environment, Structure and Evaluation

3. Standard H.4

Please provide documentation to support the narrative response.

The counseling program uses a full range of informed consent for counseling and supervision and transfer confidential data over HIPPA compliant media (YouSendit.com, FGCU encrypted share drives,

and password protected CD's with audio or video recordings), and/or web-based, secure file transfer protocols (FTP). Students do not use identifying information on their recordings and when required by the outside agency or organization, they submit their work on CDROM's using password protected files. From their enrollment in their very first set of courses, and when students sign their respective programs of study; they commit to become acquainted with and follow all legal and ethical guidelines (See Appendix 3.1). All students also work with their field sites to integrate privacy procedures and protocols, which from time to time may substitute for FGCU protocols. We allow this as long as those procedures exceed FGCU standards for privacy and legal protection. Additionally, as noted in course syllabi, students are expected to demonstrate knowledge of ethical standards pertaining to confidentiality of records and legal rights. Prior to engaging in internship experiences student must complete and pass the course in Legal and Ethical Issues in the Counseling Profession (MHS 6700) with a minimum grade of B and be successfully passed by passing all rubrics associated with that course. Students are provided with samples of written consent documents for minor and adult clients. Additionally all recordings are designated with only first initials of the client on any recordings and associated paperwork. All initial recording and most subsequent recordings begin with verbal confirmation of permission to record and a review of informed consent. Recordings are destroyed after review and feedback have been provided.

See Appendix 3.2 for Standard H4 for a copy of the statement of HIPPA compliance for YOUSENDIT.com file transfer protocol.

Appendix 3.3 has been highlighted in yellow where appropriate references to requirements for following legal and/or ethical guidelines. In particular requirements for legal and ethical sensitivity is highlighted on pages 6, 13, 16, 18, 19 and 20 and on the Student Agreement on page 25; specifically addressed on forms required for informed consent on pages 26-31 (unless sites provide a substitute or additional form), on Mid-term, Final and Supervisor evaluation forms (pages 38, 40, 41, and 45.)

Appendix 3.4 contains sample field experience syllabi which highlight adherence to and stated accountability for students to demonstrate their knowledge of legal and ethical practices in their selected settings and specialties.

4. Standard K

Please indicate who is involved in the selection committee and makes the final admission decisions.

To answer this inquiry, we are submitting a roster of applicants for Fall 2012 admission is attached (applicant names have been removed to protect their privacy) as part of Appendix 4.0. The admission criteria for Fall 2012 is indicated by the column headings; specifically, undergraduate GPA, GRE/MAT scores, and interview.

In Fall 2012, the program faculty met to review admissions timelines, policies, procedures, and criteria [see meeting minutes]. At that time, an Admissions sub-committee was established and the following 3 persons volunteered to serve:

Abbe Finn, Program leader (core faculty)
 Signe Kastberg, Assistant Professor (core faculty)
 Beth Nehamkin, Clinical Coordinator

Rather than continuing to follow the previous University policy of a rolling admission process, the program committee decided that establishing a specific deadline would be appropriate to our goal of selecting the most qualified applicants, and limiting the number of admitted students as per our

available site placements. The Admissions Office was unable to implement the new deadline date for the then-current admissions cycle; thus the new process was deferred until the 2013 admission cycle. Published University materials now indicate the new deadline date for the 2013 admissions cycle. The program agreed on updated criteria for admission [see attached FGCU Sample Admission Process and Rubric as part of Appendix 4.0]. The new process includes letters of recommendation, a personal essay, scored faculty interview, as well as the prior scored components (GPA and GRE/MAT).

The Admissions sub-committee planned to meet in October 2012 to review applications for the School Counseling program (selected candidates are allowed to begin in the spring semester; whereas Mental Health Counseling admits begin only in fall). However, due to very low applicant numbers (only 3 completed applications at the time of this response), the process was put in abeyance. We plan to implement the new process for applicants for Fall 2013 Mental Health Counseling program admissions. The Admissions sub-committee will make admissions decisions for all applicants in both School Counseling and Mental Health Counseling programs.

5. Standard W

Reviewers have noted concerns about how core faculty has been identified in relation to the standard. It appears that one of the faculty members is not doctoral level faculty and falls under the designation of non-core clinical, adjunct, or affiliate faculty (Standard 1. Y). Please provide further clarification of the faculty structure in place in relation to the criteria specified in this standard.

Note: Not all vitae were included in the self-study. Please include a current vita for Dr. Kastberg. Reviewers noted variability and time lapse for one of the vitae (e.g. it had gaps in publications and presentations and research and scholarly activity). While this information was found in Appendix I, Core Faculty Professional Development it would be helpful if an updated CV could be provided for Dr. Sabella.

In the original submission, it was noted that the Counseling Core faculty numbered four trained faculty whose degrees are at the doctoral level.

“Core Faculty

The Counseling program unit has four full-time faculty members with doctorates in counseling or closely related fields. They have academic appointments with the primary responsibility for teaching in the counseling programs. They each have the appropriate education and professional experiences to achieve the program’s mission and objectives and have a minimum of ten (10) years of experience as counselor educators with additional experience as counseling professionals.”

Ms. Nehamkin, is considered a faculty appointment at FGCU (although currently on a half-time basis) and she is properly classified as a *clinical faculty member* (non-core) whose role is to manage the clinical/field experience aspects of both counseling programs under the direction of the Core faculty. As such, she is included in all faculty meetings and provides input and expertise in that area. Ms. Nehamkin provides clinical University supervision on an as needed basis as an affiliate clinical faculty member.

M. Delivery of credit hours by core and noncore faculty

M. For any calendar year, the number of credit hours delivered by noncore faculty must not exceed the number of credit hours delivered by core faculty.

With the exception of a short time during academic year 2009-2010, Core Faculty credit hours have continually exceeded those delivered by noncore faculty. A brief anomaly occurred two years ago when one core faculty member was unexpectedly placed on administrative leave in the middle of the term and another Core Faculty member took a sabbatical. A third Core Faculty member moved out of the unit and took a position as an Associate Dean. Her load is properly reflected as being Core Faculty in the ratio during those semesters that she taught courses in the program. A national search was initiated during the term immediately following the administrative leave and subsequent separation of a faculty member. In the meantime, the University hired on a visiting line, as a member of the Core Faculty, a retired chair from the University of West Virginia, a CACREP accredited university and whose textbook we often use in one of our courses. He assumed the role of program leader until we could hire a full time Core Faculty member. That anomaly has been rectified over time and it appears we have now returned to full compliance.

In addition to existing full time core faculty, and beginning with the fall semester of 2012, our Clinical Coordinator is instructing some sections of internships on an overload basis as needed. The SCH production properly reflects this addition, with her being re-calculated in the adjusted table submitted with this Addendum as NON-CORE faculty. Because this faculty member holds a master's degree she is only assigned to teach clinical courses.

Table - FGCU Counseling Program Calculated Headcount, Credit Hour Production Comparison: Core to Non-Core Faculty

	Course Hours -Core	Student Credit Hours (SCH)	Course Hours - Non Core	Student Credit Hours (SCH)
2007-fal	32	227	11	113
2008-spr	36	369	10	66
2008-Sum	15	162	5	27
2008-fal	27	323	9	63
2009-Spr	47	398	2	62
2009-sum	11	217	6	120
2009-fal	18	255	14	238
2010-spr	30	304	17	322
2010-sum	12	247	9	165
2010-fal	26	451	16	283
2011-spr	32	653	17	270
2011-sum	10	194	14	78
2011-fal	25	452	19	151

2012-spr	34	558	16	214
2012-sum	12	207	22	315
2012-fal	43	570	5	44

410 ←-----Total Course Hours-----→ 192

N. Faculty to Student Ratio

The calculation that the University uses to identify faculty to student ratio (IPEDS formula was outlined in the original self-study and is not changed when reconsidering Ms. Nehamkin as non-core faculty.

Appendix 5.0 contains the most updated vitae for Drs. Kastberg and Sabella.

6. Standard W.6

Please provide documentation to support narrative response. Have the authority to determine program curricula within the structure of the institution's policies and to establish the operational policies and procedures of the program.

Copies of faculty requests to manage program curricula were provided in the original report and the documentation of examples of faculty authority and participation in curriculum processes in the College and at the University are attached in another section of this report (Appendix 1.0).

Curriculum revision follows a strict protocol across the university. Procedures for the [Curriculum Management System \(CMS\)](#) process are available in written form and have been distributed to all faculty members. Requests for curricular revisions originate in the various programs by program faculty who complete the necessary electronic forms and then submit them by October to the COE Curriculum Committee, which is elected in its entirety from among College in-unit faculty by faculty governance processes. The forms include all necessary information regarding course or program change along with all prospective catalog changes that may be necessary. After extensive review in that committee, and upon approval of the committee members the revision forms are forwarded to the Dean, and then are submitted electronically to the Graduate Curriculum Team under the auspices of the FGCU Faculty Senate. The requests are again rigorously reviewed, this time from a university perspective. Approval by the FGCU University Curriculum Team is forwarded to the state SCNS system for final approval, if needed and also to those responsible for revising the academic catalog change to be implemented during the subsequent academic year, or sooner as appropriate.

This process ensures that faculty maintains authority over the curriculum, the authority for which emanates from the College and University curriculum processes, and as advised via College and University review for potential conflicts/errors and omissions in accordance with university accreditation requirements. Copies of the COE and University Curriculum review processes can be found in Appendices 6.1 and 6.2.

7. Standard Y.1-3

Reviewers noted that many of the non-core faculty members have expertise outside the academic unit. Please provide clarification how the program ensures that the affiliate faculty is

oriented to the mission and objectives of the counseling program as well as guaranteeing that course content is appropriate for students' future work as professional counselors.

Note: It was uncertain if the vitae in Appendix LW.2 were the most current. Please provide current vitae, if applicable.

Every effort is made to fully utilize full-time faculty to act as primary instructors of courses offered by the unit. When necessary the unit hires part-time instructors as adjuncts. The unit maintains an active adjunct file that identifies the areas of expertise and training of potential adjuncts. Those adjuncts that are deemed to be fulfilling their obligations to the program and to the students are very often re-hired during subsequent semesters. Over time we have maintained a cadre of well-qualified adjuncts and we believe we have experienced a relatively low turnover ratio.

Prior to the fall of 2011, the associate deans in charge of scheduling were responsible for the actual hiring of adjuncts. Beginning in the fall of 2011, scheduling and the hiring of adjuncts became part of the department chair's job responsibility, who consults with program faculty regarding whether or not to (re)hire adjuncts. The ratio of adjuncts to university faculty is managed as best as possible to the CACREP regarding FTE ratios and core versus non-core assignments. This ratio is also managed in an attempt to keep it low during each semester in order to preserve the integrity of the various programs and to maintain faculty productivity. The most common exception to this process is during the summer term, when budget considerations can sometimes constrain our ability to maintain strict compliance with these ratios. (Updated resumes for recent adjunct faculty are appended as Appendix 7.0).

In the past, during the fall and spring of the academic year, the Associate Dean and department chairs typically presented an Adjunct Orientation Session (A word document that is handed out during that session is attached and appended as a part of Appendix 7.1) that demonstrates what information is provided to adjuncts with information they will need to be successful in their instructional role. In addition, an Adjunct Handbook was distributed and reviewed at that time with demonstrations made by unit personnel. The [Adjunct Handbook](#) (appended as Appendix 7.2) is sent electronically to any adjunct not in attendance at the orientation. Adjuncts are provided with prepared syllabi, textbooks, course materials and are mentored by department chairs or program leaders. In many cases the course already exists on the ANGEL course delivery system and can be copied to the new adjunct relieving him/her of having to develop it. Adjuncts are also provided with a LiveText account and utilize the same critical tasks and rubrics as are used by unit faculty.

Courses taught by adjuncts are subject to the same student evaluation through the SAI system as courses taught by unit faculty. In addition an adjunct evaluation form (appended as part of Appendix 7.1) is utilized to provide support for adjuncts by identifying strengths and challenges. Courses taught by adjuncts may be visited by the Associate Dean or the department chair or faculty as appropriate as part of an overall evaluation of adjunct effectiveness and program review.

During the Spring 2013 and into Fall 2013 an online self-administered mini course will be introduced to replace the face to face sessions. This series of modules will be followed by several 'self-mastery' quizzes to help adjunct faculty determine whether they have grasped the material. The records of these scores will become a part of the adjunct's records and will become a part of their evaluation process.

Appendix 7.0 contains updated resumes of non-core faculty.

8. Standard AA.6

Please provide documentation to support that this is publicly distributed.

As discussed in the original report, the College of Education has been transitioning its data collection, outcomes assessment, and program review processes to a more automated system over the past three years. This has been completed, in part, in preparation for an NCATE accreditation review. The Counseling Program has participated in that transition but only recently completed the transition to collect data on its program outcomes and operation. In the most recent data review, too few responses were received from graduates, alumni and employers to produce a report. Other reports of graduate performance on end of program culminating exams (National Counseling Exam); State of Florida certification exams; employment rates; and studies of outcomes for other accrediting agencies have been reported to program advisory boards at recent meetings and to state and other accrediting agencies as part of review and self-study processes.

Each year in the fall, we provide as a link on our program Website an annual report containing student outcomes, acceptance, matriculation, and graduation information, as well as other demographics.

We have distributed to current students, full and part-time faculty, and internship sites an annual outcomes report for 2011-12 and is included as Appendix 8.0. Appendix 8.1 documents the Webpage links and a screen print of a recent email distribution of the report.

Section II. Professional Identity**9. Standard A**

Please include a mission statement and information and documentation on how it is made publicly available.

The counseling program mission is published in both major program handbooks and resides on the program Website (<http://coe.fgcu.edu/mentalhealthma/index.asp>)

Counseling Program Mission

The mission of Florida Gulf Coast University's (FGCU) Counseling Program is to prepare exemplary professional practitioners, leaders, and scholars. The program uses a research-practitioner approach that integrates the use of current technology, supervised field experiences, scholarly inquiry, and intellectual and creative resources to work with an increasingly diverse and global society. The program trains counselors who work in pre-K through grade 12 schools, social service, government agencies, hospitals, community organizations, and private practice. The FGCU counseling program educates well-rounded counselors who demonstrate competence included in the high standards as set forth by our accreditation and professional organizations.

The mission statement for the counseling program was included at the beginning of the program manual and field experience manuals originally included as Appendices I L 8 Counseling Field Experience manual Revised 8 20 2012 and I L 9 FGCU Counseling Program Handbook. Both manuals are provided to every student in the program as well as offered with links on-line. Furthermore, site host orientations,

student orientations, and advisory board meetings all promote the mission of the programs. Finally, the mission is also printed on its program blog. Verification is included as Appendix 10.0.

10. Standard B.1-4 Please include program area objectives and clarification and documentation of how they meet the requirements for the standard.

The program objectives below provide the basis for evaluating the counselor education programs in Clinical Mental Health Counseling, and School Counseling. The learning outcomes are based on the CACREP model as well as state of Florida Mental Health Licensure requirements and Department of Education school counselor certification requirements. Individual courses are designed with competencies from various professional organizations. Students must demonstrate content knowledge as professional educators, school counselors and/or mental health counselors on the exit exams they must take to graduate and on external exams thereafter. All school counseling program graduates pass all Florida certification exams and our program exit exam before being approved for graduation. Mental Health program students also must pass the program exit exam to be approved for graduation. State laws require applicants for mental health licensure to take the exam subsequent to graduation. To date, all students who have completed the mental health program and have taken the license exam have also passed.

- 1. Students will develop a knowledge base relevant to the counseling profession in their specific setting.*
- 2. Students will develop knowledge and skill relevant to be consumers of and practitioners engaging in scholarly activity, research, and inquiry.*
- 3. Students will develop knowledge of diversity in their academic career.*
- 4. Students will develop and demonstrate appropriate clinical knowledge and skills.*
- 5. Students will develop knowledge of professional ethics and standards based on the ACA Code of Ethics and other applicable ethical standards. Students will demonstrate these ethics and standards in their coursework and clinical practice.*
- 6. Students will develop an appropriate professional identification.*

These more generalized standards are assessed in the courses listed in the matrices provided for each program. Furthermore, specific competencies and standards from CACREP and Florida's Department of Education are assessed using specific assignments. Matrices and rubrics by CACREP standard are included as Appendices to section 18 of this report.

11. Standard D

Note: Some of the syllabi are missing "Methods of Instruction".

Unfortunately, when we submitted our original self-study we had yet to standardized terminology for this information in the syllabi. This item was included but under a variety of headings that included *Methods of Instruction, Primary Methods of Instruction, Implementation Methods, or Instructional Methods*. To respond to this comment, we revised and resubmitted all course syllabi to include this information under the requested heading and have also included a standardized matrix for primary methods of instruction, which has been included as Appendix 11.

12. Standard E

Please address how the use and infusion of current counseling-related research exists in teaching practice among program faculty and students.

On an ongoing basis, faculty review textbooks for each course to ensure that they are as current as possible, including the latest evidence-based theory into practice exemplars. Faculty members also infuse related readings or other supplementary materials from scholarly journals and professional documents. Faculty conduct research in the areas they teach and often present and publish on these areas as evidenced by scholarship listed in their vitae.

All faculty members include current counseling-related research in the readings (including much of their own research findings), assignments, and/or class presentations in each of their courses. Reviewers will find evidence that this standard has been met in each of the course syllabi that have been resubmitted.

13. Standard F

Please address standard. F., Evidence exists of the use and infusion of technology in program delivery and technology's impact on the counseling profession.

FGCU provides a technology infrastructure in every classroom that supports a variety of technology and software s for teaching, learning and research, especially those courses supported by its Angel Content Management System. The university is now experimenting with a 'virtual student lab' (<http://itech.fgcu.edu/vlab.asp>) in which student may reserve virtual 'seats' in order to have access to a variety of software products on a shared basis. Product offerings are a bit limited at this point but the university is making a sizeable commitment to expanding the product offerings based on student needs. Our program has full expectation of being offered more products that we need as time goes on. Evidence exists of the use and infusion of technology in program delivery and technology's impact on the counseling profession. Course syllabi reflect the use of hybrid courses, *flipped courses or classrooms* where face to face time is reserved for interactive learning and web-based activities are conducted individually, distance technology for clinical supervision and feedback, and a host of specific topics concerning technology and its impact on the profession in course syllabi and assignments.

Specific examples of teaching methods and technology infusion that can be identified in course syllabi and assignments include those in career counseling and appraisal using assessment instruments, required uses of self-narrated PowerPoint slide shows, Angel learning activities, audio and video recording and HIPPA compliant records and data transfer technologies, required *Closing the Gap Projects*, using data analysis tools including *EZ Analyze*, and instruction on technology and data management using a variety of web-based and other tools. Finally, activities and course context verify coverage of the topic of the impact of technology in Counseling in Introductory courses, legal and Ethical Issues in the Profession, Career Development, Appraisal, and especially in Advanced Counseling and practices courses which include one-third of the curriculum concerning cutting edge technologies that enhance or impact the work of the counselor. (Appendix 13.0 contains syllabi with appropriate sections highlighted for emphasis as examples of infusion.)

Section III. Professional Practice

14. Standard A

Please provide clarification and documentation of which core and noncore faculty are providing individual and/or group supervision, including a breakdown of their qualifications and relevant experience.

Analysis of Faculty Supervision of Field Experiences, Core and Non-core faculty Qualifications Summer 2008 to Present

Faculty Name	Clinical Experiences Supervised	Status	Faculty Degree	Expertise	Individual/Group Supervision
Abbe Finn	Practicum, Advanced Practicum, School and Mental Health Internships	Core Faculty	PHD, Counselor Education	Counseling; Licensed Mental Health Counselor in Louisiana, Mississippi and Florida; Counselor Educator since 2003 at FGCU; 10 years full and part-time Counselor Educator and Supervisor Experience prior to coming to FGCU. Experience in private and organizational practice.	Provides Individual and Group Supervision to students, to advanced supervision students, to supervised practicum and to practicum supervisor/ course assistants
Madelyn Isaacs	School and Mental Health Internships	Core Faculty	PHD, Research and Counseling	Counseling Licensed Mental Health Counselor in Florida since 1988; Approved Clinical Supervisor (NBCC) for more than 15 years; completed required state of Florida Collegial Coaching module for school counseling supervision; Counselor Educator at USF in Fort Myers since 1990 and founding program faculty in 1997. Experience in private and organizational practice.	Provides individual and group supervision for field experiences and to course assistants.
Signe Kastberg	Mental Health Internships	Core Faculty	PHD, Human Development in Educational Contexts	Licensed Mental Health Counselor in NY and Florida. Experience in private and organizational practice. Counselor Educator at several schools (CACREP accredited) for more than 15 years.	Provides individual and group supervision for field experiences and to course assistants.
Russell Sabella	Advanced Practicum and School Internships.	Core Faculty	PHD, Counselor Education	Certified School Counselor; License eligible for mental Health. Counselor Educator for more than 20 years; last 14 at FGCU.	Provides Individual and Group Supervision to students, to advanced supervision students, and supervised advanced practicum supervisors/ course assistants.
Jeanette Bevilacqua	Mental Health Internships	Adjunct External	EDD, Higher Education	Clinical Specialist Mental Health Nursing	Provides Individual and Group Supervision to

				Advanced Registered Nurse Practitioner in Private Psychotherapy Practice since 1989, previous full and part-time College of Nursing and Health Professions faculty experience (more than 20 years) with 15 years of nursing and administrative experience in psychiatric facilities and doctorate in higher education.	students. Supervises course assistants.
Jon Brunner	Mental Health Internships	Adjunct – Internal	PHD, Counseling Psychology	Practitioner and Counseling Department Supervisor in higher education and clinical practice for 32 years. Initially was licensed in mental health counseling and more recently as a psychologist. Has been Director of FGCU's Counseling Center for 16 years.	Provides Individual and Group Supervision to students. Supervises course assistants. Has provided supervision also as a site supervisor in on-campus Counseling and Psych Services Center.
Robert Gerrick	Mental Health Internship	Adjunct Internal	MA, Community Mental Health Counseling	Licensed Mental Health Counselor in Florida for 7 years; 2005 graduate from FGCU's Counseling Program. Practitioner at FGCU's CAPS.	Provides Individual and Group Supervision to students. Has provided supervision also as a site supervisor in on-campus Counseling and Psych Services Center.
Michael Ghali	Advanced practicum and Mental Health Internships	Adjunct Internal	PHD, Counseling Psychology; MA in Community Counseling	Counseling Psychologist and Licensed Community Counselor 10 years; currently licensed as Psychologist in Florida. Practitioner at FGCU's CAPS	Provides Individual and Group Supervision to students, to advanced supervision students, and supervised advanced practicum supervisors/ course assistants. Also provides site supervision at Counseling and Psychological Services Center at FGCU.
Batia Gold	Mental Health Internships.	Adjunct, External	MA, Mental Health Counseling	Licensed Mental Health Counselor; 3 years; graduate from FGCU's mental Health Counseling Program 2008.	Provides Individual and Group Supervision to students. Has also served as site-supervisor in agency for FGCU students.
Jill Isaacson	Practicum.	Adjunct, Internal	MA, Mental Health Counseling	Licensed Mental Health Counselor; 5 years; graduated from FGCU's Mental Health Counseling program in 2006.	Provides Individual and Group Supervision to practicum students. Also provides site supervision at Counseling and Psychological Services

					Center at FGCU.
Theresa Kalten	Practicum and School Counseling Internships.	Adjunct, External	MED, School Counseling; Doctoral Candidate, Curriculum and Instruction	Trained school intern/clinical supervisor; graduate from FGCU's school counseling program 2007. Five years' experience as school counselor.	Provides individual and group supervision to Practicum students and school counseling interns.
Olyssea Karakosta	Practicum.	Adjunct, External	MA, Mental Health Counseling; Ph.D. Candidate, Regent University, Counseling, Education, and Supervision University	Registered mental health Intern for licensure in Florida; Graduated from FGCU's mental health program in 2009. Current doctoral student in Counselor Education.	Provides individual and group supervision to Practicum students.
Robert Masson	Practicum, Mental Health Internships	Adjunct External, Internal Full-time Visiting Faculty	EDD, Counseling	34 years as professional educator, program director and coordinator in Counseling, Guidance and Rehabilitation Counseling.	Provides Individual and Group Supervision to practicum and internship students. Has provided supervision also as a site supervisor at local agency.
Kate (Kelly) Russo	Mental Health Internships	Adjunct Internal	PHD	Counseling Psychology	Provides Individual and Group Supervision to interns. Also provides site supervision at Counseling and Psychological Services Center at FGCU.
Beth Nehamkin	Practicum and Mental health Internships. (Clinical Coordinator)	Clinical Faculty; Adjunct – Internal;	M. Ed, Counseling	Formerly licensed mental health counselor in Florida (reinstatement in process); certified school counselor; 30 years' experience in schools and agencies including clinical and program supervision.	Provides individual and group supervision to practicum and mental health interns.
Jeff Sandoz	Practicum and Mental Health Internships	Adjunct External	PHD, Psycho-educational process	Licensed mental health, addictions, and professional counselor in Louisiana and Florida; experienced adjunct and full-time faculty.	Provides individual and group supervision to practicum and mental health interns.
William Weikel	Advanced Practicum and Mental Health Internships.	Adjunct External	PHD, Counselor Education	Licensed Mental Health Practitioner and full-time faculty (retired) more than 30 years.	Provides individual and group supervision to practicum and mental health interns.

15. Standard B

Please clarify how the program selects students to provide supervision and what preparation and guidance they have received in relation to this particular standard.

All advanced students who provide supervision in practicum courses have successfully completed MHS 6621: Organization, Administration and Supervision, a required course in the mental health counseling program prior to or concurrent with providing such supervision. By the time students are permitted to engage in this internship, they have successfully completed 900 hours of field experiences including practicum and internship since this requirement occurs at the end of the program for all mental health students. (See Courses of Study, item number 1, in Appendix 15.1). These advanced students are supervised by Clinical V internship supervisors and by Advanced Practicum instructors with a maximum ratio of 1 to 6 supervising interns. The supervision of advanced students who are supervising practicum students includes review of audio tapes of supervision meetings.

16. Standard C.1-4

Please provide a chart outlining the qualifications, professional experiences, and training of current site supervisors for the programs in relation to the criteria specified in these standards.

A review of current site supervisors at mental health agencies and school sites yields the following table of qualifications.

Agency Name	Site Supervisor Name	Last Name	Degree	License	Yrs of Experience	Position Title in your Agency
ACT Shelter	Yaroslaba	Garcia	M.S.	LMHC	10+	Therapist
Barron Collier HS	Melissa	Hunter	M.A.-School Counseling	School Counselor	11	School Counselor
Big Cypress Elem. Collier	Pam	Green	MA	National Board-Certified Counseling	25	School Counselor
Bonita Springs Middle School	Vivian	Colom	M.Ed	School Counselor	12	School Counselor
Central Elem	Paul	Samerdyke	M.A.-School Counseling	School Counselor	20+	School Counselor
Children's Advocacy Center	Val	Gill	M.A. Mental Health	LMHC	6	Clinical Director/Family Services
Children's Home Society	Amy	Hartmann-Scott	M.A. SW	LCSW	7	

Delta Family Counseling	Tara	Moser	MSW	LCSW, RPT-S	10	Owner/Therapist
Division of Rehabilitation Services	Flora	Gonzalez	MSW	Teaching Certificate and CRC	33	Vocational Rehabilitation Supervisor
Dunbar High School	Melody	Madigan	Masters School Counseling	School Counselor	38 in Education; 35 as a Counselor	School Counselor
Estero High School	Meg	Kreig	M.A.-School Counseling	School Counselor	10	School Counselor
Family Preservation Services	Ellen	O'Malley	Masters in Mental Health	LMHC	14+	Assessment Therapist
Family Preservation Services	Gerry	Sprague	Masters in Mental Health	LMHC	20+	Clinical Supervisor
Franklin Park Elementary	Vivian	Nest	M.A.-School Counseling	School Counselor	6	School Counselor
Genesis Counseling	Linda	Reynolds	LMHC , M.A.	MH845	29+	owner
Gulf Coast HS	Linda	Sharp	M.A.-School Counseling	School Counselor	15	Director of Guidance
Hope Hospice and Community Services Inc.,	Amber	Mondell	MA-Counseling	Licensed Mental Health Counselor	4	Bereavement Counselor
Hope Hospice and Community Services Inc.,	Robert	Stryker	MSW	Licensed Clinical Social Worker, Qualified Supervisor MHC, Qualified Supervisor CSW	9	Director, Psycho-social Services
Hope Hospice and Community Services Inc.,	Daniel	Lamb	Master of Divinity w/major of SW	Licensed Clinical Social Worker Qualified Supervisor MHC ,Qualified Supervisor CSW	13	Social Service Counselor

Hope Hospice and Community Services Inc.,	Vincent Wayne	Leaver	Master of Divinity and MS-Mental Health Counseling	Licensed Mental Health Counselor , Qualified Supervisor MHS	15	Manager, Bereavement Services
Hope Hospice and Community Services Inc.,	Carolyn	Divers	MSW	Registered Clinical Social Worker Intern	2	Social Service Counselor
Ida S. Baker	Betty	Lockard	M.A.-School Counseling	School Counselor	15	School Counselor
LAMP	Brianna	Cassidy	M.A.-School Counseling	School Counselor	5	School Counselor
Lee County School District, Spring Creek Elementary	Janet	Borchers	M.A.-School Counseling	School Counselor	10	School Counselor
Lee Memorial OP	Leanne	Marston	Master's Clinical SW	LCSW	3	Clinical Supervisor
Lee Mental Health	Dan	England	BA and MSW	LCSW	27	Clinical Coordinator
Lely High	Linda	Sharp	M.A.-School Counseling	LCSW, LMHC	30	School Counselor Department Chair
Lutheran Services	Audrey	Williams	Master's Social Work	LCSW	20+	Clinical Supervisor
North Naples Middle School	Andrea	Kirk	M.A., Guidance and Counseling	School Counselor	21	Lead School Counselor
Oak Hammock Middle School	Rosa	Skinner	Master's Degree in Education-Counseling	School Counselor	4	Head School Counselor
Oakridge Middle School	Barbara	Clark	Master School Counseling	School Counselor	15+	School Counselor
Quality of Life	Terri	Brown	MSW/ISW	LSW	1.5	Social Services Coordinator
Quality of Life	Dr. Belinda	Bruster	MSW/LCSW/ PhD	LSW	9	Clinical Director

Riverdale HS	Traci	Budmyer	M.A.-School Counseling	School Counselor	8	School Counselor
Royal Palm Exceptional School	Winter	Ward	MA	School Counselor	4	School Counselor
Royal Palm Exceptional School	Kim	Clement	Master of Education-Counseling	LPC, LMHC	7	Behavior Specialist
Salvation Army	(Assigned) Robert	Masson	Ed.D.	LPC	40 +	University assigned on-site supervisor
Salvation Army	Gail	Doxie	M.A. MH	Registered Intern	3	On Site Supervisor
Sanibel School	Linda	Reynolds	M.A.-School Counseling	LMHC	29	School Counselor
Shelter for Abused Women of Collier County	Jaime	Crossan-DeBres	MSW	LSW	10; 6 with current agency	Children's Counselor and Naples Outreach Manager
Southwest Florida Addiction Services (SWFAS)	Dawn	Clark	M.A. /MH	CAP	20+	Clinical Supervisor/ Certified Supervisor
Southwest Florida Addiction Services (SWFAS)	Emily	O'Brien	M.S/ SW	MSW/CAP	8	Clinical Director/Certified
Southwest Florida Addiction Services (SWFAS)	Emily	O'Brien	M.S/ SW	MSW/CAP	8	Clinical Director/Certified

17. Standard E Supervision contracts for each student are developed to define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

Please provide a supervision contract to support narrative response.

17. The program uses a multipronged approach to communicate expectations to Site supervisors. These include materials for a 'Site Host Orientation' Handbook, a field experience manual, face to face site visits, and regular, individual communications from University supervisors and our Clinical Coordinator faculty member. The program is in transition from using program leaders and managing site relationships via individual faculty members to a integrating a Clinical Coordinator who centrally

manages affiliations and site relationships for both programs. Accordingly, revised protocols are being developed and pilot tested. Updated affiliation agreements with schools and community agencies are undergoing final review and approval with the University's legal department for use in Spring 2013.

Appendix 17.0 contains a sample letter from Spring 2012 that is used to document common understanding of roles and expectations from a University supervisor to site supervisors.

Appendix 17.1 contains a sample Supervision agreement between a University supervisor and student during internship.

Appendix 17.2 contains sample student intern agreement and goal statements.

Appendix 17.3 and 17.4 contains the current drafts of affiliation agreements and MOU documents being reviewed by FGCU's legal department for use in Spring 2013.

18. Standards for Clinical Mental Health Counseling and Standards for School Counseling Programs

While the matrix of the CACREP Standards (Appendices IV and V) outlines how the standards should be infused in the courses, the reviewers noted that it was difficult to determine which assignments demonstrated the Student Learning Outcomes. While most of the syllabi are succinct, the assignments and measuring objectives are not thoroughly discussed. It is recommended that the program provide a chart detailing the assignment and assessment activities linked to the specified standards.

For the past three years both counseling programs have been part of the College of Education transition to an assessment tracking system using LiveText software in efforts to better document how programs and students are meeting internal and external standards. This data is also used for program improvement and periodic review. The initial standards and tracking of performance data was targeted toward Florida Department of Education and NCATE standards for School Counseling programs. In the past year the identification of rubrics has been completed and linked to 2009 CACREP standards. Appendices 18.1, 18.2 and 18.3 reflect the main courses and assignments used to reach and assess the detailed competencies in each of the 2009 CACREP Core, Mental Health and School Counseling standards. Appendix 18.4 provides an inventory of CACREP standards and linked courses and critical tasks and assignments in which they are assessed. Appendix 18.5 is a matrix that traces standards back by the course in which they are taught and linked to assessments.

It should be noted that several courses may be used to measure a single competency. Only the course whose content is most aligned with a competency is listed on a matrix. Those courses whose content may only cover lesser aspects of certain competencies are not listed on each matrix. However, a complete picture of the degree of assessment and content inclusion can be found on Appendix 18.6, which contains all critical task rubrics and the associated courses and standards each is targeted to assess.

Data has been collected and piloted recently and with the completion of all mental health rubrics and linkages to the 2009 CACREP standards, data will be collected and evaluated by the fall of 2013.

Most syllabi for school counseling courses and those which are common to both programs have already been reviewed and updated in preparation for the NCATE site visit during 2011-12. All mental health

syllabi have now been reviewed to ensure that assessments are explicitly linked to the standards they are being used to measure. (See Appendix 18.6)