



2019-2020 Annual Report

Educational Doctoral Degree in
Counselor Education and Supervision



VITERBO
UNIVERSITY

A black and white photograph of a multi-story brick building at Viterbo University. The building features a large logo on its facade, which includes a shield with a cross and a flame above it. Below the logo, the words "VITERBO UNIVERSITY" are written in a serif font. The building has several windows, some of which are lit from within. In the foreground, there are parked cars, including a dark sedan and a dark pickup truck. The sky is overcast.

Welcome CES

Program Constituents!

This report provides an overview of program activities and program assessment information related to the Educational Doctoral Degree in Counselor Education and Supervision program at Viterbo University during the 2019-2020 academic year



History and Mission of **Viterbo University**

The Viterbo University community prepares students for faithful service and ethical leadership and had its beginnings in the early academic endeavors of the Franciscan Sisters of Perpetual Adoration (FSPA). Collegiate courses were introduced in 1923, and steps were taken toward the development of a four-year college program. By 1939, the College was approved as a four-year, degree-granting institution. In the 1950s Viterbo expanded its programs in the liberal arts and in the preparation of teachers. With its status as a four-year liberal arts college achieved, Viterbo sought and attained accreditation by the North Central Association of Colleges and Secondary Schools in 1954, which it has maintained since that time.

On Sept. 4, 2000, Viterbo marked another milestone—the change from college to university status. The change to Viterbo University formalized, in name, what had already occurred internally. In fact, in 1994, the U.S. Department of Education reclassified Viterbo as a "comprehensive institution (university)" due to its growth in enrollment and the expansion of graduate, undergraduate, and outreach programs.

Mission Statement

The Viterbo University community prepares students for faithful service and ethical leadership.

Identity Statement

Founded by the Franciscan Sisters of Perpetual Adoration, Viterbo is a Catholic, Franciscan university in the liberal arts tradition.

Core Values

In keeping with the tradition of our Franciscan founders, we hold the following core values:

Contemplation: reflecting upon the presence of God in our lives and work

Hospitality: welcoming everyone we encounter as an honored guest

Integrity: striving for honesty in everything we say and do

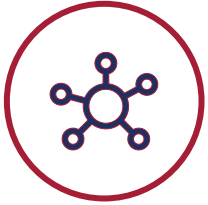
Service: working for good in the spirit of humility and joy

Stewardship: practicing responsible use of all resources in our trust

Vision

A Catholic, Franciscan university boldly transforming students and our communities through service, collaboration, and leadership

Institutional Priorities



Delivering Our Promise

We will provide all our students with a transformational educational experience that develops their unique talents, passions, and leadership potential. This distinctive Viterbo education will lead to success in their chosen academic field and future career.

Owning Our Future

We will enhance and demonstrate the “Viterbo difference” through which we transform the lives of all our students. We will further develop our employees, campus culture, facilities, and programming to further this distinction and to best serve our students and communities..



Strengthening Our Connections

We will strengthen our position as the regional partner of choice for employers and other organizations as Viterbo meets the evolving needs of the community

Growing Our Value

We will offer new undergraduate, graduate, certificate, and noncredit programs and refine existing programs to be proactive in meeting the evolving needs of employers and to contribute to the overall success of the region.





Program Overview

This section will highlight the Counselor Education and Supervision educational doctoral degree program, mission, learning objectives, and curriculum.



Program Overview

The educational doctoral degree in counselor education and supervision program at Viterbo University is intended to prepare graduates to work as counselors, educators, supervisors, and program leaders. With an integrative behavioral health care focus, the doctoral program in counselor education and supervision seeks to meet the growing need for highly qualified counselor leaders - advanced counseling practitioners, educators, and supervisors. The program is in the process of becoming accredited by The Council for Accreditation of Counseling & Related Educational Programs (CACREP).



Program Mission

The mission of the Viterbo University's Educational Doctorate in Counselor Education and Supervision is designed to prepare counselors for advanced competency in the following areas:



Graduate Level
Teaching and
Counselor Training



Research and
Contributing New
Knowledge to the
Field



Counseling
Supervision



Leadership and
Advocacy



Counseling Practice

Consistent with the mission of the university, the program integrates the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives. As such, active learning through service delivery and research is emphasized; faculty and students engage in activities that contribute to the wellbeing of our community through on-campus and off-campus service delivery projects. Our students are trained into a profession with a rich history of helping, and a strong focus in social justice, advocacy, and effective and ethical practice in their roles as counselors, supervisors, educators, and agents of change.

Program Learning Outcomes

1

Counselor Education

Demonstrate knowledge and skills of the processes of teaching and learning, as well as student assessment and program evaluation

2

Supervision

Demonstrate the ability to conceptualize supervisory relationships and deliver high-quality supervision

3

Research

Develop high levels of competence in conceptualizing, planning, conducting, and interpreting research relevant to the profession of counseling

4

Advanced Practice

Develop advanced professional competency with emphasis on evidence-based practice in counseling theory and assessment practices

5

Diversity and Change

Demonstrate knowledge, skills, and attitudes that support engaging with, and appropriately responding to the needs of a constantly changing population of clients and students whose cultures, experiences, and personal characteristics that may be marginalized in the mainstream society

6

Leadership and Advocacy

Demonstrate an active role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources

7

Integrative Behavioral Health

Integrate the knowledge and skills of counselor education and supervision to the specific training competencies required for integrative behavioral health care

Program Curriculum

In order to earn an Educational Doctorate in Counselor Education and Supervision, students are required to complete 60 graduate credits. As a cohort program, students will take courses in sequence throughout their three-year program consisting of approximately 9 credits per semester. Courses are offered during the spring, fall, and summer semesters where the structure of the course delivery allows for full or part-time work if needed.

The Ed.D. in CES views multicultural sensitivity as a lifelong process that entails, in part, the identification and understanding of one's own culture and social contexts, as well as an awareness and understanding of the critical role that privilege, marginalization, and oppression play in perpetuating mental illness and social injustice. In addition, multicultural sensitive counseling involves the development of clinical, educational and supervisory skills that facilitate the effective treatment of clients from a variety of cultural contexts which are integrated throughout the curriculum.

The program includes the following required courses organized into the five learning domains required by CACREP for doctoral training in Counselor Education & Supervision as well as the integrative behavioral health care domain.

Supervision



COUN 715: Supervision Foundations
COUN 745: Counseling Supervision
Theory, Practice, and Research
CACREP 6.B.2

Research and Scholarship



COUN 710: Professional Counseling
Orientation, Trends, and Research
COUN 712: Research Methodology I
COUN 714: Research Methodology II
COUN 770: Advanced Clinical Testing,
Measurement, and Appraisal
COUN 795: Dissertation
CACREP 6.B.4

Teaching



COUN 725: Instructional Design and
Adult Learning
COUN 735: Best Practices in Counselor
Education
CACREP 6.B.3

Counseling



COUN 720: Clinical Trauma Informed
Counseling
COUN 730: Advanced Clinical
Counseling Theory
COUN 740: Group Counseling
COUN 750: Brain, Behavior, and
Psychopharmacology
CACREP 6.B.4

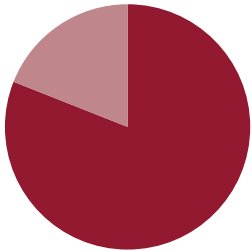
Leadership and Advocacy



COUN 727: Advocacy, Social Justice,
and Professional Leadership
COUN 729: Consultation, Organizational
Change, and Program Evaluation
CACREP 6.B.5

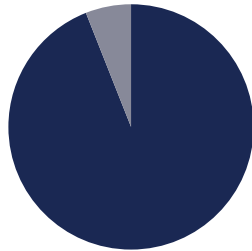
Student Demographics

Applicant Overview



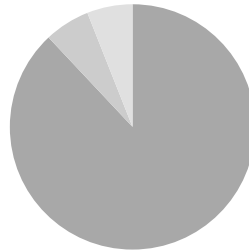
Gender

81% Female
19% Male



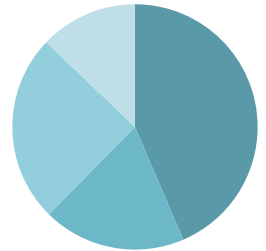
Ethnicity

94% Non-Hispanic
6% Hispanic



Race

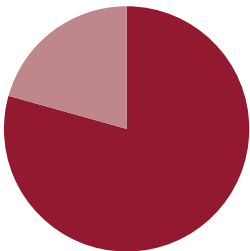
88% White
6% Asian
6% Multi-Racial



Age

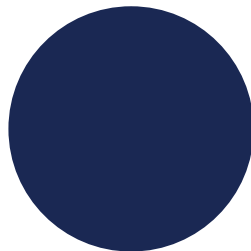
44% ages 30-39
19% ages 40-49
25% ages 50-59
13% ages 60-69

Student Enrollment Overview



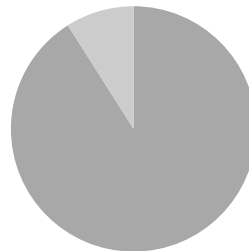
Gender

73% Female
27% Male



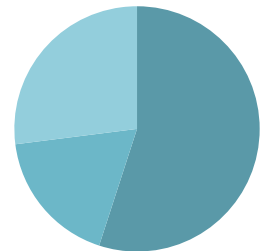
Ethnicity

100% Non-Hispanic



Race

91% White
9% Multi-Racial



Age

55% ages 30-39
18% ages 40-49
27% ages 50-59

Students Applied
16

Students Admitted
12

Students Enrolled
11

Faculty

This section will highlight the core CES faculty, dedicated faculty, and adjunct faculty. Student feedback regarding perceptions of faculty quality are included.



Core Faculty



Debra Murray
Director, Professor

Dr. Debra Murray, Psy.D., CSAC, ICS, (She, her, hers) Professor in Counselor Education and Director of the Counselor Education Programs and Clinical Coordinator. She has been a full-time counselor education faculty member since the fall of 2011. She teaches in both the MS in Clinical Mental Health Counseling program and the Ed.D. in Counselor Education and Supervision program.

Jessie Latten
Assistant Professor

Dr. Jessie Latten is currently an Assistant Professor in the Master of Science in Mental Health Counseling program at Viterbo University in La Crosse Wisconsin. Licensed (LPC) in the states of Alabama and Wisconsin (Reciprocity). Dr. Latten Has worked in the field of Clinical Mental Health Counseling for over 25 years, serving the Seriously Mentally Ill, Dual Diagnosis Groups, and Outreach to Clients in Poverty.



“I have never seen faculty work so hard to help each student succeed. Their passion is almost palpable.”

Core Faculty

“The core faculty are very present, responsive, and supportive to me on all my needs moving through this program.”



Colin Ward

Assistant Professor

Dr. Colin Ward has more than 25 years of experience as a counselor and educator in helping individuals, couples, and families understand, embrace, and create positive change in their lives. He also provides clinical supervision to assist recent graduates and seasoned mental health professionals. Recent publications discussed strength centered counseling and integrating postmodern approaches and skills within practice.

Carol Klose Smith

Assistant Professor

Dr. Carol Klose Smith, Ph.D., LPC, NCC, ACS, is an Assistant Professor in the Counselor Education Department. She joined Viterbo University 2 years ago. She has 14 years of experience as a counselor educator and 11 years of experience as a mental health counselor. Her research interests are centered on clinical supervision, trauma and career counseling.



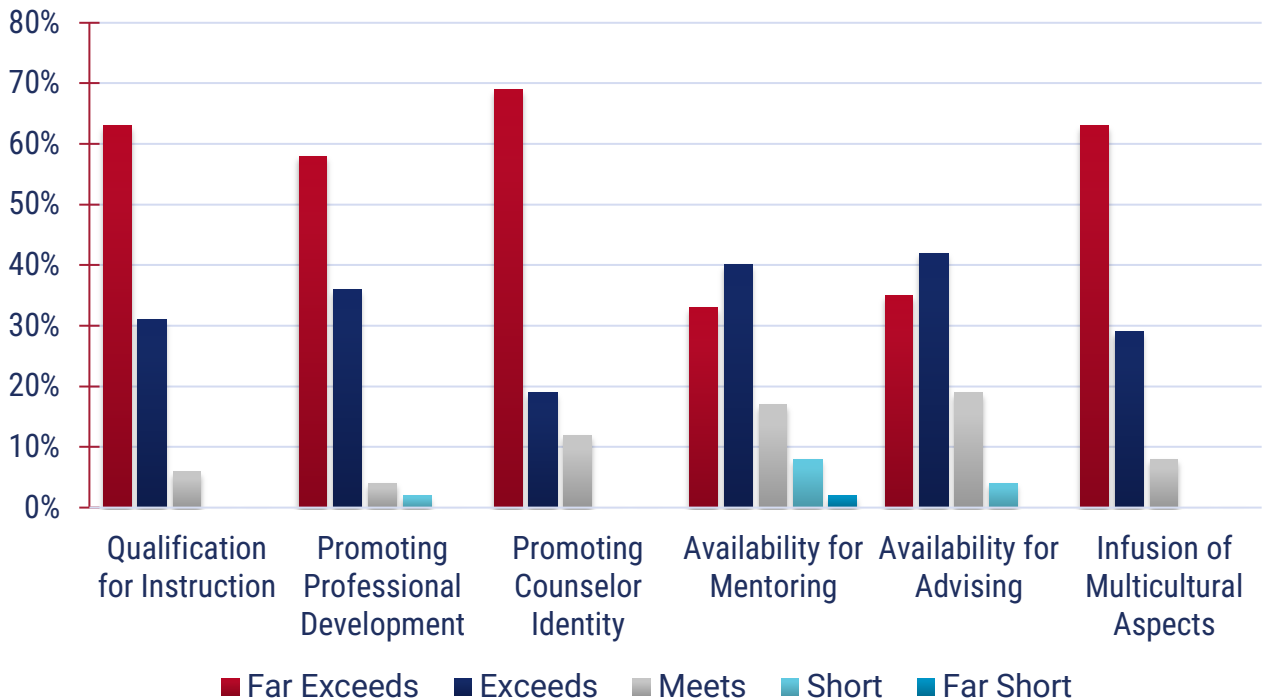
Core Faculty



Cameron Houin Assistant Professor

Cameron Houin, PhD, LAC, NCC has over 6 years of clinical experience more than 4 years of teaching and supervision experience at the undergraduate, graduate, and doctoral levels. They have previous experience as a college counselor, school-based counselor, and play therapist; currently, they see clients via private practice. Dr Houin's areas of expertise include diversity and multiculturalism, expressive arts in counseling, and play therapy. Their scholarship has primarily involved multicultural competence, supervision, and creativity in counseling and counselor education. Areas of interest for Dr. Houin include serving marginalized populations, utilizing expressive arts and play in counselor education, and self-compassion practices.

Perceived Quality of Core Faculty



Dedicated Faculty



Stephanie Thorson-Olesen

Assistant Professor, Psychology

Dr. Stephanie Thorson-Olesen is an Assistant Professor that has been affiliated with the counselor education department for nearly a decade. She was awarded advisor of the year (2016) and teacher of the year (2018). In addition, she has co-authored over \$2 million in Federal HRSA grants and managed deliverables on several objectives to promote mental health.

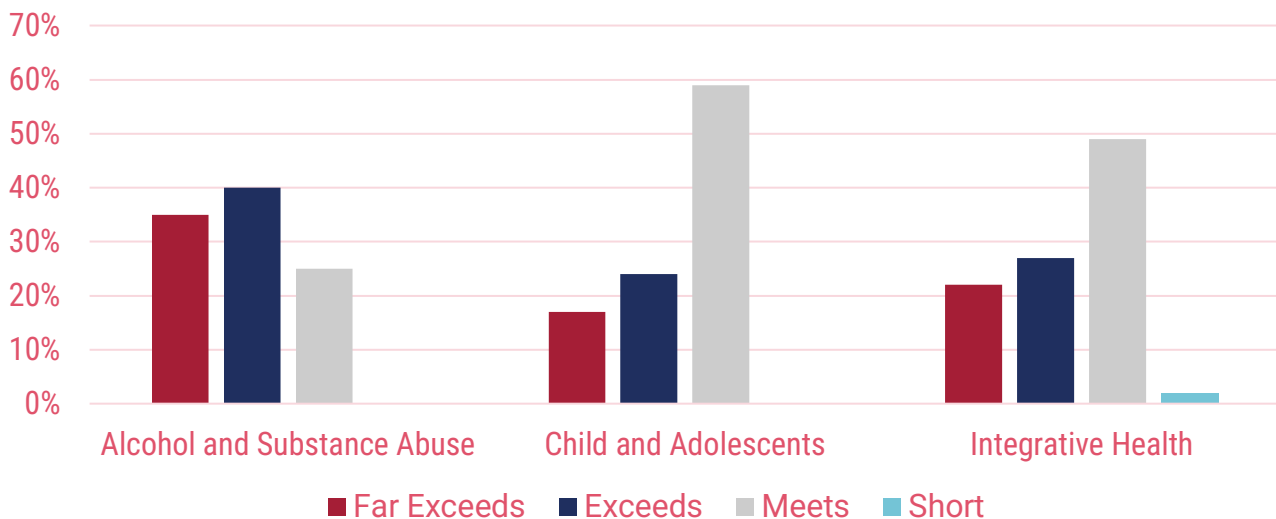


David Bauer

Professor, Psychology

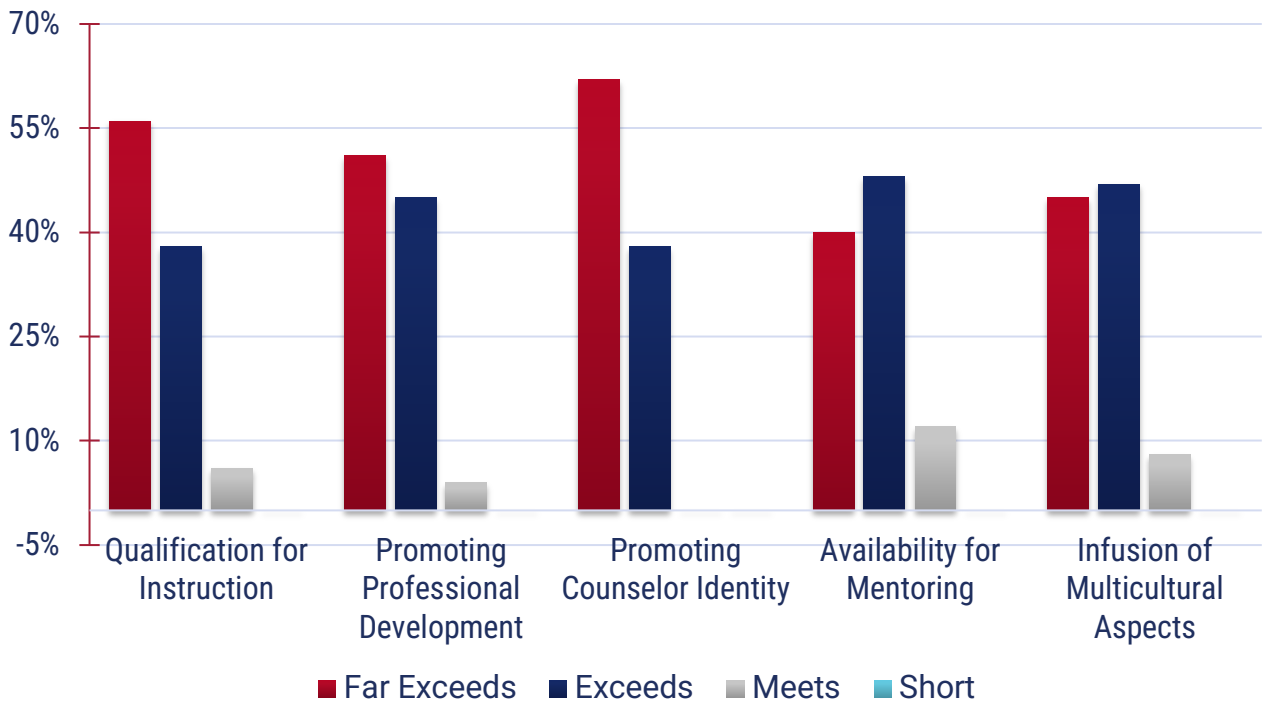
Dr. David Bauer is a professor in psychology and has been at Viterbo University for over twelve years. His current interests consist of behavioral neuroscience and experimental psychology topics including gamification and moral decision-making.

Satisfaction in Specialty Areas



Adjunct Faculty

Perceived Quality of Adjunct Faculty



“The adjunct faculty has been outstanding in most every aspect. They come well prepared, accessible, and encouraging. They create a multi-level educational experience that will serve as a model for professional practice in the years ahead.”

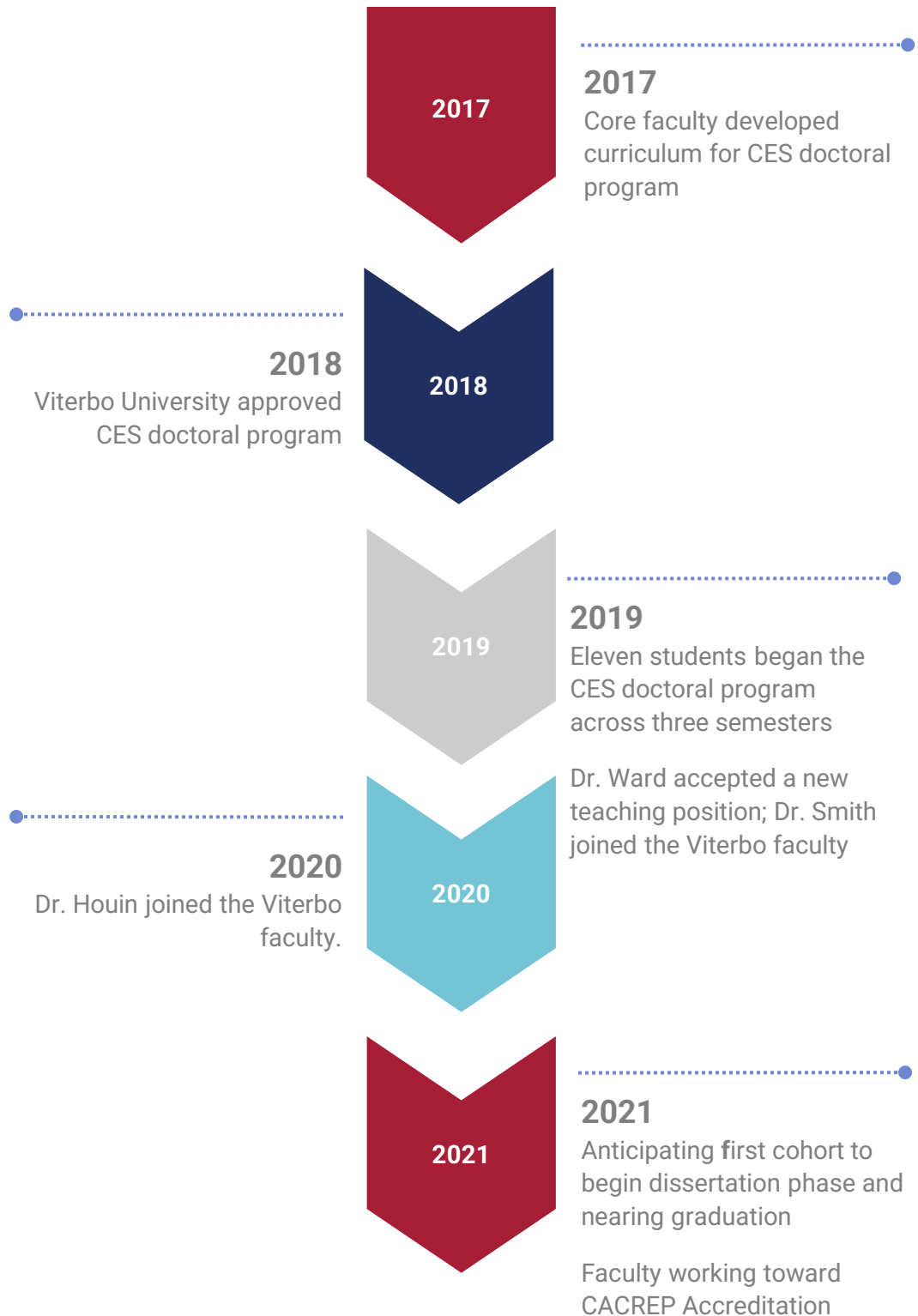


Highlights

This section will include program highpoints during the 2019-2020 academic year.



Program History



Leading the new
CES Program

Deb Murray

Program Director



Deb Murray stepped onto the Viterbo campus as a freshman student in 1986. Today, she leads Viterbo's new Educational Doctorate in Counselor Education and Supervision program. The first cohort of students began classes in January.

"I worked hard for this Ed.D. program," said Murray, who also heads the university's Master of Science in Mental Health Counseling program. "It is the first of its kind in Wisconsin. It will provide master's level clinicians with the skills required to become leaders in counselor education, supervision, and advanced counseling. This fills an important need, and it is the next place for us to grow. It is going to be fun. We have a nice group of people from varied backgrounds in the first cohort. As the Sisters say, 'risk boldly.'"

Murray earned a bachelor's degree in psychology from Viterbo and a master's degree in counseling and psychological services from Saint Mary's University. She completed a doctoral degree in counseling and psychology from St. Thomas University. She began at Viterbo as an adjunct instructor in 1994 and became a full-time faculty member the next year. She also practiced in behavioral health at Mayo Clinic Health System, La Crosse for 16 years.

"We'd send our students off to graduate school and I'd end up supervising them during their counseling clinical," Murray said. "Then Viterbo academic vice president Jack Havertape recommended we look into a counseling program. We did a feasibility study and really paid attention to the results.

We needed a program with a predictable schedule in which students could keep their professional jobs and go to school at the same time."

The Viterbo Master of Science in Mental Health Counseling program was a big hit. It was so successful thanks in part to achieving accreditation by the Council for Accreditation of Counseling and Related Educational Programs. Murray said the new doctorate is a natural extension of the master's program.

"This new program fits perfectly with the Sisters' mission to serve the underserved by increasing access to services in mental health care," Murray said. "It's perfect for what we want to do."

“

*As the Sisters say,
'risk boldly'*

Program Highlights

01

Student Research

On 11/2/2019, students presented research at the Wisconsin Counseling Association Annual Summit in Madison, Wisconsin. One of the presentations, entitled: "Facilitating Social Support for Youth Aging Out of Foster Care" was awarded 1st place recognition in the graduate student poster competition.

02

Faculty Presentations

Dr. Stephanie Thorson-Olesen, dedicated faculty member often teaches research courses for the CSE program. She presented at four local and national conferences this past year; specially at the Wisconsin Counseling Association, American Counseling Association, Association for Counselor Education and Supervision conference, and at the VOICE Opioid Recovery Summit.

03

Student Presentations

Several students presented action research projects in the poster session at the Health Summit on 3/13/2020. Students presented on a wide array of topics including student athletes and mindfulness, responsible drinking in adults, interests of aging adults, grief, LGBT intimate partner violence, social support for youth in foster care, and best practices in counseling.



New Faculty Spotlight

Dr. Carol Klose Smith



My name is Carol Klose Smith and I have recently joined the Clinical Mental Health Counseling and the Counselor Education & Supervision programs as a faculty member. I grew up in Jamestown, ND. After high school I traveled to the “big city” and went to college at North Dakota State University in Fargo ND. Upon completing my BS in Psychology, I met and married my spouse. We relocated to Northeast Missouri and I then worked on my MSEd in Community Counseling at Western Illinois University in Macomb, IL. After my MSEd degree I completed my LPC as I worked as a counselor for the Victim Support Services providing counseling to victims of crime, adult survivors of abuse and those who had experienced interpersonal violence. I also worked as a college counselor on two different campuses. After 11 years of providing clinical services I attended a Ph.D. program in Counselor Education and Supervision at the University of Iowa. I graduated in 2007 with my Ph.D. and have worked the past 12 years as a counselor educator at Winona State University and The University of Iowa. I have focused my research and scholarship on career counseling and trauma informed practice. I look forward to serving the Viterbo community and hope to provide valuable contributions to the students, the faculty and the community.

My name is Cameron Houin (hue-in), and I am the newest faculty member of the Counselor Education department. I grew up in New Orleans, Louisiana, and I am a huge fan of creole cuisine and Saints football. Until my move to La Crosse, I have spent my entire life in the southern region of the country. I earned my B.A. in Religious Studies from Hendrix College in Arkansas. Following this I completed my M.Ed. in Counselor Education at the University of Mississippi, and I graduated with my Ph.D. in the same field from the University of Arkansas in 2019. I am also a Licensed Associate Counselor. Currently, I enjoy seeing clients via private practice and have particularly enjoyed my work with transgender adolescents and adults. Prior to this, I provided mental health counseling in a variety of settings, including elementary and middle schools, mental health agencies, and college counseling centers. Play therapy, counseling supervision, expressive arts techniques, and addressing multicultural issues in counselor education are my areas of special interest. I am ecstatic to be joined in La Crosse by my partner (who is also a counselor educator) and our three shelter dogs. You might run into me while playing disc golf, riding bikes around downtown La Crosse, or on an afternoon dog walk. Go V-Hawks!

Dr. Cameron Houin



> Research Highlights

Jang, H., Bang, N. M., Bryd, J. A., & **Smith, C. K.** (2020). Cross-cultural supervision: Racial/Ethnic minority supervisee perspectives. *Journal of Counseling Research and Practice*, 5, 1-19.

Thorson-Olesen, S. J., & Frank, R. (2019, November). Vaping and e-cigarettes: Are they a healthy alternative? Presentation at the Wisconsin Counseling Association Annual Conference, Madison, WI.

Thorson-Olesen, S. J., & Murray, D. (2019, October). The substance abuse epidemic: Understanding sobriety strategies for success. Poster at the Association for Counselor Education and Supervision Conference, Seattle, WA.

Thorson-Olesen, S. J., & Murray, D. (2019, March). Advocating for access: Pre-engagement Groups as an alternative to waitlists. Poster presentation at the American Counseling Association Conference, New Orleans, LA.

Thorson-Olesen, S. J., Murray, D., & Baker, M. (2019, March). Domestic immersion: Building the cultural competence of counselors-in-training. Poster presentation at the American Counseling Association Conference, New Orleans, LA.

Thorson-Olesen, S. J., & Oefstedahl, J. (2020, March). Integrative care considerations for moms struggling with opioid use. Round Table at the VOICE Opioid Recovery Summit, La Crosse, WI.

Wood, S. M., & **Smith, C. K.** (in press). Moving towards and going through: Counseling gifted students with mental health concerns. In T.L. Cross & J. R. Cross (Eds.). *Handbook for Counselors Serving Students with Gifts and Talents*, 2nd Ed. Waco, TX: Prufrock Press.

The Year At A Glance

1st

Counselor Education and Supervision
doctoral program in the state of Wisconsin

2

New faculty welcomed to the Counselor
Education Program:

Drs. Carol Klose Smith and Cameron Houin

11

Students enrolled in the new Counselor
Education and Supervision doctoral
program in 2019-2020

86%

Average student rating core faculty as
exceeding or far exceeding
expectations across evaluation
domains



Future Goals

This section will highlight faculty and program goals for the upcoming academic year and future of the CES program as well as feedback regarding areas of growth.





Student Perceptions of Program Strengths

Faculty Skill Levels and Support

“This program is excellent at combining the skill levels of the faculty. Having LPC's, AODA specialists, PsyD's, Ph.D's, LMFT's, etc., all on staff is amazing. This enhances the program by providing multiple vantage points of work in the field as well as skill levels. I believe this elevates this program and its quality.”

“I have felt incredibly supported by all faculty members who are willing to consult or respond to my questions.”

Student Perceptions of Program Areas for Growth

Increased Program Support

“The lack of administrative assistance means that faculty are often using time and energy doing clerical tasks which should be used to increase the quality of courses and program”

“Some more development of academic community within the department would nice”



Program Accomplishments

Program Continued Development

School Counseling

The Counselor Education Department put forth a proposal to include School Counseling curriculum. Anticipated start date for the school counseling concentration is fall 2022.

SUPER Saturdays

Developed SUPER Saturdays to address special topics, such as behavioral change strategies. We invite current and prospective students to these events.

CACREP Accreditation

The counselor education faculty are taking the next steps for the Counselor Education and Supervision doctoral program to become accredited by CACREP.

Counseling Profession Service

National Conferences

Two student research projects were accepted at national conferences, The Association of Counselor Education and Supervision (ACES), American Counseling Association (ACA), though the conferences were cancelled due to COVID-19. 11 students presented their action research projects at the Wisconsin Counseling Association Summit.

Associations

Faculty and students serve the counseling profession. Two students serve on the graduate division of the Wisconsin counseling association. A faculty member serves as the chair of the graduate division. Another faculty serves as the editor of the Wisconsin counseling association annual journal.

Bylaws, CSI, and CACREP

At the National level, one of the students is serving on the bylaws division. We continue to have increased involvement in our Chi Sigma Iota chapter, an honor society for counseling professionals. A faculty member is serving as a CACREP site reviewer.

Program Goals



Increase size of core CES faculty by hiring a fourth faculty member

4



Launch and evaluate all courses offered in the CES program



Increase student diversity in CES program



Refine course delivery and provide increased options in course times available



Viterbo University

Counselor Education Programs

900 Viterbo Drive

La Crosse, WI 54601

[CES Webpage](#)