



# 2020-2021 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 shield, 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 2020-2021 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

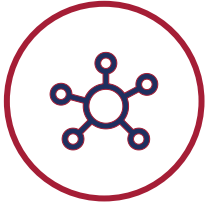
Service: working for good in the spirit of humility and joy

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. Additionally, student and faculty feedback regarding program expectations and student demographics are included.



# Program Evaluation Strategies

Multiple strategies, such as, incorporating feedback from all program stakeholders, are utilized to assess the CES program. Program staff gathers, compiles, and analyzes information about the program from the perspective of current students, site supervisors, and faculty. Alumni and employer perspectives are incorporated into this process as the number of graduates increases, however, some of the data is limited because not enough time has passed (licensure, salary, etc.).

The purposes of the data collection is to assess program effectiveness and maintain a culture of continuous improvement to the curricular learning experiences of students training to be competent and ethical counseling professionals.

The Counselor Education and Supervision program anticipates the first graduates from the program in December 2021. The program will then begin collecting evaluation data on the number of annual graduates, the pass rates on credentialing exams, program completion rates, and job placement rates.

A brief description of CES program assessment strategies employed by the program appears below:



## Assessment of Student Learning Outcomes

All faculty collect results from signature assignments in the required courses. Core faculty assess the assignments to determine if students have demonstrated mastery of specific program learning outcomes addressed in the assignments. The results of these assessment findings are utilized to make targeted revisions.

## Student-Completed Course Evaluations

are designed to measure the effectiveness of instructors in delivering the course content and student outcomes. These evaluations are completed at the end of each course.

## Formative Teaching Evaluations

Faculty evaluation also includes teaching observations and follow-up feedback provided by the program director. This assessment strategy involves direct classroom observation, a written synopsis of the strengths and challenges observed, and an individual meeting to provide formative feedback.

## Student Annual Program Evaluation

is a survey administered to assess the student perceptions of the extent to which the program meets its mission and educational outcomes, as well as overall evaluation of faculty performance in various roles. This survey also gathers qualitative responses.

## Faculty Annual Program Evaluations

are designed to measure the faculty's perception of the program effectiveness in meeting its mission and achieving its goals.

## Practicum/Internship Site Supervisor Evaluations

are designed to gather information about supervisor observations and perceptions of student readiness for the counseling responsibilities involved in the practicum experiences. These evaluations are administered during the mid-point and at the conclusion of the practicum experience.

## Site Supervisor Program Evaluations

are designed to gather information about supervisor observations and perceptions of student readiness for the counseling responsibilities involved in the praxis setting. These evaluations are administered at the conclusion of the practicum/internship experiences.

## Alumni Surveys

are designed to evaluate student perceptions of their academic preparation for the field of mental health counseling and to monitor job placement and licensure status.

## Employer Surveys

are designed to evaluate employer perceptions of the preparation of CES alum that they employ.

## Advisory Board Surveys

the Advisory Board reviews program and curricular assessments and provide feedback to the CES program.

# 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 Mission Evaluation

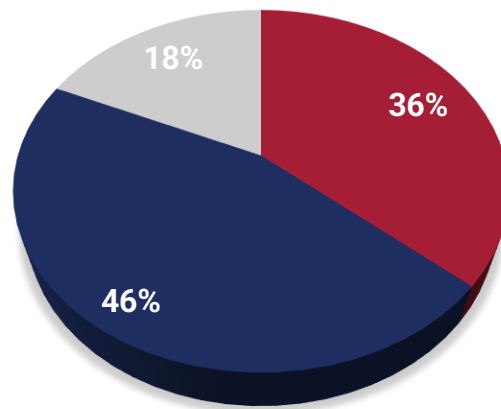
## CSE Mission:

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; and
- Counseling practice.

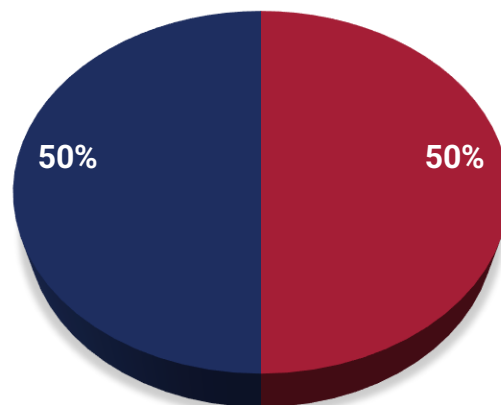
Overall, how well do you think the CSE program is fulfilling its mission?

## Doctoral Student Expectations



■ Far Exceeds ■ Exceeds ■ Meets ■ Below

## Faculty Expectations



■ Extremely Well ■ Well ■ Satisfactory ■ Unsatisfactory

# Program Learning Outcomes

1

## Counseling

Students can articulate counseling theory and use evidence-based practices with advanced competency

2

## Supervision

Students can conceptualize the supervisory relationship from a variety of theoretical perspectives and demonstrate

3

## Teaching

Students can apply teaching methods, instructional, curriculum design, and evaluation of methods of teaching.

4

## Research

Students can conduct qualitative and quantitative research relevant to counseling practice, counselor education and/or counseling supervision.

5

## Leadership and Advocacy

Students can identify and discuss potential role in their professional communities and the larger society they serve, advocating for improvement in standards of service delivery and access to resources

6

## Integrative Behavioral Health

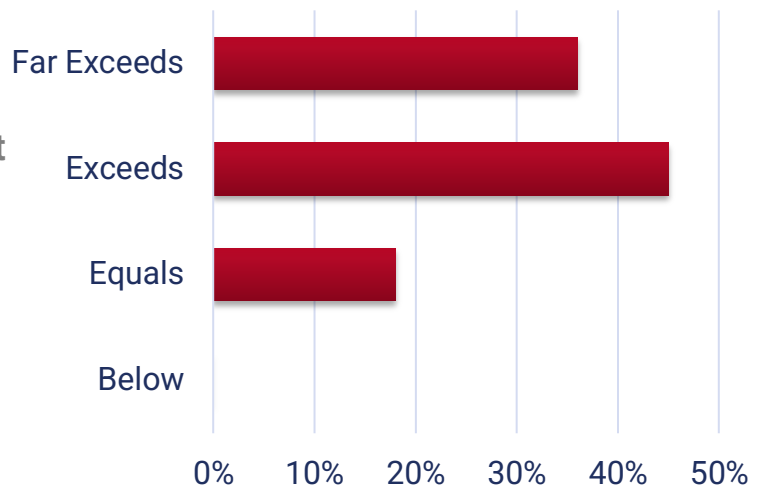
Students can assimilate the knowledge and skills to the specific competencies required for integrative behavioral healthcare

# Program Goals Evaluation

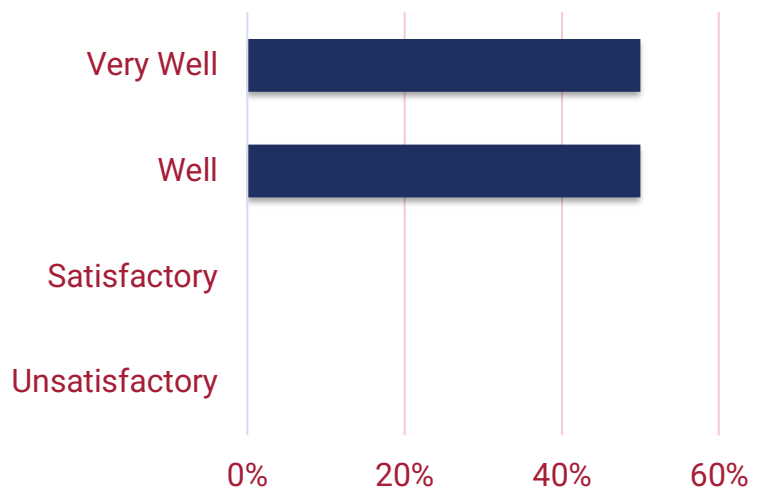
"CES Goals: The CES program will graduate culturally responsive leaders in the counseling profession with competency in the areas of clinical practice, supervision, teaching, research, and advocacy. Overall, how well do you think the CES program is fulfilling its goals?"



## Doctoral Student Expectations



## Faculty Outlook



# 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.

## Advanced Practice



COUN 720: Clinical Trauma Informed Counseling  
COUN 730: Advanced Clinical Counseling Theory  
COUN 740: Group Counseling

## Supervision



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

## Counselor Education



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

## Research



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

## Leadership and Advocacy



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

## Integrative Behavioral Health



COUN 750: Brain, Behavior, and Psychopharmacology  
COUN 775: Integrative Behavioral Health Care, Wellness, and Career  
COUN 777: Ethics

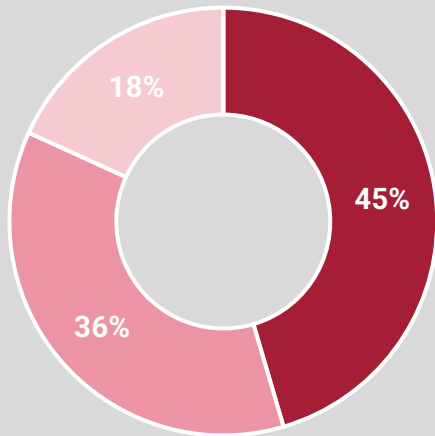
## Fieldwork



COUN 760: Practicum  
COUN 780: Internship  
CACREP 6.B.2

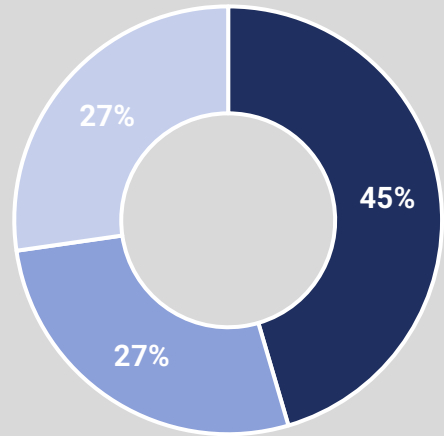
# Program Competency Evaluation

Regarding competency, how well do you think your clinical program is fulfilling its mission in:



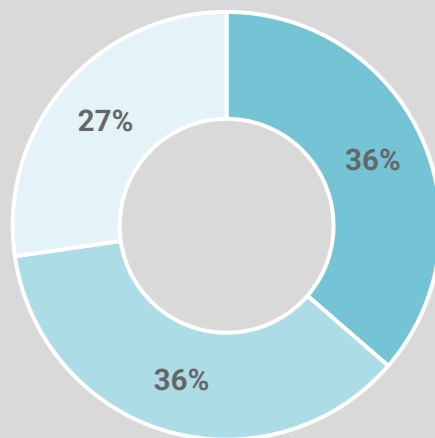
■ Far Exceeds ■ Exceeds ■ Equals ■ Below

**Preparing you with the needed clinical skills for beginning the practice of counseling supervision**



■ Far Exceeds ■ Exceeds ■ Equal ■ Below

**Guidance towards multicultural sensitivity and awareness as beginning practitioners**

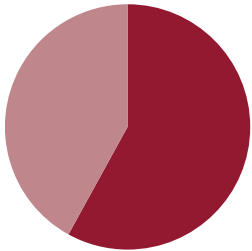


■ Far Exceeds ■ Exceeds ■ Equals ■ Below

**Overall quality of your instruction and supervision within the Counselor Education and Supervision program**

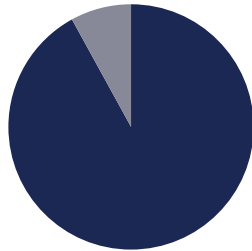
# Student Demographics

## Applicant Overview



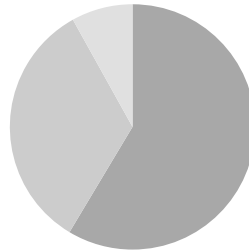
### Gender

58% Female  
42% Male



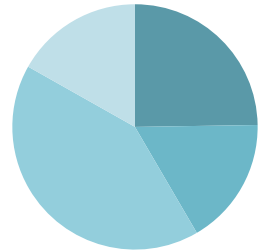
### Ethnicity

98% Non-Hispanic  
8% Hispanic



### Race

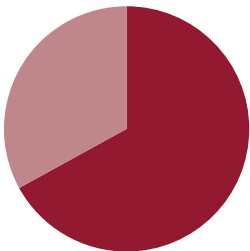
58% White  
33% Black  
8% Undisclosed



### Age

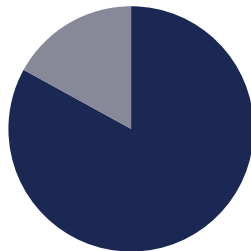
25% ages 20-29  
17% ages 30-39  
42% ages 40-49  
17% ages 50-59  
0% ages 60+

## Student Enrollment Overview



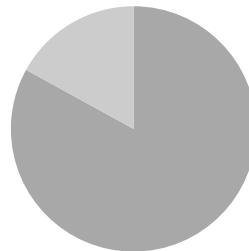
### Gender

67% Female  
33% Male



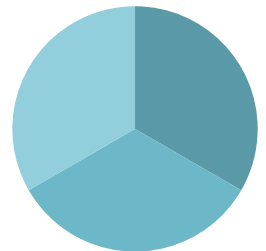
### Ethnicity

83% Non-Hispanic  
17% Hispanic



### Race

83% White  
17% Black



### Age

33% ages 20-29  
33% ages 30-39  
33% ages 40-49  
0% ages 50+

Students Applied  
12

Students Admitted  
6

Students Enrolled  
6

# Program Overview and Evaluation Summary

**50%**

12 students submitted applications; 6 students were admitted for a 60% admission rate.

**100%**

Average retention rate for CES students was 100%.

**82%**

CES students rated the program mission as far exceeding or exceeding their expectations.

**100%**

Faculty rating of program mission expectations being met well or very well

**81%**

CES students rated their preparedness for counseling supervision far exceeds and exceeds their expectations.

**72%**

CES students rated their multicultural competence and sensitivity far exceeds and exceeds their expectations.

**72%**

CES students rated the quality of program instruction and supervision as far exceeding or exceeding their expectations

**81%**

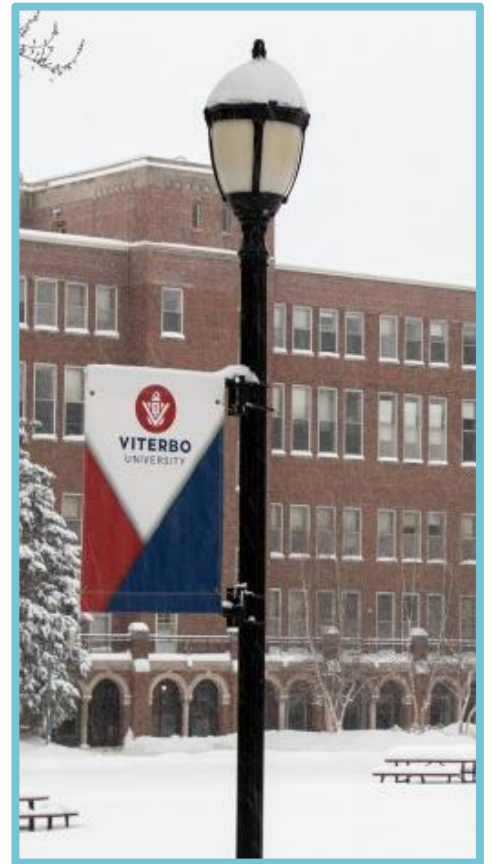
CES students rated the program goals and objectives as far exceeding or exceeding their expectations.

**100%**

Faculty rating of program goals and objectives being met very well and well.

# Faculty

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





# Core Faculty

The Counselor Education and Supervision program has five fulltime tenure or tenure track faculty that are considered core counselor education faculty at Viterbo University.



## **Debra Murray**

**Director, Professor**  
**she/her/hers**

Dr. Debra Murray, Psy.D., CSAC, ICS, 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**  
**he/him/his**

Dr. Jessie Latten, Ph.D., LPC, 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.



*“Specific core and adjunct faculty have taken on mentor roles which has broadened my learning in multiple capacities. I believe that these mentorships and relationships with both faculty as well as peers within my cohort are the most valuable aspects of the CES program as they help me strengthen my identity as a counselor, educator, and supervisor.”*

# Core Faculty

*“The CES program exceeds professional and accreditation standards while maintaining a flexibility that allows for an individualized, strength-based learning experience to meet future career goals. Faculty are exceptional; they are all dedicated to the professional development and success of the students.”*



## Carol Klose Smith

Assistant Professor  
*she/her/hers*

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.

## Cameron Houin

Assistant Professor  
*they/them/theirs*

Dr. 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.



# Core Faculty



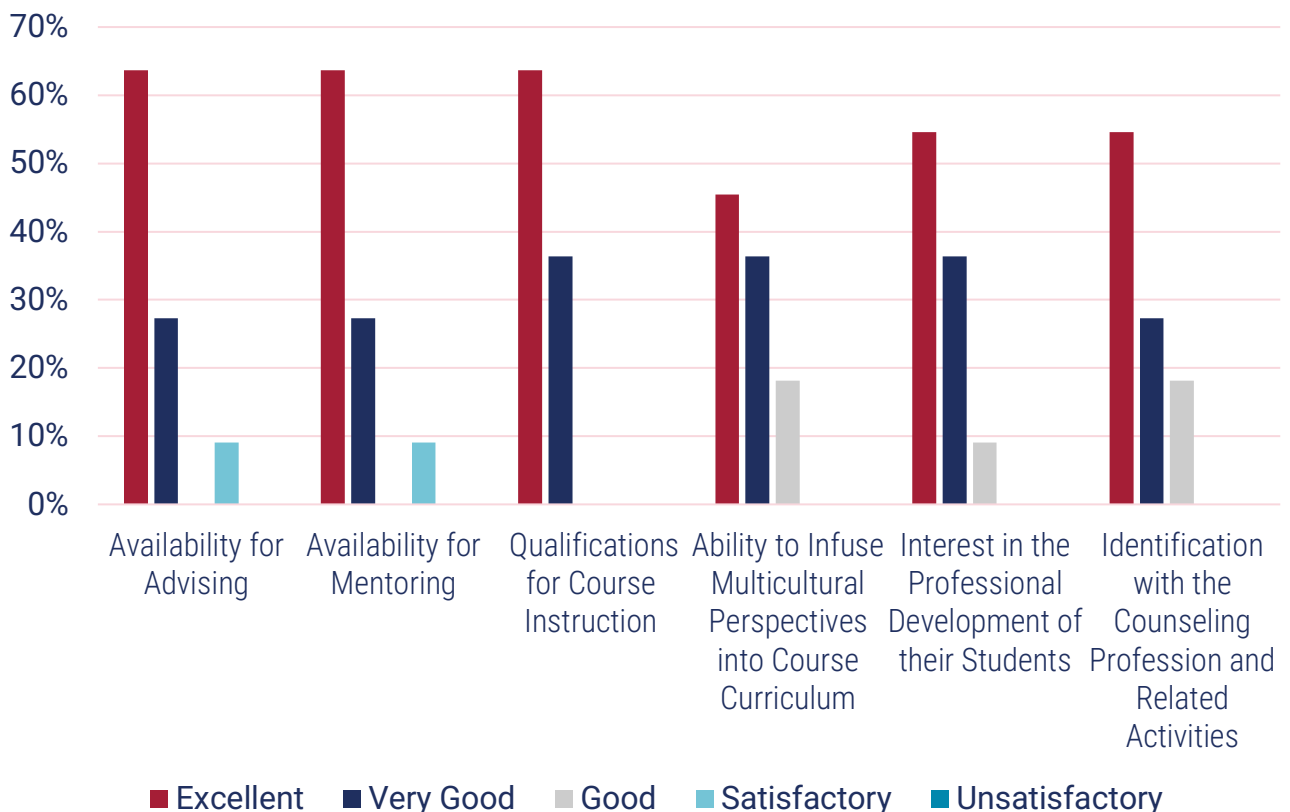
## Brittany Massengale

Assistant Professor

*she/her/hers*

Dr. Brittany Massengale, Ph.D, LPC, RPT has an MS in Clinical Mental Health Counseling and a PhD in Counselor Education and Supervision from CACREP accredited programs. She has over five years of clinical experience and more than four years of teaching and supervision experience at the undergraduate, graduate, and doctoral levels. She has previous experiences as a school-based clinician, crisis counselor, in-patient counseling, and play therapy. Her areas of expertise include supervision, utilizing expressive arts, and play therapy. She has presented at regional, national, and international conferences and her scholarship has primarily involved play therapy, academic achievement, self-care, creativity, expressive arts, and neuroscience as it relates to the counseling field.

## Doctoral Student Core Faculty Evaluation



# Dedicated Faculty

In addition to the core counselor education faculty, the counselor education program has faculty from other programs/departments at Viterbo University who teach courses within the CSE curriculum. These non-core affiliated faculty provide their expertise and support in meeting the goals of the program



**Stephanie Thorson-Olesen**  
Assistant Professor, Psychology  
*she/her/hers*

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.



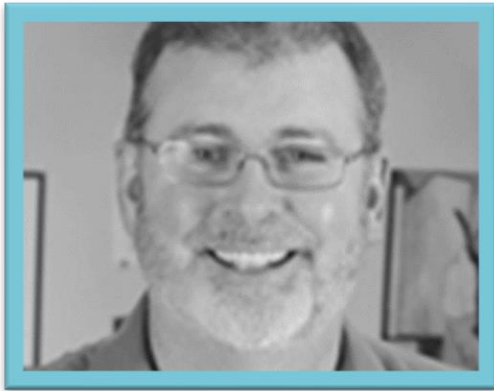
**David Bauer**  
Professor, Psychology  
*he/him/his*

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.

*“The most valuable aspects of my learning experience have come from the class discussions with other students and faculty that have such a wealth of knowledge and expertise in the areas of counseling and supervision.”*

# Adjunct Faculty

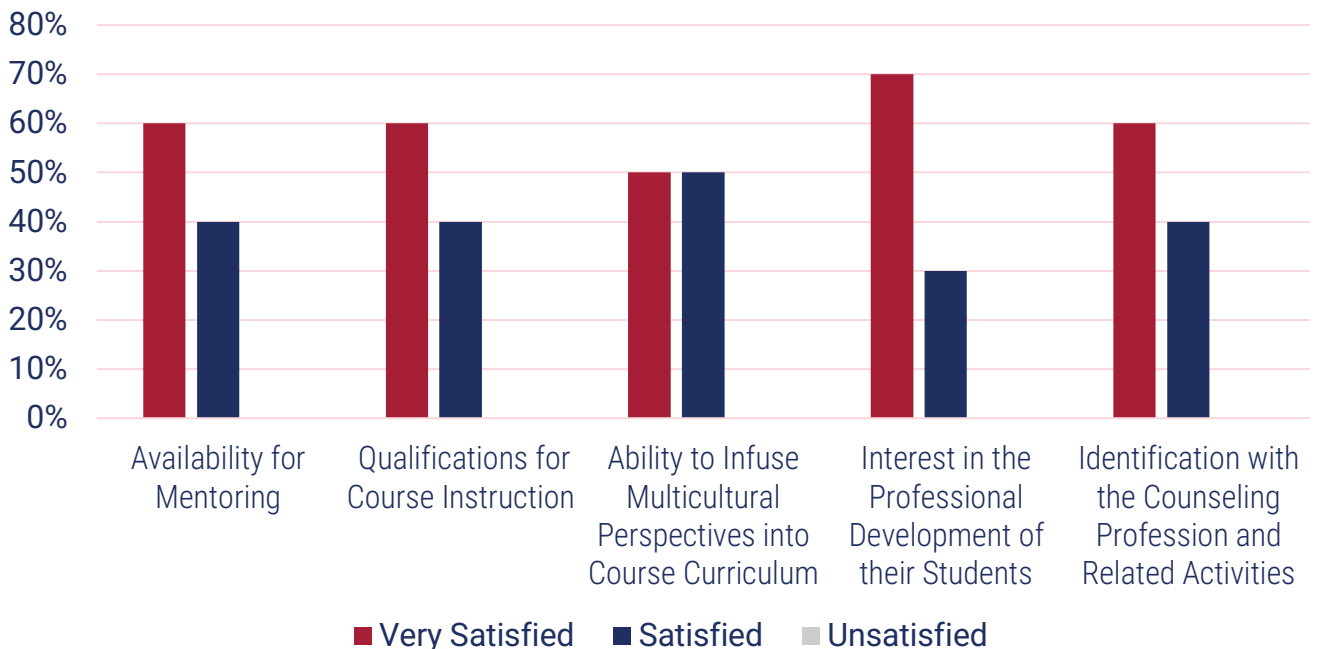
The core counselor education faculty, dedicated faculty, and the CES program are assisted by adjunct faculty that teach within the Counselor Education programs at Viterbo University..



Colin Ward  
PhD, LPC  
he/him/his

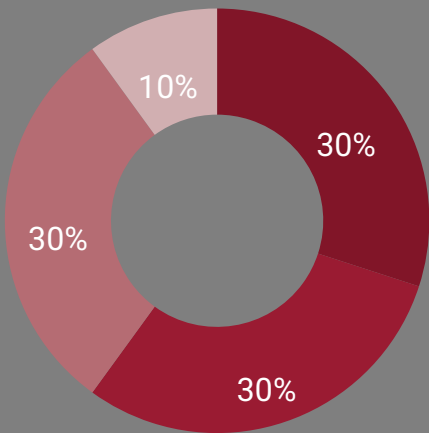
*“The adjunct faculty have been outstanding in most every aspect. They come well prepared, accessible, and encouraging. They create a multi-level educational experience that will serve as a model for professional practice in the years ahead.”*

## Doctoral Student Adjunct Faculty Evaluation



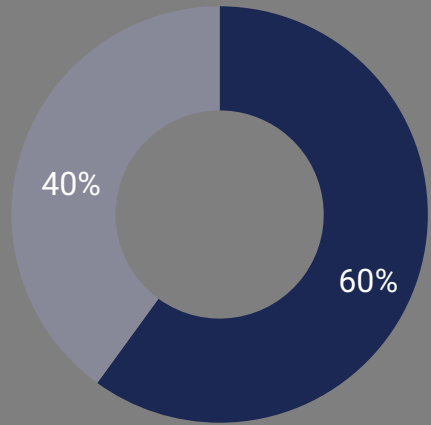
# Faculty Demographics

## Professional Role



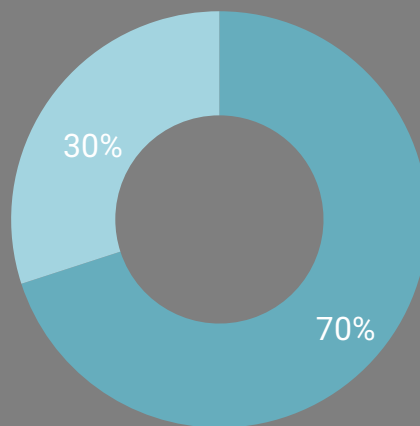
- Counselor Educator
- Mental Health Provider
- Both
- Other

## Position in CES Department



- Full-Time
- Part-Time

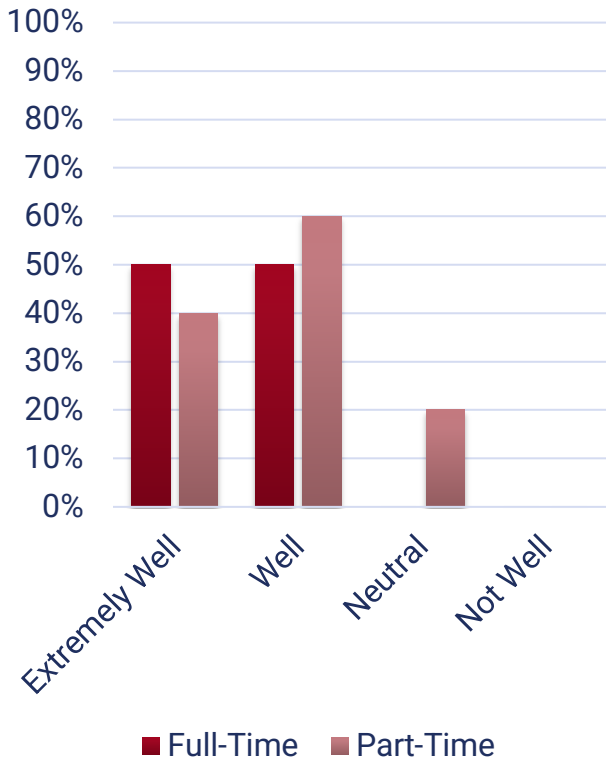
## Teach CES Courses



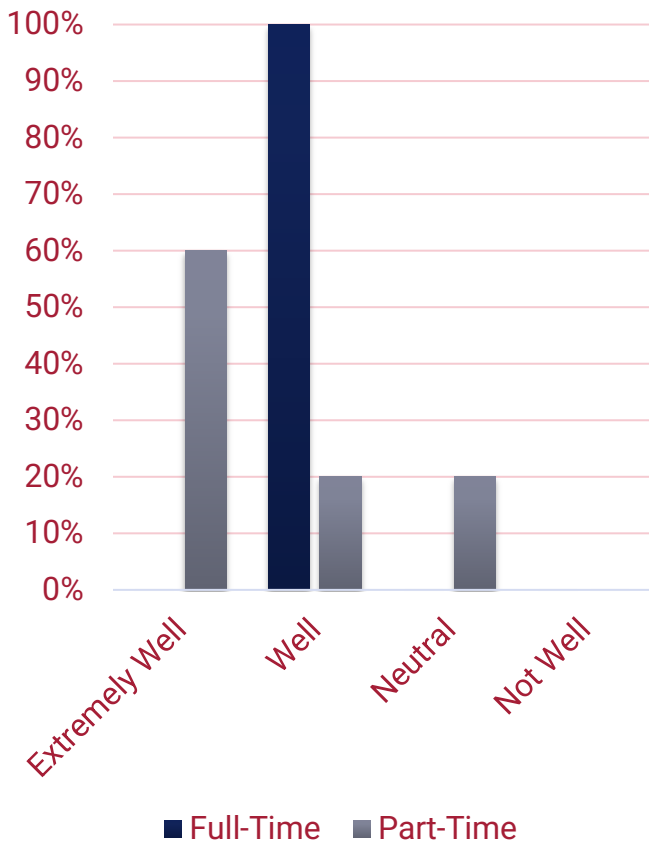
- Yes
- No

# Faculty Responses

This section only includes faculty that teach CES courses



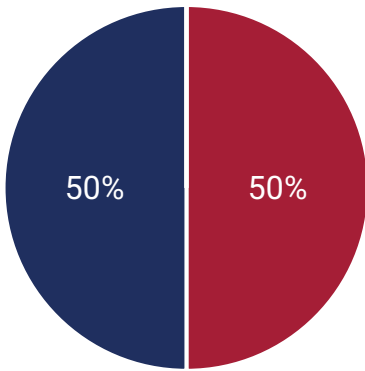
**Within the courses you teach, indicate how effectively and intentionally you facilitate classroom discussions regarding diverse perspectives and experiences?**



**Within the courses you teach, indicate how well you feel you are preparing students for the work force?**

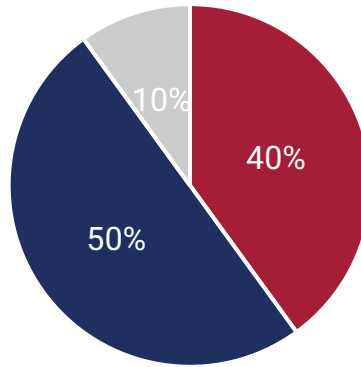
# Faculty Perceptions of Department Resources

## Support Received from CES Department to Fulfill Faculty Role and Responsibilities



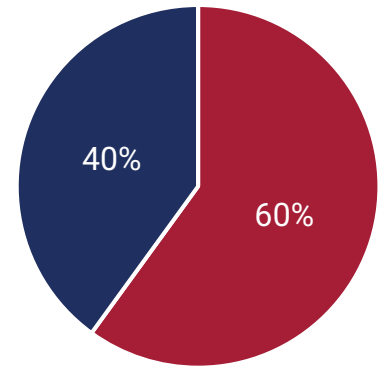
- Extremely Well
- Well
- Neutral
- Not Well

## Quality of Training and Resources You Receive to Fulfill Your Faculty Role and Responsibilities



- Extremely Well
- Well
- Neutral
- Not Well

## Quality of Direction You Receive From the Counselor Education Department Regarding Your Teaching / Learning Practices



- Extremely Well
- Well
- Neutral
- Not Well

How can the CES program better meet your needs?

“

*More resources for training and professional development workshops*

“

*Increased administrative support*

“

*Using proper pronouns for individuals and to model for students, program, and university*

“

*Increased communication and collaboration*

“

*It is clear that this program has a hard working, dedicated, and compassionate program director. She works well with the faculty and the students; balancing the needs of everyone*



# Faculty Evaluation Summary



**89%**

**Average student rating core faculty as very good or excellent across evaluation domains**



**100%**

**Average student rating adjunct faculty as satisfied or very satisfied across evaluation domains**



**100%**

**Faculty feel they effectively facilitate and encourage multicultural discussion and components in their courses**



**90%**

**Faculty believe they are preparing students for the workforce well or extremely well**



**96%**

**Faculty perceptions of support, resources, and direction as well or extremely well**

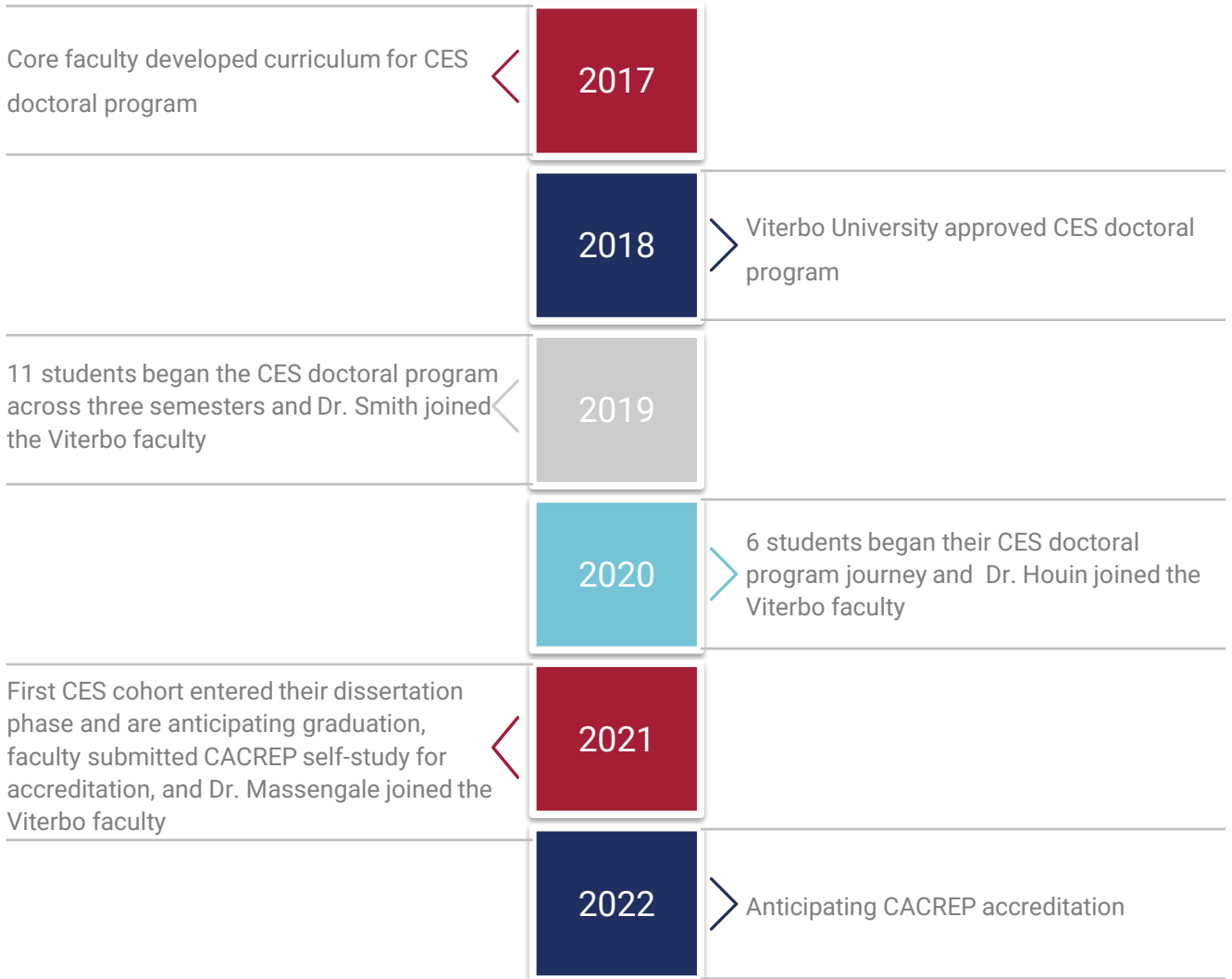


## Highlights

This section will include program highpoints during the 2020-2021 academic year as well as program updates or modifications.



# Program History



# Program Updates and Modifications

Program goals and learning objectives

---

New faculty member for total of five core faculty

---

Completed CACREP self-study for accreditation

Program evaluation and assessment processes

---

Program curriculum organization

---

Course delivery options

# Viterbo Doctorate Student Specialized in Helping Young People



Angela Mensink knows the critical importance of dealing with trauma. She sees it every day at work.

Mensink is an outpatient mental health therapist at Hiawatha Valley Mental Health Center in Winona, Minn. She treats clients of all ages, but specializes in helping children, adolescents, and families recover from trauma and traumatic experiences.

“I have always been interested in resilience, especially in children,” Mensink said. “So many adults with mental health concerns experienced some sort of trauma as children that was never addressed. If we can help kids at a young age, it is more likely they go on to live successful and functional lives.”

To that end, Mensink is a student in Viterbo’s new Ed.D. program in counselor education and supervision. She also earned a bachelor’s degree in psychology and a master’s degree in mental health counseling with a specialty in child and adolescent counseling from Viterbo.

“There is a sense of community at Viterbo that makes it feel like home to me,” Mensink said. “I think the small class sizes and relationships are very beneficial. The education at Viterbo just feels different. As a student in the doctorate program, I am really enjoying the invigorating discussions. Everyone brings their own expertise and passion to the program, and we learn a great deal from each other. I love it.”

Mensink had the opportunity to serve as an adjunct faculty member at Viterbo, which has shaped her career goals. She enjoyed the experience so much, she would now like to teach in some form, whether it be as a supervisor and trainer in a clinical setting, or in the academic classroom. Whatever path she takes, Mensink knows she is in the right profession.

“Though it is a difficult job, the rewards of seeing positive change occur can provide a lasting impact and supports continued energy in my role as a mental health professional,” she said.

“  
*There is a sense of community at Viterbo that makes it feel like home to me*”

# New Faculty Spotlight



## Dr. Brittany Massengale

Ph.D. Counselor Education and Supervision

2020, University of Arkansas

MS. Clinical Mental Health Counseling

2017, University of Arkansas

MSEd. Sport Psychology

2012, Southern Illinois University

BA, Psychology and Kinesiology

2009, Rice University

### Background

My name is Brittany Massengale and I am the newest faculty member to join the Counselor Education Programs at Viterbo University. I had wonderful mentors and faculty in my doctoral program that helped me develop both professionally and personally as I delved into counselor education and supervision. It is my goal to pour into the Viterbo CES program and students the same way to help create fruitful and life-changing experiences.

### Research Interests

- **Counselor education professional identity development**
- **Supervision**
- **Play Therapy**
- **Expressive Arts**

### Hobbies

- **Spending time with my family, 3 pups, and friends**
- **Gardening and all things plants**
- **Hiking and biking**
- **Exploring La Crosse**
- **College sports**

# Program Highlights



## Mary Ann

Appointed by Governor Evers to the state council on alcohol and other drug abuse



## Megan Baker

Served on the ACA Bylaws Committee from 2018-2020



## Hollyann Saucedo

First place for the student poster with "Creating Connections: A Program for Social Support for Foster Care Youth Aging Out"



## Ryan Frank

Presented on Vaping and E-Cigarette Use and has been doing "Lunch and Learns" on Viterbo's campus



## Dr. Cameron Houin

Serving as new editor of the Wisconsin Counseling Association journal



## Angela Mensink

Serving as a representative for Wisconsin Counseling Association



## Dr. Brittany Massengale

Serving as an article reviewer for International Journal of Play Therapy



## Dr. Carol Klose Smith

On her multiple research projects and publications

## ➤ Research Highlights

- Houin, C.B.**, & Perryman, K.L. (in press). Creating counselors: Master's level counseling students' experience of expressive arts in a multicultural course. *Journal of Creativity in Mental Health*.
- Jang, H., **Smith, C. K.**, & Duys, D. K. (2020). LGB Identity and career decision-making self-efficacy among sexual minority college students. *International Journal for Educational and Vocational Guidance*.
- Kern Popejoy, E., Shoge, K. & **Houin, C.** (2020). Cultivating multicultural competencies in supervision using an identity style framework. *Journal of Counseling Research and Practice*, 5(1), 16-28.
- Massengale, B.D.** & Perryman, K.L. (2021). Child-centered play therapy's impact on academic achievement: A longitudinal examination in at-risk elementary school students. *International Journal of Play Therapy*, 30(2), 98-111.
- Perryman, K.L., Bowers, L., Robinson, S., & **Massengale, B.D.** (2020). Child centered play therapy and academic achievement: A Prevention based model. *International Journal of Play Therapy*, 29(2), 104-117.
- Perryman, K., **Houin, C.**, Leslie, T., & Finley, S. (2020). Using sandtray as a creative supervision tool. *Journal of Creativity in Mental Health*, 16(1), 109-124.
- Smith, C. K.**, & Wood, S. M. (2020). Supporting the career development of gifted students: New role and function for school psychologists. *Psychology in the Schools*, 1-11. doi:10.1002/pits.22344
- Thorson-Elesen, S.J.**, **Eckert, S.**, **Oefstedahl, J.**, & **Murl, S.** (2020). Dispositional gratitude and marriage satisfaction. *Journal of Health Science and Education*, 4(6), 1-6.
- Wood, S. M., & **Smith, C. K.** (2020). Effective Strategies for Career Counseling of Low Income Gifted Learners. In T. Stambaugh & P. Olszewski-Kubilius (Eds.). *Unlocking Potential: Identifying and Serving Gifted Students with Low Income Backgrounds* (pp. 211-240). Waco, TX: Prufrock Press.



# Presentation Highlights <

- Olson, M., Hill, T., Goethel, A., Smith, C. K & Latten, J. (accepted presentation). Mothers surviving a CES doctorate: Balancing roles, expectations, and wellness. . Proposal for the Association of Counselor Educators and Supervisors 2021 Conference, Atlanta, GA
- Thorson-Olesen, S. J., Murray, D., & Mensink, A. (accepted presentation). Helping students understand the nuances of substance abuse recovery in rural areas. Poster at the Association for Counselor Education and Supervision Conference, Atlanta, GA
- Mensink, A. & Thorson-Olesen, S. J. (accepted presentation). Does your course measure up? Poster at the Association for Counselor Education and Supervision Conference, Atlanta, GA.
- Smith, C. K., & Hill, T. (accepted presentation). Suicide Prevention Programs for Adolescent's: An examination of the effective components of suicide prevention programs. To be presented at the Suicide Prevention Summit, La Crosse, WI.
- Murray, D., & Spivey, S. (2020, November). Making the invisible visible: Addressing the counseling needs of African American/black clients. Wisconsin Counseling Association Annual Conference.
- Hill, T. L. & Thorson-Olesen, S. (2020, March). Leveraging Family and Workplace to Reduce Opioid and Substance Abuse. Presented at the 2020 VOICE Health Summit, La Crosse, WI
- 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.

## > Student Leadership

- Organized a training for 30 individuals emphasizing diversity in counseling
- Member of the Equity and Inclusion Advisory Council for the state of Wisconsin
- Advisory Council Member for University of Wisconsin-Stout counseling programs
- Developed a YMCA and Boys/Girls Club Better Together grant for an after-school wellness program
- Peer reviewer for the Wisconsin Counseling Association journal

## Current CES Dissertation Topics



- Motherhood and Academia: A Quantitative Evaluation of Counselor Educators
- Addiction Counseling Self-Efficacy, Training, and Experience Among Mental Health Counselors
- Training for Clinical Site Supervisors and Examining Self-Efficacy
- School-Based Behavioral Health Integration: Rural Access to Services
- Counselor Educator Perception of Self-Awareness and Emotional Intelligence Training
- Examining Counselor Trainee Professional Identity and Development
- Educating and Supervising Counselor Trainees in Integrative Care – Answering to the complex needs of traumatized populations

# The Year At A Glance

1

New faculty member, Dr. Brittany Massengale, joined the Viterbo program

3

Counseling programs to be offered at Viterbo University: Ed.D in counselor education and supervision, MS in clinical mental health counseling, and MS in school counseling

16

Contributions to the counseling field through research publications and conference presentations

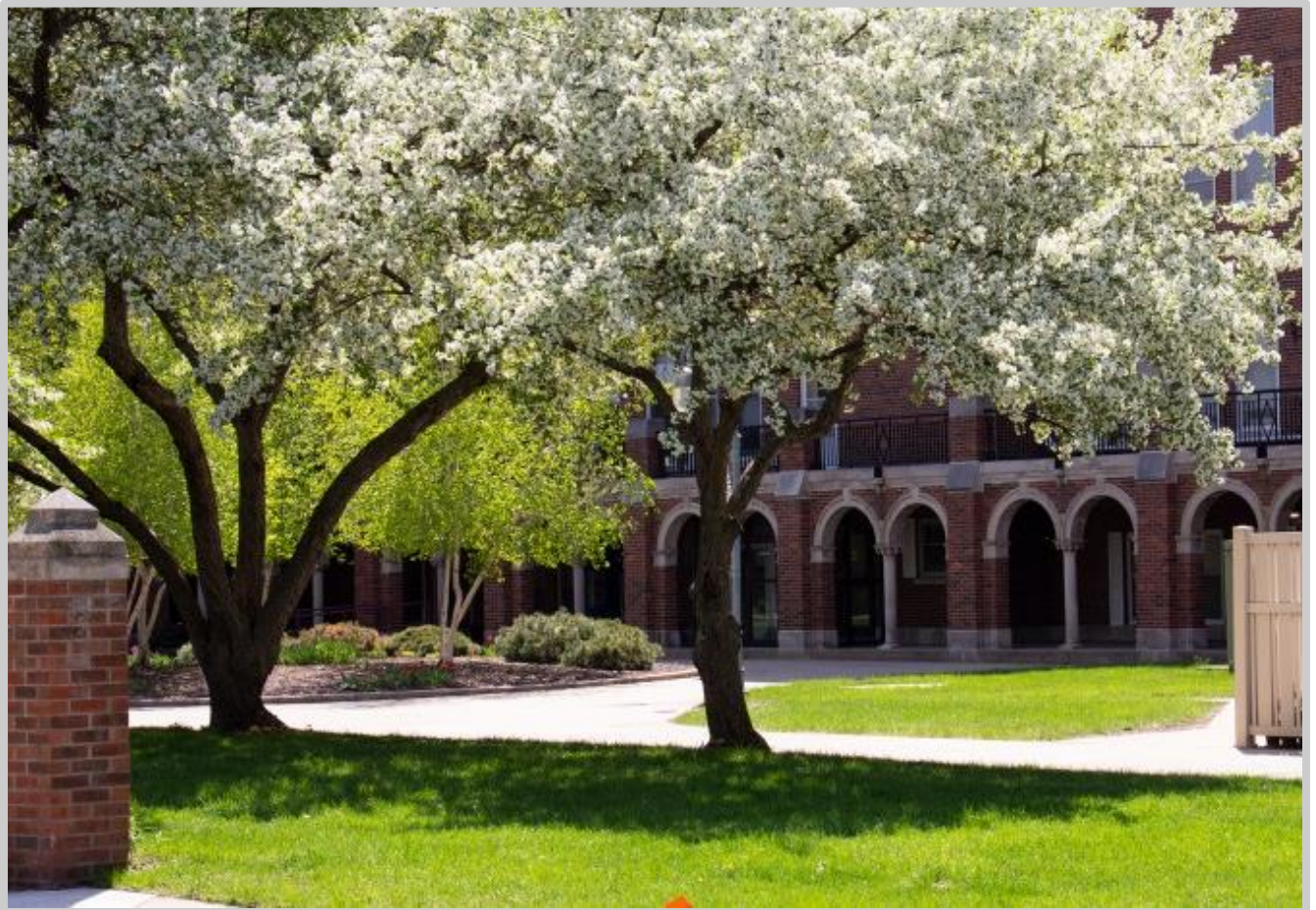
18

Students currently enrolled in the Counselor Education and Supervision Program at Viterbo University



## Future Goals

This section will highlight faculty and program goals for the upcoming academic year and future of the CES program.





## Student Perceptions of Program Strengths

Faculty Support, Student Preparation, Manageable Program

“Support and flexibility of faculty. Courses are well designed with expectations laid out. Course materials are practical and support professional development.”

“The practicum/internship experiences have prepared me with skills and knowledge for the profession and were diverse in opportunities for professional sequence. The dissertation process has been streamlined to support my educational, personal, and professional development. This process, though still challenging and requires persistence, has been made manageable while holding an active practicing license, managing a private practice, teaching regularly as adjunct, and engaging in other academic opportunities in addition to personal endeavors.”

# Student Perceptions of Program Areas for Growth

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Increased Program Support, Increased Engagement  
with Master's courses

“Pay attention to how stretched people are - in particular those who are in the position of guiding/directing the programs. There was a clear shift in availability of staff and reduced level of organization when the Ed.D. program was added. I'm concerned about the addition of yet another program if an additional director is not identified.”

Continue to integrate engagement with master level students in coursework.



# Program Accomplishments

## Program Continued Development

### Accreditation

Core faculty have worked tirelessly to complete the self-study for the counselor education and supervision doctoral program in order to become accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

### Placements

COVID-19 impacted the counselor education programs as many master's level students struggled to find practicum and internship placements due to the rapid shift to telehealth services. Doctoral students served their program and by helping to find suitable placements for many students. Doctoral students created mental health and wellness programs at the YMCA and boys/girls club that served as placement for numerous students.

### 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.

## Counseling Profession Service

### National Conferences

Three program presentations were accepted and will be presented at the Association for Counselor Education and Supervision during the fall 2021 semester. Four program presentations were given at local conferences such as 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 member serves as the editor of the Wisconsin counseling association annual journal. Additionally, another faculty member serves as a peer reviewer for an international 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 fifth faculty member

5



Examine courses that might be delivered in an online/hybrid format without compromising course integrity



Monitor CES comprehensive exam and dissertation process



Complete self-study for CACREP accreditation of the CES program





**Viterbo University**

Counselor Education Programs

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La Crosse, WI 54601

[CES Webpage](#)