

Bethany Lutheran College

Annual Program Assessment Report Template (v. 2019-2020) for PLO Attainment & Continuous Improvement of Teaching and Learning

Introduction:

Program Assessment allows programs the opportunity to review their Program Learning Outcomes (PLOs) and how they deliver those outcomes to students. It also provides opportunity for faculty to consider areas of strength as well as identify areas to improve teaching and learning.

Instructions:

Faculty are to use this template in providing information regarding their annual program assessment efforts. Please carefully read and complete each section thoroughly in the adjacent blank boxes provided. Attach supporting evidence/documents as needed and refer to any such attachments by name within the report.

Sections 'A' and 'E' on this form are universal to your report, and only need to be completed once on the annual report. Sections 'B-D' should be completed for each PLO assessed in this assessment cycle. Please carefully read and completely answer each block.

Each program will have a scheduled time to review their completed report and program assessment practices with the BLC Assessment Committee. While all faculty representing the program are invited to attend and participate in this meeting, the program must provide at least one representative who has direct knowledge of the assessment report and resultant actions.

The Committee will complete an *Evaluation of Assessment Report Rubric* that evaluates the completeness of this report and provides feedback to the submitting program on their assessment efforts. An executive scoring summary will be provided to the Academic Dean.

RESOURCES:

Several resources are available to help you successfully execute assessment practices and in completing this form. Please see **MYBLC Program Assessment Resources** that include: [Glossary of Terms](#), [Potential Action Items from Assessment](#), [Evaluation of Assessment Report Rubric](#), and an [Exemplar Sample Program Assessment Report](#). Please ask an Assessment Committee member if you have additional questions.

A. Program Overview

Program Name:	Date of Submission:	Primary Author:
Clinical Mental Health Counseling	4/12/2024	Ben Kohls, PhD, LPCC
Program Goal: (overarching goal)		
The counselor education program exists to prepare students—through a Christian worldview that applies biblical truth and rigorous scholarship within the field of counseling—to be ethical, influential, and highly competent professional counselors who serve their communities, churches, and future clients.		
Program Learning Outcomes: (list all program learning outcomes)		
The counselor education program objectives reflect the essential skills and knowledge base for development as a professional counselor. The objectives seek to fulfill the mission of the Counseling Department at Bethany Lutheran College, the core content areas outlined by the Council for Accreditation of Counseling and Related Educational Programs, and the national standards set by the National Board for Certified Counselors. Upon graduation, each student in the counseling program will be expected to meet the following learning objectives.		
PLO #1: Professional Counseling Orientation and Ethical Practice		
a. Students will be able to demonstrate fundamental knowledge and application of the ethical standards of practice as outlined by the American Counseling Association and credentialing bodies.		
b. Students will possess a working knowledge of the various roles and responsibilities of the professional counselor in health care, human services, ministry, and community settings.		
PLO #2: Social and Cultural Diversity		
a. Students will be able to demonstrate multicultural competency through a working knowledge of the theories and models for identity development, spiritual formation, social justice, and diversity.		
PLO #3: Human Growth and Development		
a. Students will be able to apply theories of individual and family development and demonstrate knowledge of biological, neurological, environmental, and spiritual factors that impact resiliency and wellness across the lifespan.		
PLO #4: Career Development		
a. Students will be able to use assessments, techniques, technologies, and strategies to facilitate clients' career development, vocational decision making, and life-work planning.		

PLO #5: Counseling and Helping Relationships

- a. Students will be able to demonstrate the use of counseling theories, integration models, and microskills for developing and maintaining helping relationships through in-person and technology-assisted services.
- b. Students will demonstrate the ability to provide evidence-based prevention, trauma-informed care, interviewing, treatment planning, and intervention skills and strategies.

PLO #6: Group Counseling and Group Work

- a. Students will be able to demonstrate fundamental knowledge of group formation, development, process, leadership skills, and the theories and models for evidence-based group counseling.

PLO #7: Assessment and Testing

- a. Students will be able to demonstrate a fundamental knowledge of testing and statistical concepts related to the counseling field and demonstrate the ability to conduct clinical interviews, assess safety risks, and select and use assessments for diagnostic and intervention planning.

PLO #8: Research and Program Evaluation

- a. Students will demonstrate fundamental knowledge of quantitative, qualitative, and mixed research methods, the ability to critically evaluate research and program outcomes, and the skills to analyze and use data in counseling.

PLO #9: Clinical Mental Health Counseling Foundations

- a. Students will be able to demonstrate a fundamental knowledge of CMHC history, development, models, documentation, co-occurring disorders, and assessment.

PLO #10: Clinical Mental Health Counseling Contextual Dimensions

- a. Students will be able to demonstrate a fundamental knowledge of the CMHC practitioner's roles and responsibilities within the continuum of care, consultation and collaboration, and the diagnostic process.
- b. Students will possess a working knowledge of CMHC professional and ethical standards, legal and government policies and procedures, credentialing, record keeping, and managed care.

PLO #11: Clinical Mental Health Counseling Practice

- a. Students will be able to assess for and provide treatment of a broad range of mental health concerns while interfacing with community resources and integrated behavioral health professionals.

PLO #12: Professional Counselor Conduct and Personal Dispositions

- a. Students will demonstrate behavior and character in keeping with the highest standards of the profession for respect, authenticity, self-awareness, self-control, personal responsibility, interpersonal effectiveness, and decision making.
- b. Students will demonstrate an attitude of Christian love and humility and behaviors consistent with an active spiritual life, servant leadership, and proper application of the truths of the Holy Bible.

PLO Revisions: (Comment on the age of your PLOs, what you do to periodically review your PLOs, and any plans for modification of your PLOs in the future if applicable)		
<p>The PLOs were articulated and implemented during the development of the CMHC program in 2020-2021. Spring 2024 marks the graduation of the second cohort of students from the CMHC program. The counselor education program faculty are presently writing the self-study document for CACREP accreditation based on the 2016 standards. It should be noted here that CACREP has released the 2024 Accreditation Standards. While these standards go into effect as of July 1, 2024; the CMHC program will be reviewed based on the 2016 standards due to the timing of our submission. PLOs will be reviewed and modified as needed based on feedback from the CACREP accreditation process and in order to meet future standards outlined in the 2024 standards.</p>		
Schedule of Assessment Activity: (Include schedule of PLO assessment by year, rotation if applicable, and the course(s) used to assess)		
<p>Assessment within the CMHC program is an ongoing and continuous process. Assessment data is reviewed to address needs both within cohort and across the CMHC program curriculum. Assessment data is to be reviewed each summer to identify areas of strength and improvement in the CMHC program and curriculum.</p>		
Program Learning Outcomes Published:		
On all Course Syllabi (List Goal and PLO on the actual course's syllabus)	No	Yes
Academic Catalog	No	Yes
<i>If No for any of the above, please explain:</i>		

B. Method, Instruments & Measures Used

(NOTE: Course or project grades are generally NOT considered assessment, as they typically do not indicate strengths or areas of improvements to a program or specifics for enhancing instruction.)

Program Learning Outcome: (identify which PLO you are measuring in this section)

PLOs with Skills KPIs are contained in this report.

PLO #5: Counseling and Helping Relationships

- a. Students will be able to demonstrate the use of counseling theories, integration models, and microskills for developing and maintaining helping relationships through in-person and technology-assisted services.
- b. Students will demonstrate the ability to provide evidence-based prevention, trauma-informed care, interviewing, treatment planning, and intervention skills and strategies.

KPI 5a.1 Student demonstrates the ability to develop and maintain a therapeutic alliance with clients. (S)

KPI 5a.2 Student demonstrates the ability to use the full range of counseling microskills. (S)

KPI 5a.3 Student effectively integrates therapeutic techniques to include a client's spiritual and/or religious perspectives and uses spiritual and/or religious practices as techniques when appropriate and acceptable to the client. (S)

KPI 5b.1 Student accurately assesses client needs and uses counseling interventions to promote client health and wellness. (S)

KPI 5b.2 Student recognizes spiritual and/or religious themes in client communication and is able to address these with the client when they are therapeutically relevant. (S)

PLO #8: Research and Program Evaluation

- a. Students will demonstrate fundamental knowledge of quantitative, qualitative, and mixed research methods, the ability to critically evaluate research and program outcomes, and the skills to analyze and use data in counseling.

KPI 8a.2 Student presents research based content at the graduate level in both written and oral forms. (S)

PLO #11: Clinical Mental Health Counseling Practice

a. Students will be able to assess for and provide treatment of a broad range of mental health concerns while interfacing with community resources and integrated behavioral health professionals.

KPI 11a.1 Student accurately assesses clinical concerns and provides evidence-based treatment for a broad range of mental health concerns. (S)

Measure(s) used to assess the program learning outcome PLO such as tests, portfolio, focus groups and performance. Briefly explain how the measure assesses the indicated PLO: (In other words, how do you measure this PLO? It should be noted that overall course or project grades generally are NOT considered assessment. However, breaking down various sections of a rubric into sub-measured performance sections could lend toward assessment to identify areas of excellence or improvement)

CMHC KPI Assessment Map

Attach a copy of the measure or instrument used as an appendix to this report:

COUN Department Rubric, Counseling Competencies Scale-Revised (CCS-R), and Counselor Preparation Comprehensive Examination (CPCE)

Describe who was assessed: (to the extent possible, include total number of students, as well as number of students who are majors, non-majors and undeclared)

All students are assessed across their progression through the CMHC program. The Faculty Evaluation of Students statement below is copied from the Counseling Program Handbook and all students participant in the 'Student Evaluation Orientation' during residency I.

The data presented in this PAC Report includes all degree-seeking students enrolled in the CMHC program from Fall 2021 through the Fall 2023.

*Excerpt from Counseling Program Handbook

Faculty Evaluation of Students

Once a student is admitted into the program, they will be evaluated in 3 categories by the faculty each semester that they are enrolled in the program. The categories are (1) counseling knowledge, (2) counseling skills, and (3) professional disposition. Multiple measures at multiple points in time are be used to assess the students. The Counseling Competencies Scale—Revised (CCS-R) (Lambie & Swank, 2017) is the instrument that will be used to track counseling skills performance and professional dispositions on each student. Knowledge competencies will be assessed through performance on key assignments corresponding to the program learning outcomes and the comprehensive exam (Counselor Preparation Comprehensive Examination-CPCE) taken during the final semester prior to graduation. Students can expect to receive a progress letter following the completion of each semester or term indicating their progress in the program as Superior, Acceptable, or Unacceptable. Superior indicates

substantial growth or contribution in two or more of the 3 categories. Acceptable means that a student is making appropriate developmental progress in all 3 categories. Unacceptable means that a student has not made the expected progress in one or more categories. When a student's performance/development is evaluated as Unacceptable, the student will be referred for remediation. The student will meet with their advisor and create a remediation plan and timeline that addresses the deficiencies identified as Unacceptable. A student must be Acceptable or higher in order to register for clinical field experience (Practicum/Internship). During the Practicum and Internship experience the student, site supervisor, and Prac/Internship faculty member consult to review student progress at designated times in the clinical experience. During Practicum there will be a minimum of two consultations, (1) at 50 hours and (2) at 100 hours. During the Internship experience there will be a minimum of four consultations (when the student completes 150, 300, 450, and 600 hours). These consultations will be accompanied by written site supervisor feedback on the student's (1) counseling knowledge, (2) counseling skills, and (3) professional disposition. When a student's performance/development is evaluated as Unacceptable during the semester in which they are enrolled in Practicum or Internship they will also be referred for remediation. The remediation plan will include feedback from the Practicum/Internship faculty and the site supervisor. Students dismissed from a Practicum or Internship site would be reviewed on a case by case basis to make a determination on their eligibility for remediation and retaking the clinical experience or dismissal from the CMHC program.

Describe the nature of the data generated: (Direct/Indirect, Quantitative/Qualitative, Formative/Summative use, etc.)

The data collected from the COUN Department Rubric is direct, quantitative, and formative. The data collected from the CCS-R is direct, quantitative, and formative. The data collected from the Counselor Preparation Comprehensive Examination (CPCE) is direct, quantitative, and summative.

Describe current plans, if any exist, to modify assessment instruments or processes within your program:

The COUN Department Rubric was revised for the 2022-23 academic year. The language used for the categorical score of 3 was changed and specific language within category descriptions were refined for clarity and specificity. Originally the term *Unsatisfactory* was used for the categorical score of 3. This is now *Satisfactory*. The change was made to allow for a greater level of developmental feedback from faculty on the rubric. The CCS-R is a standardized tool used within the field of counselor education and is working well as an instrument for assessment and feedback on students' counseling skills and dispositions. Data from the CPCE will be used to assist in program assessment since it is developed and maintained by the Center for Credentialing and Education, a nationally recognized testing and credentialing organization within the field of counseling. Student performance can be evaluated based on comparison to national averages and provides a total score as well as a breakdown of performance in each of the eight core areas of counseling preparation. These eight core areas align with PLO's 1-8 in the CMHC Program.

C. Summary of Results

Report relevant data collected in aggregated format: (Attach in the form of additional addendums if necessary)

KPI 5a.1 Measure #1 CCS-R Items 11 & 12 (n=56): Mean Score of 4.22
KPI 5a.1 Measure #2 CCS-R Items 11 & 12 (n=25): Mean Score of 4.28
KPI 5a.1 Measure #3 CCS-R Items 11 & 12 Faculty (n=14): Mean Score of 4.29
KPI 5a.1 Measure #3 CCS-R Items 11 & 12 Site Supervisor (n=13): Mean Score of 4.38
KPI 5a.1 Measure #4 CCS-R Items 11 & 12 Faculty (n=21): Mean Score of 4.19
KPI 5a.1 Measure #4 CCS-R Items 11 & 12 Site Supervisor (n=19): Mean Score of 4.5
KPI 5a.1 Measure #5 CCS-R Items 11 & 12 Faculty (n=7): Mean Score of 4.86
KPI 5a.1 Measure #5 CCS-R Items 11 & 12 Site Supervisor (n=6): Mean Score of 5

KPI 5a.2 Measure #1 CCS-R Items 1-6 (n=56): Mean Score of 3.8
KPI 5a.2 Measure #2 CCS-R Items 1-6 (n=25): Mean Score of 4.12
KPI 5a.2 Measure #3 CCS-R Items 1-6 Faculty (n= 14): Mean Score of 4.16
KPI 5a.2 Measure #3 CCS-R Items 1-6 Site Supervisor (n= 13): Mean Score of 4.24
KPI 5a.2 Measure #4 CCS-R Items 1-6 Faculty (n= 21): Mean Score of 4.13
KPI 5a.2 Measure #4 CCS-R Items 1-6 Site Supervisor (n= 19): Mean Score of 4.31
KPI 5a.2 Measure #5 CCS-R Items 1-6 Faculty (n= 7): Mean Score of 4.5
KPI 5a.2 Measure #5 CCS-R Items 1-6 Site Supervisor (n= 6): Mean Score of 4.89

KPI 5b.1 Measure #1 CCS-R Items 7-10 (n=56): Mean Score of 3.36
KPI 5b.1 Measure #2 CCS-R Items 7-10 (n=25): Mean Score of 3.95
KPI 5b.1 Measure #3 CCS-R Items 7-10 Faculty (n= 14): Mean Score of 4.16
KPI 5b.1 Measure #3 CCS-R Items 7-10 Site Supervisor (n= 13): Mean Score of 3.93
KPI 5b.1 Measure #4 CCS-R Items 7-10 Faculty (n= 21): Mean Score of 3.98
KPI 5b.1 Measure #4 CCS-R Items 7-10 Site Supervisor (n= 19): Mean Score of 4.16
KPI 5b.1 Measure #5 CCS-R Items 7-10 Faculty (n= 7): Mean Score of 4.43
KPI 5b.1 Measure #5 CCS-R Items 7-10 Site Supervisor (n= 6): Mean Score of 4.58

KPI 5a.3 Measure #1 COUN Department Rubric (n= 9): Mean Score of 4.44
KPI 5a.3 Measure #2 COUN Department Rubric (n= 15): Mean Score of 4.61

KPI 5b.2 Measure #1 COUN Department Rubric (n= 9): Mean Score of 4.58
KPI 5b.2 Measure #2 COUN Department Rubric (n= 15): Mean Score of 4.31

KPI 8a.2 Measure #1 COUN Department Rubric (n= 29): Mean Score of 4.06

KPI 8a.2 Measure #2 COUN Department Rubric (n= 6): Mean Score of 4.33

KPI 11a.1 Measure #1 COUN Department Rubric (n= 15): Mean Score of 4.64

KPI 11a.1 Measure #2 COUN Department Rubric (n= 0): Mean Score of (no data-Spring 2024 is the assessment point)

Explain how you analyzed the data and what the data interpretation tells you: (Emergent themes, patterns, or observations of what the data are saying could be explored here)

The Counseling department uses the benchmark score of 4.00 on the COUN Department Rubric and CCS-R for all Skills KPIs. 4.00 is considered Professional Quality and is the threshold for competency with regard to the designated KPI. The individual student assessments provide direct and immediate feedback to the student and faculty regarding the student's level of competence at the conclusion of the core course through the KPI evaluation. This is one source of data that is used to provide global feedback to the student at the conclusion of the semester regarding their progress in the CMHC program (Superior, Acceptable, or Unacceptable). The average score provides immediate feedback on students' counseling skill development on the assessed KPI, which corresponds to the primary PLO for the specific course. There are a minimum of two assessment points for all KPIs and five points of assessment for KPIs 5a.1, 5a.2, and 5b.1 assessed through the CCS-R.

With regard to the counseling skills KPIs assessed through the CCS-R, a clear developmental trajectory is observable across time as the students matriculate through the program of study in the CMHC program. Early assessment points (#1 & 2) on the CCS-R reveal that most students are near standards (3) or meet standards (4) in the core counseling microskills (5a.2), skills for establishing and maintaining a therapeutic relationship (5a.1), and implementing counseling interventions (5b.1). Later assessment points (#3, 4, & 5) during Practicum and Internship indicate improved proficiency and consistency in meeting and exceeding standards in these three KPI areas. These ratings indicate that students develop basic skills through early academic course-based experiences and then solidify their skills during later clinical experiences. Additionally, since assessment points 3, 4, and 5 occur during clinical experiences; both the supervising faculty and the site supervisor in the field assess the students. It is noteworthy that the faculty ratings and site supervisor ratings are closely aligned at each assessment point. The fact that clinical supervisors provide ratings similar to the faculty, increases validity to these findings.

KPI 5a.3 and KPI 5b.2 are distinctive standards established within the CMHC Program due to the priority and value place on competent and ethical means of integrating the Christian faith and clients' religious and spiritual beliefs and practices into the counseling process. These KPIs specifically focus on assessing students' integration skills through two perspectives. One is if the student can recognize and respond in a meaningful way to spiritual and religious themes relevant to the client's therapeutic needs. The other is if the students can implement interventions of a spiritual and religious nature in an ethical and meaningful way with clients. Current assessment data indicates that students are performing at and often above standards for skills competencies. These skills are of particular interest to students and are frequently closely connected with why they initially chose to pursue their education through Bethany's CMHC Program.

KPI 8a.2 is often a challenging skill area for many students as it relates to skills for professional writing and presenting. Some counseling students self-report that they do not enjoy aspects of professional writing and research, but many struggle with professional presenting. This is the main rationale that the counselor education faculty specifically developed a skills based KPI in this area. It is the desire of the counselor education faculty to support student development in this area to prepare them for professional settings in which they can provide mental health education and advocacy. Students are consistently satisfactory or meeting professional quality (4.06 mean) by the end of the COUN 661 Research and Evaluation. Students have numerous opportunities throughout the curriculum to both independently and collaboratively practice their professional writing and presenting skills. The second point of assessment is summative in that the students complete Capstone by writing a professional summary of their work and presenting their project during the CMHC Symposium during Residency 3. While the current data on this second assessment point is limited to the first cohort (Spring 2023 graduates), it indicates a positive outcome in students professional writing and presenting skills at the conclusion of the CMHC Program.

Comment on strengths in the program as indicated or evidenced in the data: (Identify minimum 2-3)

Students are consistently performing at or above the professional quality standard (4.00) in each of the CMHC Program Skills KPIs indicating appropriate developmental progress in the program. There is consistency across the core faculty in evaluating KPIs from a developmental perspective to provide formative feedback to students on their acquisition and application of essential counseling skills. Outside assessment by site supervisors also indicates that students are meeting and exceeding professional standards in the field.

Comment on areas of weakness or opportunities for improvement as indicated or evidenced in the data: (Identify minimum 2-3)

KPI 5b.1 assesses advanced counseling skills and contain some of the more difficult skills for beginning counselors to gain confidence in implementing consistently. This area reveals that students are slower in their development with these skills. While this finding is unsurprising, it also highlights that additional training, support, and practice with these skills could improve student comfort and confidence with them during earlier training opportunities.

D. Actions Taken to Improve Teaching and Learning as a Result of Assessment or Evaluation

1. Describe any modifications in the recent past within your program that have been intentionally implemented to enhance learning or instruction (include why this was done).

2. Describe any measured impact from those modifications: (ie. did you see change?)

1. Initially, we discovered that some evaluators (both faculty and site supervisors) were completing the CCS-R from a global, rather than specific perspective. The CCS-R was developed and designed to be completed based a counselor-in-training's performance during a single, specific counseling session and not on their general performance across multiple sessions. Education was developed and provided to anyone involved in using the CCS-R for student skills evaluations.
2. Greater specificity and variation in the ratings are now seen across uses of the CCS-R. This enhances the quality of the data that we are collecting through the CCS-R.

Identify future actions to be take in regards to instruction and learning, as a result of the assessment process conducted in this report: (Please include specifics on how the data indicated, suggested, or facilitated changes needed to instructional practices. Note: Ideas for "*Potential Actions Taken Resulting from Assessment*" can be found in MYBLC under Program Assessment)

The findings from this assessment report will be analyzed during the summer department assessment plan review by the counselor education faculty. Additionally, the CMHC Program Director, Clinical Experiences Coordinator, and Supervising Faculty will meet to examine the Internship 1 and 2 course expectations and structure to further refine and clarify the assessment points and instructional methods.

Identify department and/or division meetings which discussed assessment results: (Discussions such as: data analysis, summary, potential and actual actions taken. Please also upload minutes from this meeting to MyBLC)

Per the Counseling Program Handbook, all degree seeking students are reviewed following the conclusion of the semester (Fall, Spring, and Summer). Students receive a rating of Superior, Acceptable, or Unacceptable and the assessment results from the COUN Department Rubric and CCS-R (as applicable) are used during this review.

A formal assessment review will occur during the Summer of 2024 to analyze the data from this report, the CPCE, and final CCS-R assessments (Student, Faculty, and Site-Supervisor).

E. Faculty Continuous Improvement

Please list below ways in which each faculty are engaging in continuous improvement.

- *Publications, Presentations, Conferences/workshops attended*
- *Professional Development / Scholarship (current in field)*
- *Instructional Development (to improve the quality of teaching/student learning)*
- *Service (to ELS, Mankato Community, Profession, etc.)*

Information will be submitted as an addendum by Monday 4/24.

CMHC Program Faculty:

Ben Kohls, PhD, LPCC, LPC-MH, NCC, ACS, BC-TMH

Publications, Presentations, Conferences

Creator and Host of *The Well Mind Podcast* (2020-Present)

Ep 39 Triumph Over Crisis: Major General Gregg Martin (Sept. 2023)

Ep 40 Connecting Mental and Physical Health: Denise Schonwald (Jan 2024)

Ep 41 The Journey: Emily Kratz (Feb 2024)

Ep 42 Pursuing Wellness: Dr. Londgren (Apr 2024)

Kohls, B. S. (2024, March 21-23). *Creating Meaning and Connection: Residency Experiences in Online Counselor Education* [conference session]. Realigned Empowering Change in Self and Others CAPS International Conference. Atlanta, GA, United States

Fischer, K. and Kohls, B. S. (2024, March 21-23). *Christian Spiritual Formation Practices as a Protective Factor for Counselor Health & Persistence* [conference session]. Realigned Empowering Change in Self and Others CAPS International Conference, Atlanta, GA, United States.

Kohls, B. S. (2023, August 10-11). *Addressing Spiritual Struggles: Ethical Competencies for Clinical Psychotherapy*. Christian Family Solutions 2023 Retreat. Pewaukee, WI.

Stevens, H., Kohls, B. S., & Clennon, K. (2023, August 6-8). *Optimizing Faculty Wellness*. The Lutheran College Conference. Mankato, MN.

Professional Development/Scholarship

Member of Association for Counselor Education and Supervision

Member of Christian Association for Psychological Studies and ACCESS (Association for Counselors, Counselor Educators, Supervisors, & Students)

Member of the National Board for Certified Counselors

Instructional Development

CAPS International Conference March 2024 (attended)

- Psychopharmacology Update
- Ethics is not a Spectator Sport
- Enhancing Experiential Integration in Counselor Education
- ACCESS membership and leadership informational meeting
- The Implications of Context-Dependent Learning for Faith Integration Practices
- Contemporary Approaches to Addressing Spirituality and Religiosity in Clinical Training and Therapy
- Understanding the Next Wave of Generative AI: Implications for Counselor Educators

ACES National Conference October 2023 (attended)

- A panel on innovative practices in teaching
- multiple sessions on gatekeeping, CACREP, and program evaluation
- Contemplative Pedagogy Strategies to Transform Counselor Education
- Using Podcasts in the Counseling Classroom
- Field Experiences Site Vetting Process

Service

BLC Curriculum Committee Member

Volunteer at Peace, Mt. Olive, and Minnesota Valley Lutheran HS for events and athletics

Subject Mater Expert for the Center for Credentialing and Education

Karina Clennon, EdD**Publications, Presentations, Conferences**

Stevens, H., Kohls, B., & Clennon, K. (2023, August 7). Optimizing Faculty Wellness [Conference presentation].

Lutheran College Conference, Mankato, MN, United States.

<https://blc.edu/event/2023-lutheran-college-conference/>

Clennon, K. (2023, September) Wellness in the Women's Selfish vs Self Sacrifice Movement [Keynote] Circuit 8: Women's Guild Fall Meeting. Immanuel Lutheran Church Audubon MN.

Professional Development/Scholarship

Member of ACES, ACA, ASERVIC

Instructional Development

Attended ACES National Conference October 2023 – Breakout sessions on counselor education, clinical experiences, and CACREP related topics

Service

IRB Committee (BLC)

Volunteer at Peace, Mt. Olive events

Career Development Presentation, BLC Scholastic Leadership Society March 19, 2023

Helena Stevens, PhD, LPC, LSC, NCC**Publications, Presentations, Conferences**

Stevens, H.G. (2024). Support Students with Invisible Diversity. *Association of Humanistic Counseling Annual Conference, Virtual, May.*

Stevens, H., Kohls, B., & Clennon, K. (2023, August 7). Optimizing Faculty Wellness [Conference presentation].

Lutheran College Conference, Mankato, MN, United States.

<https://blc.edu/event/2023-lutheran-college-conference/>

Stevens, H.G. (2024*) Supervision in University Counseling Courses. Routledge Press.

Professional Development/Scholarship

Member of Association for Counselor Education and Supervision

Instructional Development

Attended ACES National Conference October 2023 – Breakout sessions on counselor education, clinical supervision, and clinical practice

Service

Volunteer at Peace Lutheran Church

Volunteer soccer coach at YMCA

Newsletter correspondent for Association for Humanistic Counseling

Southwest Minnesota School Counselor Association president-elect

Minnesota School Counselor Association VP post-secondary programs